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The Degree of Exercise of Academic and Sports Freedom among Faculty Members at the Colleges of Physical Education and Sports Sciences in Baghdad

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ABSTRACT

The faculties of physical education and sports sciences have made great contributions to the development of the Iraqi individual educationally, physically, and skillfully, so they were the developed academic resource for proper sports upbringing, and the author has tried to offer a practical and analytical framing of the views of the research sample regarding sports academic freedom, Being a civilized thought that establishes a promising organizational culture that preserves the country's cultural heritage and develops the energies and resources to manage the present and the future, as well as enhancing the faculty's confidence in the abilities and preparations for rapid adaptation to various variables in the labor market, the research has tried to answer the question that formed the research problem. The researcher has tested the correlation and influence between the axes of the sports academic freedom scale, which was built according to the scientific conditions for building educational and psychological standards, as well as measuring the degree of sports academic freedom practiced by the teaching staff at the colleges of physical education and Sports Sciences in Baghdad, the research has concluded several theoretical and practical conclusions, the most important of which: (1) The field research data revealed that there is a correlation and a moral impact between the axes of academic sports freedom in the colleges of physical education and Sports Sciences in Baghdad. (2) The field research data indicated that the colleges administration strengthened academic and sports freedom in the field of (teaching, freedom of expression and scientific research), without taking the field of decision-making, where it was the lowest degree compared to the rest of the axes.

INTRODUCTION

Academic freedom has expressed a distinct form of freedoms in the world, it is (freedom to practice research, teaching and publishing within the foundations and rules of knowledge inquiry in a way that ensures the independence of opinions and practices within the values of society), the university or college is not like other state institutions in terms of the implementation of specific functional and administrative responsibilities that cannot tolerate debate and difference of opinion, because in addition to their responsibility for the development and rehabilitation of human resources are also responsible for the modernization of society and the production and renewal of knowledge that elevates society.

The value of academic freedom has increased in the era of the information revolution and the emergence of modern democratic countries and the rapid spread of information and ideas. Society benefits from academic freedom, firstly directly and urgently through the effects and benefits of Applied Sciences and the education of future leaders, and secondly indirectly and in the long term by preserving knowledge products and preventing their sabotage or distortion for ideological reasons, no matter how unacceptable their current applications.

Given the important role played by the faculties of physical education and Sports Sciences in graduating sports leaders in Iraq at the educational, administrative and technical levels, we found it important to build a

comprehensive framework on the variables of current research by designing a model that protects the professor and student from any unacceptable external influence that may negatively affect the course of teaching and scientific research

The research problem started with knowing the degree of practice of teaching bodies in the faculties of physical education and sports sciences and interpreting the relationship between the axes of the concept, the current research has tried to answer the following question:-

- What is the degree of exercise of academic freedom among faculty members in the colleges of physical education and Sports Sciences in Baghdad?

The current research aimed to identify the degree of exercise of academic freedom in the colleges of physical education and Sports Sciences in Baghdad, so it was necessary to build a measure of academic freedom in the Iraqi sports education environment first, the research implicitly aims to describe and test the research variables to establish a democratic culture that enables sports academics to determine their trends to reach the sports community to the desired ends.

The author identified the areas of his Spatial Research in the colleges of physical education and Sports Sciences in Baghdad, and temporal for the period from 1/10/2023 to 20/12/2023, as well as the human represented by some faculty members in the colleges of physical education and Sports Sciences in Baghdad.

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LITERATURE REVIEW

Academic freedom is part of the general freedoms of man; it is the freedom to seek and defend the truth away from the obsession of fear through inquiry, thinking, opinion, and expression (Fuchs. R., F, 1967; Al-Omari *et al.*, 2020). The concept of academic freedom also refers to the right of a teacher, learner, and author to explore areas of knowledge and express their opinion without fear of forced interference by the college or university administration, academic freedom is equated with freedom of speech and freedom of the press as an essential characteristic of a democratic society (Scott, 1996).

Activating academic freedom within educational institutions contributes to providing students with the opportunity to diagnose their strengths and weaknesses through training on criticism, thinking and asking questions, as well as providing information to the professor to improve and develop his teaching style and to know the progress made by his students, this helps to form loving relationships and intimacy and rapprochement between the professor and the student, (Joughin,1967; Alsomaidae, 2023).

The principles of academic freedom are manifested through (honesty and responsibility in performing the duties assigned to both the professor and the student, taking into account the values of virtue that benefit society with goodness and courage to speak the truth and defend it without fear, as well as taking into account the values of society in instilling high values in the hearts of students, as the professor is the mirror of society within the educational institution in which he works), (Meyer, J, & Allen, N, 1991).

Academic freedom and the independence of universities are the First conditions for a higher education institution to be a center for scientific knowledge production and development, that is, it is a place for teaching and producing scientific facts and determining them.

All this can be done only if the university is surrounded by a kind of moral contract, a contract that should be adhered to by all elements of the academic community, including professors, students and administrators, and adhered to by the political forces of society so as not to turn the university arena into a battleground of partisan and contractual conflict (Joffers, C, & Haughey, L, 2001). (Clicxmen, 1986) in his study (the policy of openness in universities and individual academic freedom) concluded that academic freedom exercised by teachers who respect their profession and respect truth and science do not

claim this right to achieve personal, ideological or political goals, while a study (Keith. K., M.,1997) entitled (faculty members’ attitudes towards academic freedom) that faculty members did not see a great danger and threat to academic freedom at their universities, but rather they felt that their academic freedoms were well protected, and a study (Rich, 2002) entitled (The extent of freedom of expression and practices by teachers at public educational institutions in the Florida area in the United States of America) aimed to focus on freedom of expression and practice by teachers at U.S. government educational institutions according to academic freedom, came a study (Boland, 2003) entitled (academic freedom and freedom in order to apply that expression) to show the extent of the relationship of academic freedom with the concept of expression of opinion, where large external interventions were imposed on educational institutions, and finally (Brown, 2004) entitled (How academic colleges can use motivational administrative methods for change – an evaluative study -), aimed to identify how to deal with the cultural and administrative changes taking place in American universities in the field of releasing the academic freedom of the teacher to express his ideas and opinions.

Through the foregoing, the author concluded his procedural definition of academic sports Freedom, which is (the freedom of the sports faculty member to choose his tools in the search for the truth and publish what he has come to and interpret it within the scope of academic sports knowledge in the form he deems appropriate without being subjected to any pressures to serve sports education).

MATERIALS AND METHODS

The author used the descriptive research method and the method of survey studies, as it represents the most appropriate and best scientific solutions appropriate to the nature of the current research problem, as he sees (Allen, M.J, & yen, W.M. 1979) that “descriptive research aims to study the current states of phenomena in terms of their properties or forms, their relationships and factors influencing them”

Sampling and Data Collection

The current research community included the teaching staff in the Colleges of Physical Education and Sports Sciences in Baghdad, and the research sample consisted of (145) teachers. Table (1) shows the distribution of the sample members covered by the research.

Table 1: Shows the distribution of the sample members covered by the research

S	University	Faculty	Survey sample	Sample construction	Sample application
1	Baghdad	Faculty of physical education and sports sciences	1	10	30
2	Baghdad	Faculty of physical education and sports sciences / girls	1	8	20
3	Mustansiriya	Faculty of physical education and sports sciences	1	7	20

4	Mustansiriya	Faculty of Basic Education / Department of physical education and sports sciences	1	5	10
5	Al-Farahidi	Faculty of Education / Department of physical education and sports sciences	1	5	10
6	Al-Nisor	Faculty of Education / Department of physical education and sports sciences	0	5	10
Total			6	5	40
				40	100

Metrics

A research tool is “ the means or method by which a author can solve a problem, whatever those tools are, (data or devices)”. (Allen, M.J , & yen, W.M. 1979), that the nature of the current research and its goals require the availability of a tool (measure) of academic freedom in the faculties of physical education and Sports Sciences in Iraq, and since the author was unable to obtain this measure previously prepared by other authors in the sports field-as far as he was aware-so the author built the scale according to the scientific steps to build educational and psychological:-

First: Defining the Concept of Academic Sports Freedom

Through reviewing some of the previous literature and studies that dealt with this concept, the author identified the concept, especially in the field of sports education, the sports academic freedom is: (the freedom of the sports faculty member to choose his tools in the search for truth and publish what he has come to and interpret it within the scope of sports academic knowledge in the form he deems appropriate without being subjected to any pressures to serve sports education).

Second: Defining the Dimensions (Axes) of the Concept of Academic Sports Freedom

The process of determining the basic considerations for the questionnaire preparation procedures has a great role in contributing to helping the author to choose the appropriate procedures for preparing the scale, so the author adopted the following considerations in determining the dimensions of academic freedom:-

1. To review the studies and literature specialized in academic freedom of Sports about its concept and dimensions.
2. Relying on specialized studies and literature to choose four dimensions of academic sports freedom that are appropriate for the work of Iraqi sports education, namely:-
 - A. Academic sports freedom in the field of teaching.
 - B. Academic and sports freedom in the field of freedom of expression.
 - C. Academic freedom of sports in the field of scientific research.
 - D. Academic sports freedom in the field of decision-making.

In order to verify the accuracy and correctness of these axes and their representation of academic mathematical freedom, the author presented these axes and the definition of the concept after describing each axis to (5) experts(*), and the author asked them to estimate the accuracy of the concept and the accuracy of its axes and their validity to measure the concept, and in light of the observations and opinions of experts modified the formulation of some definitions of dimensions, and it was agreed on their validity and accuracy by 100% of the experts.

Third: Preparing the Paragraphs of the Measure of Academic and Sports Freedom

After reviewing some studies and Arabic and foreign literature, and in light of the characterization of each axis, the author formulated the paragraphs of the scale in the style of (self-report) and in reporting terms consisting of (28) paragraphs and five graded alternatives to the answer (very large, large, medium, few, very few) and given when correcting the grades (5 4 3 2 1) respectively, for the following reasons (Anastasia, 1982):-

1. Provide a more homogeneous scale.
2. They allow the respondent to indicate the degree and intensity of his feelings.
3. They allow the greatest variability between individuals.
4. She enjoys high honesty and constancy.

Logical Analysis of Paragraphs of the Mathematical Academic Freedom Scale (validity of paragraphs)

The concept of validity of paragraphs refers to the special inferences that the degrees of measurement come out of , in terms of their relevance, meaning and usefulness, which is the achievement of the truthfulness of the form and the meaning of collecting evidence that supports such inferences, (Eble, R. L.1972).

Based on this basis, after drafting the 28 paragraphs of the mathematical academic freedom scale, the author presented them to (5) experts from sports management, testing and measurement specialists and asked them to study each paragraph and give their opinions on its validity, and the experts were discussing with the author about each paragraph in terms of the formulation of ideas and the content of the paragraphs, the author came out the scale in its initial form as shown in Table (2).

Table 2: Shows the number of paragraphs of the mathematical academic freedom scale and the percentage of each dimension

S	Dimensions of academic and sports freedom	Paragraph numbers	Number of paragraphs	Percentage ratio
1	Teaching	7 – 1	7	25%
2	Freedom of expression	14 - 8	7	25%
3	Scientific research	21 - 15	7	25%
4	Decision making	28 - 22	7	25%
Total			28	100%

Psychometric Characteristics (standard) of the Mathematical Academic Freedom Scale

(Anastasia, 1982) indicates that “ paragraph analysis is the study that relies on statistical and empirical logical analysis of test units for the purpose of knowing their characteristics, deleting, modifying, replacing, adding, or rearranging these paragraphs in order to arrive at a consistent and truthful test that is appropriate in terms of length and difficulty”.

The two characteristics (honesty and discrimination) of the paragraph are one of the most important standard characteristics that should be ascertained in the construction of educational and psychological standards, since the honesty and stability of the scale largely depends on the characteristics of its paragraphs.

The Apparent Honesty of the Measure of Academic and Mathematical Freedom

It is one of the most important types of honesty in educational and psychological measures and indicates the extent of the paragraph’s relevance to the phenomenon to be measured, and the apparent honesty of the scale was achieved when they were presented in their initial form to a group of (5) experts to judge the validity of its paragraphs in measuring the phenomenon.

The Discriminatory Power of the Paragraphs of the Mathematical Academic Freedom Scale

Therefore, “the goal of analyzing the paragraphs is to keep the paragraphs with high discrimination, which are the good paragraphs in the test”, (Allen, M.J , & yen, W.M. 1979). and to calculate the discriminatory power of the paragraphs of the academic freedom mathematical scale, the author unloaded the answers of the (construction sample) of (40) individuals and the total score was determined for each of the forms of the respondents, and the scores of the respondents were ranked from the highest total score to the lowest total score, and then the two groups identified The number of forms in the upper group reached (20) forms compared to (20) forms for the lower group, as specialists in measurement and evaluation indicate that this percentage depends if the sample size is small, i.e. less than (80) individuals, (Anastasia, 1982).

The author used the t-test for two independent samples to calculate the significance of the difference in each paragraph between the two extreme groups in the total score of the academic mathematical freedom scale, on the basis that the calculated t-value represents the discriminatory power of the paragraph, and since all paragraphs of the scale have the ability to distinguish statistically significant below the level of significance

Table 3: Shows the discriminatory power of the paragraphs of the mathematical academic freedom scale

S	Lower group		Upper group		Calculated value (t)	The power of the discriminatory paragraph
	Std. Deviation	Mean	Std. Deviation	Mean		
1	4.45	0.510	4.20	0.410	3.707	Featured
2	4.50	0.513	4.35	0.489	2.946	Featured
3	4.50	0.513	4.15	0.366	2.483	Featured
4	4.70	0.470	4.40	0.503	2.949	Featured
5	4.50	0.513	4.15	0.366	2.483	Featured
6	4.80	0.410	4.30	0.470	3.583	Featured
7	4.65	0.489	4.10	0.308	4.255	Featured
8	4.75	0.444	4.25	0.444	3.559	Featured
9	4.70	0.470	4.15	0.366	4.127	Featured
10	4.45	0.510	4.25	0.444	2.322	Featured
11	4.60	0.503	4.15	0.366	3.236	Featured
12	4.55	0.510	4.15	0.366	2.847	Featured
13	4.60	0.503	4.25	0.444	2.333	Featured

14	4.55	0.510	4.15	0.366	2.847	Featured
15	3.50	0.513	3.75	0.444	2.537	Featured
16	3.55	0.510	3.70	0.470	3.094	Featured
17	3.55	0.510	3.75	0.444	3.821	Featured
18	3.70	0.470	3.65	0.489	2.565	Featured
19	3.75	0.444	3.75	0.444	4.000	Featured
20	3.55	0.510	3.65	0.489	3.461	Featured
21	3.55	0.510	3.75	0.444	4.976	Featured
22	2.60	0.503	2.15	0.366	3.236	Featured
23	2.60	0.503	2.05	0.224	4.471	Featured
24	2.55	0.510	2.15	0.366	2.847	Featured
25	2.50	0.513	2.15	0.366	2.483	Featured
26	2.55	0.510	2.30	0.470	2.611	Featured
27	2.65	0.489	2.20	0.410	3.151	Featured
28	2.50	0.513	2.30	0.470	2.285	Featured

(0.05) so no paragraph fell, it can be said that the scale has a good discriminatory power, and Table (3) shows this.

The Coefficient of Internal Consistency of the Paragraphs of the Mathematical Academic Freedom Scale

For the purpose of checking the homogeneity of paragraphs, the internal consistency coefficient provides us with evidence of this “since the internal consistency coefficient is the correlation coefficient between the scores of each paragraph and the total score of the scale”, (Denisi, Angelo, 2001).

The author used Pearson’s simple correlation coefficient law to extract the correlation relationship between each

paragraph and the overall score of the scale using the statistical bag (spss).

He emphasizes (Allen, M.J , & yen, W.M. 1979) “the higher the coefficient of correlation of the paragraph with the aggregate, the greater its inclusion in the scale increases the probability of obtaining a more homogeneous scale”. Since all the paragraphs that were retained in the scale have their consistency coefficients in statistical significance, that is, the calculated values are significant below the level of significance (0.05), so no paragraph fell, and it can be said that the scale is homogeneous, and Table (4) shows the coefficient of internal consistency of the paragraphs of the scale with the scale as a whole.

Table 4: Shows the coefficient of internal consistency of the paragraphs of mathematical academic freedom

Decision making		Scientific research		Freedom of expression		Teaching	
Pearson Correlation	P	Pearson Correlation	P	Pearson Correlation	P	Pearson Correlation	P
0.595**	22	0.448**	15	0.629**	8	0.316*	1
0.537**	23	0.425**	16	0.535**	9	0.440**	2
0.456**	24	0.542**	17	0.797**	10	0.392*	3
0.379*	25	0.455**	18	0.592**	11	0.421**	4
0.655**	26	0.547**	19	0.487**	12	0.570**	5
0.738**	27	0.538**	20	0.403**	13	0.588**	6
0.671**	28	0.555**	21	0.599**	14	0.641**	7

***. Correlation is significant at the 0.01 level (2-tailed).*

**. Correlation is significant at the 0.05 level (2-tailed).*

Constancy of the Measure of Academic and Mathematical Freedom

By it is meant the extent to which the test measures the true amount of the trait it is intended to measure , and also means the “constancy of the test to the consistency of the scores obtained by the same individuals themselves in different atmospheres”, (Eble, R. L. 1972).

Since the honest scale is constant, while the fixed scale may not be honest, this does not mean that the stability of the scale is not calculated, because there is no scale with complete honesty, as well as the stability gives an indication of the accuracy of the scale and the homogeneity of its paragraphs, and for the purpose of knowing the stability of the scale and the existence of

several methods for calculating it, the author relied on using the method of analyzing the stability Cronbach's Alpha because it is one of the most used stability methods. "this method measures the internal homogeneity of the paragraphs of the scale. after the author unloaded the grades obtained from the (construction sample) of 40

individuals and calculated the scores of the paragraphs and the total score for each respondent, the Cronbach's Alpha equation was used. the stability coefficient of the scale and its dimensions were as shown in Table (5), which is a good stability coefficient according to Foran.

Table 5: Shows the Cronbach's Alpha values of the mathematical academic freedom scale and its dimensions

Cronbach's Alpha	Dimension	S
0.718	Teaching	1
0.738	Freedom of expression	2
0.748	Scientific research	3
0.736	Decision making	4
0.792	Total	5

The Objectivity of the Measure of Academic and Mathematical Freedom

By distributing the scale to the experts to extract honesty and consistency, there was no problem or misunderstanding of the questionnaire paragraphs, the answers were clear and understandable, which indicates their objectivity, because objectivity "is the test that gives the same results no matter how different the correctors" (Raju, P, and Srivastava, R .1994).

Applying the Scale to the Main Sample

The author proceeded to distribute the questionnaire form to the members of the research sample (Application sample) and their number (100) individuals, and after completing the research steps, the author collected the questionnaire data from all the members of the research sample and arranged them in tables in preparation for processing them statistically to display and analyze the results.

Statistical Methods

The statistical data was processed using the Social Sciences statistical bag (spss).

RESULTS AND DISCUSSIONS

To find out the significance of the difference between the average academic mathematical freedom according to the four dimensions and the theoretical (hypothetical) average of the scale using the Test (t-test) for one sample, it turns out the following:-

The average academic freedom scores of the research sample were greater than the theoretical average of the test, as the average academic freedom scores were (104.26), while the theoretical average of this test was (84) with a standard deviation (2.240) and the calculated t-value of (465.652) was significant in statistical significance at the level of significance (0.001) as shown in Table (6).

Table 6: Shows the arithmetic mean and standard deviation of academic freedom according to its dimensions

S	Dimensions of academic and sports freedom	Sample size	Mean	Std. Deviation	Theoretical Mean	Calculated value (t)	Level of significance
1	Teaching	100	29.95	1.610	21	185.977	0.000
2	Freedom of expression	100	27.35	1.132	21	241.714	0.000
3	Scientific research	100	39.14	1.887	21	3.978	0.000
4	Decision making	100	28.69	1.958	21	90.365	0.000
5	Academic and sports freedom	100	104.26	2.240	84	465.652	0.000

Analysis of Correlation Relations

In addition to the descriptive and diagnostic processes based on the descriptive analysis data, the correlation relationships between the axes of the academic freedom

scale were identified, as shown in Table (7), which indicates that there are positive statistical correlation relationships with significant significance between the axes of the scale.

Table 7: The Pearson correlation coefficient between the axes of the mathematical-academic freedom scale

	Academic and sports freedom	Teaching	Freedom of expression	Scientific research	Decision making
Academic and sports freedom	1	0.321**	0.372**	0.408**	0.477**
Teaching	0.321**	1	-0.262-**	0.422**	-0.438-**
Freedom of expression	0.372**	-0.262-**	1	-0.366-**	0.435**

Scientific research	0.408**	0.422**	-0.366-**	1	-0.212-*
Decision making	0.477**	-0.438-**	0.435**	-0.212-*	1

***. Correlation is significant at the 0.01 level (2-tailed).*

**. Correlation is significant at the 0.05 level (2-tailed).*

Analysis of Academic Mathematical Freedom

It is clear from Table (8) that the degree of academic freedom in the field of teaching was large on all paragraphs except paragraph (1 and 4) were medium and very large, respectively, while the degree of academic freedom in the field of freedom of expression was also large on all paragraphs except paragraph (8) was medium, academic

freedom in the field of scientific research recorded a large degree on all paragraphs except paragraph (15) was very large, and finally the degree of academic freedom in the field of decision-making was large for paragraphs (24 & 27) and medium for paragraphs (23 & 28) and a few paragraphs (22, 25 and 26), and Table (8) shows this (appendix 1).

Table 8: The analysis of the academic and mathematical freedom of the research sample shows

S	The measure of academic and mathematical freedom	Mean	Median	Mode	Frequency	Degree of freedom
Academic and mathematical freedom in the field of teaching						
1	The college administration provides the requirements related to the use of modern methods in teaching	3.46	3.00	3	77	Medium
2	The college administration gives freedom to the teaching staff with additional work to the teaching quorum	4.26	4.00	4	81	Large
3	The college administration allows the faculty to choose the vocabulary of the curriculum	4.32	4.00	4	78	Large
4	The college administration allows the faculty the freedom to teach their students in the way that suits them	4.61	5.00	5	69	Very large
5	The college administration gives the faculty freedom to choose the appropriate calendar for their students	4.46	4.00	4	85	Large
6	The college administration provides modern references and sources for the vocabulary of the curriculum	4.42	4.00	4	68	Large
7	The college administration facilitates the faculty to hold workshops and seminars related to their specialties	4.42	4.00	4	89	Large
Academic and sporting freedom in the field of freedom of expression						
8	The faculty member expresses his opinion freely	3.43	3.00	3	67	Medium
9	The Faculty Administration allows the formation of opinions and ideas that serve the faculty	4.40	4.00	4	87	Large
10	The college administration is keen on intellectual meetings between faculty members	3.64	4.00	4	68	Large
11	The college administration provides faculty members with opportunities for creativity	4.33	4.00	4	88	Large
12	The college administration allows to justify what the Faculty offers	4.38	4.00	4	89	Large
13	The college administration provides sufficient space for the teaching staff for constructive criticism	3.61	4.00	4	90	Large
14	The college administration provides freedom of expression to the faculty without regard to their scientific ranks	3.56	4.00	4	79	Large
Academic and mathematical freedom in the field of scientific research						
15	The college administration encourages the faculty to publish in international journals	4.57	5.00	5	66	Very large
16	The college administration provides the appropriate scientific journals for the specialties of the faculty	3.58	4.00	4	87	Large
17	The college administration gives the faculty freedom to choose the topics discussed	4.44	4.00	4	76	Large

18	The Faculty Administration provides the faculty with freedom to publish their research	4.37	4.00	4	79	Large
19	The college administration sets fair standards for scientific promotion	4.31	4.00	4	89	Large
20	The college administration provides an electronic database for scientific research	3.61	4.00	4	75	Large
21	The faculty administration is working on issuing scientific journals in various disciplines	4.42	4.00	4	80	Large
Academic and sports freedom in the field of decision-making						
22	The faculty involves the faculty member in making the university decision	2.50	2.50	2	87	A few
23	The college administration relies on centralization in decision-making	2.20	3.00	3	73	Medium
24	The college administration takes into account the interest of the teaching staff when issuing instructions and laws	3.67	4.00	4	88	Large
25	The faculty participates in the recruitment of new teachers	1.58	2.00	2	81	A few
26	The faculty expresses its opinion on the appointment of new administrators	1.61	2.00	2	76	A few
27	The faculty participates in the development of university instructions and regulations related to them	3.56	4.00	4	89	Large
28	The college administration does not impose its opinions on academic issues related to the teaching staff	2.57	3.00	3	80	Medium

CONCLUSION

The research achieved its first goal by building a measure of academic sports freedom specific to the Iraqi environment, as well as learning about academic sports freedom, and thus achieved its second goal, and the field research data revealed the existence of a correlation and a moral impact between the axes of academic sports freedom in the colleges of physical education and Sports Sciences in Baghdad, and the field research data indicated that the colleges administration supported academic sports freedom in the field of (teaching, freedom of expression and scientific research) without the field of decision-making, where it was the lowest degree compared to the rest of the axes.

The research also concluded that there are some limitations in the faculty member expressing his opinion freely, which was a common feature within the sample studied. The teaching bodies enjoy academic and mathematical freedom in the field of scientific research. The research data showed that the faculty member was not involved in university decision-making and was a common feature in the colleges studied.

The author in the field of teaching recommends that attention should be paid to the renewal and development of teaching supplies with the latest to achieve the desired goals, as for the field of freedom of expression, a culture of constructive criticism and taking all opinions and ideas aimed at developing mathematical work should prevail, as for the field of scientific research, a formation (administrative – In the field of decision-making, the author recommends the rule of law and its application to everyone alike, the faculty member feels job security and helps him to excellence and creativity, and finally,

the spread of teamwork pushes the wheel of sports education forward strongly and develops a sense of collective responsibility.

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Appendixes

The measure of academic and mathematical freedom

S	The measure of academic and mathematical freedom	Degree of freedom				
		Very few	A few	Medium	Large	Very large
	Academic and mathematical freedom in the field of teaching	1	2	3	4	5
1	The college administration provides the requirements related to the use of modern methods in teaching					
2	The college administration gives freedom to the teaching staff with additional work to the teaching quorum					
3	The college administration allows the faculty to choose the vocabulary of the curriculum					
4	The college administration allows the faculty the freedom to teach their students in the way that suits them					
5	The college administration gives the faculty freedom to choose the appropriate calendar for their students					
6	The college administration provides modern references and sources for the vocabulary of the curriculum					
7	The college administration facilitates the faculty to hold workshops and seminars related to their specialties					
	Academic and sporting freedom in the field of freedom of expression	1	2	3	4	5
8	The faculty member expresses his opinion freely					
9	The Faculty Administration allows the formation of opinions and ideas that serve the faculty					
10	The college administration is keen on intellectual meetings between faculty members					
11	The college administration provides faculty members with opportunities for creativity					
12	The college administration allows to justify what the Faculty offers					
13	The college administration provides sufficient space for the teaching staff for constructive criticism					
14	The college administration provides freedom of expression to the faculty without regard to their scientific ranks					
	Academic and mathematical freedom in the field of scientific research	1	2	3	4	5
15	The college administration encourages the faculty to publish in international journals					
16	The college administration provides the appropriate scientific journals for the specialties of the faculty					

17	The college administration gives the faculty freedom to choose the topics discussed					
18	The Faculty Administration provides the faculty with freedom to publish their research					
19	The college administration sets fair standards for scientific promotion					
20	The college administration provides an electronic database for scientific research					
21	The faculty administration is working on issuing scientific journals in various disciplines					
Academic and sports freedom in the field of decision-making		1	2	3	4	5
22	The faculty involves the faculty member in making the university decision					
23	The college administration relies on centralization in decision-making					
24	The college administration takes into account the interest of the teaching staff when issuing instructions and laws					
25	The faculty participates in the recruitment of new teachers					
26	The faculty expresses its opinion on the appointment of new administrators					
27	The faculty participates in the development of university instructions and regulations related to them					
28	The college administration does not impose its opinions on academic issues related to the teaching staff					