

## The System of Values Prevailing Among Undergraduate Students in the Faculties of Educational Sciences in the Jordanian Universities

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### Abstract

*The study aimed to identify the prevailing values system among the students of the faculties of educational sciences in the Jordanian universities. A questionnaire was designed, and distributed to a random sample of 759 students. The results showed a high degree of values system, the ranking of students' values, respectively; knowledge, religious and moral, beauty, economic, political, and social values. There are statistically significant attributed to gender variable in all dimensions and in values as a whole and in favor of females. Also, according to the university variable and for the benefit of the students of Mu'tah University. And to the variable level of study, and the differences for the benefit of students of the first year.*

**Keywords:** *Values system, Faculties of Educational Sciences, Jordanian Universities*

### Introduction

Universities are the top educational institutions in the society and are required to be aware of their responsibilities and their message in society. This message does not stop at just giving a lot of information to a group of young people to prepare them for the professions and jobs that the society needs in its progress and development. Limited to other more diverse and comprehensive functions, there is the social, cultural, political, economic, and extension function. Therefore, it is not a center for the graduation of staff, a certificate factory or a test center, but an image of the ideal society to be accessed. The university is an institution that student belongs to during one of the most important stages of his life, to find satisfaction in the various aspects of his personality. He receives the knowledge and information, trains to use the scientific method in all his life affairs, develops his experiences and hobbies and fulfills his needs and desires through the available participation in all aspects of the activity, all within the framework of what is now known as the third function of the University, which is the extension of the university, which is the task of mobilizing the University's capabilities to serve the generation of young people who receive the knowledge, as well as the service of the community.

The university is not only responsible for providing students with scientific knowledge, but also providing them with a set of values that control their behavior. Theoretical knowledge is associated with practice and work, and the concepts are translated into behaviors and values (Abu Hatab, 2017). Thus, value education is always essential to shape one's life and to give him an opportunity of performing himself on the global stage (Sharma, 2017). This is what AL-Rasheed (2000) has pointed out that university education includes a set of standards and values that accompany each stage, and that the student is required to be familiar with and practice them, and seeks to maintain and maintain them. This means that university education is not a systematic process that leads to acquiring more knowledge about different phenomena and solving only the problems we face.

It is primarily valuable, which makes students valuable and equipped with the cognitive and methodological specifications (Samurai, 2005).

Values are a characteristic of human society. Man is the subject of values. Values are a social process that is concerned with the human race in general. Its importance and functions derive from the nature of its existence in society. There is no human society without values. They are more cohesive, and are more closely related to each other as the surface of the paper in their attachment. If they are deprived of any valuable human society, then we have deprived them of their humanity (Zayyud, 2006). In general, values constitute a frame of reference that governs the actions of the individual and the community, and thus their role in the formation of the personality of the individual and its cognitive framework, and constitute the national or national character. (Patrick, 2003, 32).

The concept of values in psycho-social sciences is of paramount importance as one of the factors that unites the behavior of individuals and achieves the unity of thought, judgment and behavior within social life (Al-Atoum, Daraghmeh, 2014). The values in the same person are the role played by the master of the ship, carried out and established by a decree and to a known goal, the understanding of the human being is the understanding of values that hold on to his direction. The study of the subject of values has received great attention from the pioneers of philosophical thought and contemporary ethical studies (Alayan and Asila, 2004). Research on university student spirituality indicates that most students expect higher education to provide opportunities for spiritual exploration and growth but the most universities fall short of their expectations (Astin, & Lindholm, 2011). The importance of values and the role of education in shaping and spreading it in the contemporary world is increasing in light of the amazing scientific and technical progress that touches upon all components of human life, yet it has not solved the problems of contemporary human life. And the conflict between poor and rich countries, because of its failure to provide an optimal alternative to these values absent in the real world.

Values have a set of characteristics that distinguish them from other concepts such as need, reality, belief, direction or behavior. These characteristics can be summed up by (Aqeel and Abu al-Taman, 2001, Shukri, 2002) as being humane, meaning only human beings. Values are not connected to a specific time. Values are an attachment to the past, the present and the future. In this sense, they depart from the meaning of desires and tendencies that are related to the present only. The negative pole is the unit that constitutes the value, while the negative pole represents what we can call (against value, or reverse value). In the sense that values are considered as a criterion for sentencing measured, assessed, interpreted and explained through human behavior. And that they are relative, that is, they are not absolute, but are characterized by relative stability and they vary from one society to another depending on the factors of place and time, culture, geography and ideology. And that they are educated, that is, they are acquired through the environment and not genetic, in the sense that they are learned and imparted through the various institutions of socialization. And that it is subjective: in the sense that the weight of value and its importance varies from individual to individual. And that they generally prevail among members of society in general, and are common to all groups.

AL-Kabani (2003) highlighted a number of scientific values that are supposed to exist in the scientifically educated person: the desire to know and understand, to investigate things, the desire to prove and investigate, to respect logic, to study the introductions and results carefully, and to search for information and its proper meanings. Also, Khalifah (2004) study conducted by (300) university students studying at Cairo University, (200) faculty members at the university Cairo. The results related to the sample of students that there are many values and negative trends that spread among university youth, the most important of which: smoking, sexual intercourse, and excessive attention to fashion. The results of the sample of faculty members showed that the most important negative values that emerged were neglect, lack of commitment and lack of seriousness, lack of love of science, and the spread of Western words about Arab culture. The study reached negative values - whether approved by students or Faculty members - revealed a clear imbalance of the value system. The study of Alustath and Hamdan (2004) aims at evaluating the role of the university in shaping the value system of students from the three Palestinian universities (Al-Aqsa, Islamic, Al-Azhar). The most pressing values that students suffer from lack and shortness are: economic, political and cultural values, followed by social values and religious values. The results showed that there were no significant differences in the views of the students on all the university's roles attributed to sex except for the role of university activities. As for the variable of specialization (literary, scientific), the differences were not significant except for the views on the role of the professor, there were significant differences in favor of literary specialization.

Differences were not the function of the achievement level in all university roles, except for the role of libraries. There were significant differences in favor of people with low achievement and variable housing.

The Australian Curriculum Corporation (2006) has been studying the goal of developing a program that will contribute to educating students on ethical, social and political values and implementing projects that will identify and reflect good practices in teaching values. The study sample consisted of (166) schools with a program that included multi-faceted values. The study found several positive results, including positive results on teaching values and positive practices at the level of students in the sample of the study. It was found that students benefited personally from the values they learned in the program. The study AL-Nooh (2007) aimed to determine the values that accompany scientific thinking among students of teachers' colleges in Saudi Arabia and the problems that hinder the development of scientific values in their view.

The study sample consisted of 563 students. Teachers' colleges, and the existence of some problems that are responsible for their disability, and the impact of the variable specialization and was in favor of literary specialization, and the impact of the level of study was in favor of the fifth level. Al-Qahtani (2010) conducted a study aimed at identifying the level of citizenship values among young people in the universities of Saudi Arabia. The study sample consisted of (384) male students. The study found that the value of participation increased and that the majority of respondents agreed that the value of participation is one of the values of citizenship that contribute to strengthening preventive security. On the behavioral side, it was of a low level and the majority of respondents are inclined to provide assistance to others. Moreover, the majority of respondents adhere to regulations and instructions outside, and the results of the study showed that there are 12 obstacles that impede the possibility of exercising the values of citizenship on the required situation, including: The disproportionate income with the cost of living, high prices, unemployment, spread of the mediation.

The Zajaward& Campbell study (2011) aimed to highlight the importance of ethics, values at all levels of the education system, and the extent to which governments are interested in raising the values and morals of students in New Zealand and Australia through their inclusion in curriculum requirements. The study sample was 1200 students studied in New Zealand and Australian universities. The study found that moral values and values have a great role in the cooperation of students among them at a good level and that the curricula have a role in raising the values and ethics of students.

Marzouk study (2012) aimed to identify the value system of students of the Faculty of Education at the University of Hail in light of some variables. The sample consisted of (440) male and female students who were randomly selected. The questionnaire was divided into 59 sections divided into six fields. The study reached a number of results: Religious values ranked first among students followed by aesthetic and economic values Political and cognitive values came in the last rank, as it showed that sex is one of the most important variables that explained the overall variance in the value system, especially in the field of cognitive values in favor of males.

Al-Aqeel and Al-Hayari (2014) study aimed to identify the role of Jordanian universities in strengthening the values of citizenship from the point of view of faculty members. The study sample consisted of (371) faculty members in the scientific and humanities colleges in the Jordanian universities, which were chosen by random class method. The results of the study showed that the most important values of citizenship that universities seek to instill in their members from the point of view of the faculty members are: loyalty and belonging to the homeland, love of the homeland and concern for its security and stability. The study also shows that the degree of the possibility of Jordanian universities to strengthen the values of citizenship from the point of view The faculty members came with a medium degree of overall performance, there were statistically significant differences in the extent of Jordanian universities' ability to strengthen the values of citizenship due to the effect of the type of university and the type of college. Differences came in favor of private universities. The results of the study showed no statistically significant differences due to the college effect The study of Shyab (2014) showed that the percentage of the degree of practice of students of the Faculty of Science in University of Taiba-Saudi Arabia for scientific values (70%), and this degree is medium, and there are no significant differences in the degree of the practice of students of the Faculty of Science in Taiba University for scientific values attributed for the variable of the school level and the gender variable. There are statistically significant differences in the degree of practicing students of the Faculty of Science at Taiba University for scientific values due to the variable of the third year. The study of Awainat (2015) aims to reveal whether the student or student coming from the countryside to the city of study in higher education, is changing some of its values and trends in order to adapt and integrate with the new environment, and if so, to what side is this change? Positive or negative?

The study found that students from rural areas to the city to pursue higher education studies, they change their values from the countryside, conservative values and responsive to social norms of behavior, and compensate them with values that are mostly negative and sometimes even contradictory, and may find encouragement from others, within the university and its residential neighborhoods or outside. They may also find things to be valid and what they have to do. It is important to think about ways and methods that can be used so that they do not fall prey to this change, especially with regard to females who may deviate, especially in university neighborhoods.

Florence's study (2016) aimed to investigate the prevailing values of graphic design students at the Autonomous University of Mexico using the Port Vernon and Lindsay Scale, a study of values as a measure of the dominant interests in Mexico. The scale was applied to a sample of 124 students from different semesters. The results showed that the values that ranked first were economic and aesthetic. Religious, social and political values were ranked late. The study of Duykat (2016) aimed at identifying the educational values of the students of faculties of physical education in Palestinian universities. The questionnaire was used to collect the data and was distributed to a sample of 188 students. The study showed that the educational values of the students of faculties of physical education were largely on the fields of religious, political, social and scientific, while they were on a medium level in the economic field. While the total degree of educational values to a large degree. The results showed that there were statistically significant differences according to gender variables and for females, according to the university variable and private universities. The study of Abu Hatab (2017) aimed to identify the value system of the students of the community college in Rafha / Northern Frontier University. A questionnaire was designed from (35) items measuring the value system, which was distributed to a sample of (43). For the academic year 2015/2016. The results showed a high degree of religious values, a high degree of cognitive values, a moderate degree of economic values, a moderate degree of aesthetic values and a high degree of social values. There are statistically significant differences due to the effect of the place of residence in domains and values as a whole. And showed no statistically significant differences due to the impact of the academic level in all dimensions and values as a whole. After reviewing the previous foreign or Arab studies related to the values, it is clear that these studies are differ in other aspects, either between them or between them and the current study. These studies have varied in values, including educational values, including prevailing values in general.

### **Problem and questions of the Study**

Universities and educational institutions play an important role in serving the society by providing them with human cadres and technicians from various scientific and academic disciplines. The progress of the society depends mainly on the human element, which is considered an important resource for the country and the means of development and its purpose. In order for the university to play its distinctive role, its production must be characterized by its level and quality in quantity, quality and preparation for qualified cadres and manpower capable of making a change in society.

As the educational science faculties are an integral part of the Jordanian universities, they are considered the most important among the different colleges because they have the responsibility to prepare a distinguished and efficient generation capable of serving the country, and facing the challenges of this time. Therefore, it needs to introduce the qualifying manpower because man is the means of development and change in society. The educational sciences faculties have a duty to develop and instill values among students, because the need to inculcate those values in our modern world will avoid many problems and challenges. Because students are the backbone of the future, they need proper care and education, and as far as their care, education and care are concerned, their welfare and the well-being of their society. Therefore, values become an important factor for preserving the social conditions and relations among students. Awareness of their responsibility, their integrity and their messages in society.

Therefore, this study tries to answer the following questions: Question One: What is the order of the value system prevailing among undergraduate students in the faculties of educational sciences in Jordanian universities? Question Two: Are there differences of statistical significance in the value system prevailing among students of the faculties of educational sciences in Jordanian universities due to the variables: gender, university, level of study, place of residence?

### **Importance of Study**

The importance of this study stems from the great interest in the principles of values in the world in general and Jordan in particular.

Many conferences, meetings and political and educational trends in Jordan have focused on giving importance to such subjects. The importance of this study also stems from the great role played by educational institutions who understands the meaning of values, understands its principles, and abides by its ethics and practice. This study focuses on the youth category, which is the university students, which is the group that has the task of change and development in the community. Therefore, it is hoped that this study will benefit the educational leaders working in different educational universities. This study also provides a tool for researchers to use in studies relevant to the subject of the present study, and to apply them in other settings. It is expected that this study will provide feedback to decision makers in the educational sciences faculties on the reality of students' values and benefit from them.

## **Methodology of Research**

### **Research Design**

This study is quantitative investigation employed the survey method as its research design.

### **The Population and Sample of the Study**

The population for this study were students' who enrolled colleges of educational sciences in Jordanian universities (2277) students during the first academic semester 2016/ 2017. The study sample was chosen purposefully randomly (759) that represent 37% of population of the study, through determining the academic year of student then selected randomly.

**Table 1. Sample distribution regarding to its variables**

Variable		Frequency	%
Gender	Male	420	55%
	Female	339	45%
Study level	First	445	59%
	Forth	314	41%
University	Mu'tah	161	21%
	Balqa	156	21%
	Hashemite	227	30%
	Yarmouk	215	28%
Residence Location	City	365	48%
	Urban	195	26%
	Badia	105	14%
	Camp	94	12%
Total		759	100%

### **Data Collection Instrument**

The study tool was developed based on the previous studies and the researches that were examined. It consisted of two parts: the first part, which includes the variables: gender, level of study, university, place of residence. The second part included 42 items divided into six dimensions: religious and moral values, cognitive values, social values, aesthetic values, political values, and economic values.

### **Instrument Validity**

In order to verify the validity of the study tool, it was presented to a group of professors at the Hashemite University and Yarmouk University with expertise to express their opinions and observations about the validity of their items and their dimensions in terms of their scientific accuracy, language formulation, meanings and relevance to the dimension and items matter. (10) arbitrators and more, ie (80%) of the arbitrators and above, taking into account all comments on deletion, modification of the language, addition of the proposed new items and exclusion of items that did not receive the agreement of the arbitrators, to finalize the tool (42) items in six dimensions. Very large (5) points, large (4) points, average (3) points, weak (2) points, very weak (1) points one.

### **Instrument Reliability**

To verify the reliability of the study instrument, the test-retest method was used. It was distributed to an initial sample of 30 students at the Hashemite University outside the study sample.

Each of them was given a secret number after their names were listed without their knowledge. , To ensure the accuracy of the correlation coefficient between the responses of the same primary sample. Two weeks later, the test was re-applied to the same sample, after correcting the answers, and the scores were eliminated and the relationship between the first and second tests was determined using the Pearson correlation factor. The correlation coefficient (Cronbach Alpha) for the study instrument in both its sections and dimensions was calculated as shown in Table (2) as follows:

**Table 2. Instrument validity according to Cronbach Alpha and test-retest**

Dimensions	Cronbach Alpha	Test-retest
ethical and religion values	0.91	0.84
Knowledge values	0.94	0.86
Sociable values	0.98	0.89
Beauty values	0.92	0.90
Political values	0.86	0.88
Economical values	0.91	0.90
Total	0.92	0.88

### Correcting the Study Instrument

In order to correct the study instrument and determine the value system prevailing among undergraduate students in the faculties of educational sciences in Jordanian universities, three levels of the value system have been identified. Those who obtain mean of 3.5 and above are high, and get mean of 2.5 to 3.49 are medium, and mean of less than 2.49 are low.

### The limitations of the study

Place limitation: This study was conducted at the Faculty of Educational Sciences at the Jordanian Universities.

Time Limitations: This study was conducted in the second semester of the academic year 2016/2017.

Human limitations: This study was conducted on students of the faculties of educational sciences at Jordanian universities.

### Terminology of study

**Values:** A set of ideas and principles acquired by the individual in his social environment, which he believes in and taste and constitute a total value system that governs the behaviors and practices of the individual and help him adapt to his social environment (Estate, Subhi, 2002).

**The value system:** interrelated values organized in the form of hierarchical hierarchy of importance from the most important to the least. This study was measured by the Kalio and Sub-values scale. Values were organized into five categories: religious and moral values, cognitive values, values Social values, aesthetic values, political values, economic values (Aljalad, 2008).

**Undergraduate students:** are undergraduate students at the undergraduate level.

### Statistical Methods

The researcher used the frequency and percentages of the characteristics of the sample members. The mean and standard deviations were used in the statistical processing to extract the results of the study, as well as the Alpha Cronbach test, the T test, the single-variance analysis test, and Scheffe test.

### Results and Discussion

Question One: What is the order of the value system prevailing among undergraduate students in the faculties of educational sciences in Jordanian universities? Means and standard deviation were used to answer this question. It is observable from Table 3 that the highest mean of the value system was for Knowledge dimension with (M=3.98), followed by ethical and religion dimension with (M=3.97), followed by beauty dimension with (M=3.86), followed by economical dimension (M=3.85), then political dimension (M=3.79), and sociable dimension (M= 3.78) is the lowest mean. With regard to the means and standard deviation for all dimensions (M=3.87) with high degree.

**Table 3. Means and standard deviation of dimensions of the value system prevailing among undergraduate students in the faculties of educational sciences in Jordanian universities**

Dimension No.	Dimension	Rank	Mean	SD	Degree
2	Knowledge	1	3.98	0.85	High
1	Ethical and religion	2	3.97	0.82	High
5	Beauty	3	3.86	0.95	High
6	Economical	4	3.85	0.96	High
4	Political	5	3.79	0.92	High
3	Sociable	6	3.78	0.81	High
	Total		3.87	0.89	High

This result can be explained by the fact that the value system prevailing among students is very high. The educational process in its origin is based on values. It is based on the principle of selection and preference among the group of alternatives in a number of areas, including religious, ethical, cognitive, social, beauty, political and economic. And the behaviors that the members of the community are based on. Therefore, the values system is high among the students of the educational colleges in the Jordanian universities. The Jordanian society in general focuses on instilling values among the children, in addition to that courses that taught to students concentrate on this part. Below we present each of the six dimensions of value separately.

#### First: Ethical and Religion Values Dimension

Table (4) reveals means and standard deviation for items of ethical and religion values dimension.

**Table 4. Means and standard deviation of dimension of ethical and religion values**

Item No.	Items	Rank	Mean	SD
1	What I care most about places of worship is the spiritual atmosphere	4	3.97	0.80
2	I am seeking more religious knowledge	7	3.81	0.81
3	I love reading in the religious field	1	4.13	0.80
4	Best spend most of my leisure time in religious centers	6	3.91	0.85
5	I love to others what I love for myself	5	3.92	0.77
6	Have patience and tolerance	2	4.03	0.81
7	I tend to honesty and to fulfill the promise	3	3.98	0.82
	Total Mean		3.97	0.82

Table (4) shows that the total mean of the dimension of religious and ethical values was high with mean (3.97) and a standard deviation (0.82). In the first place, item "I preferred the reading in the religious field" with mean (4.13). Finally, the item (I seek more knowledge of religious matters) came with mean (3.81). It can be explained that the degree of religious and ethical values is high because it is the interest in legal and moral beliefs and the search for the realities of existence and the secrets of the universe and life, and because the nature of the Jordanian society is characterized by its association with the religious and moral aspect and would instill religious and moral values in the hearts of its children. What universities teaches students in educational science schools in particular is to instill these values in her students. This result is consistent with the outcome of the study (Marzouki, 2012), as well as with the result of a study (Abu Hatab, 2017).

#### Two: Knowledge Values Dimension

Table (5) reveals means and standard deviation for items of knowledge values dimension.

**Table 5. Means and standard deviation of dimension of knowledge values**

Item No.	Items	Rank	Mean	SD
1	I am interested in scientific issues	2	4.06	0.80
2	I am trying to learn modern languages	1	4.13	0.84
3	I follow the scientific articles in the newspapers	5	3.89	0.89
4	I encourage computer learning	7	3.84	0.95
5	I did my homework no matter how much he did	3	4.04	0.80
6	I like to make a comparison between two or more parties	4	4.01	0.92
7	I develop my contacts within the available means	6	3.8	0.97
	Total Mean		3.98	0.85

Table (5) shows that the total mean of the dimension of knowledge values was high with mean (3.98) and standard deviation (0.85). First came the item (I am trying to learn modern languages) with mean (4.13), and in the last item (I encourage computer learning) with mean (3.84). It can be explained that the degree of knowledge values is high that the Jordanian society in general and the students of the faculties of educational sciences in particular tend to search for knowledge, especially renewable knowledge, especially that these colleges are constantly modifying their study plans in proportion to contemporary global changes. This result is consistent with the outcome of the study (Marzouki, 2012), as well as with the result of the study (Abu Hatab, 2017).

### Third: Sociable values dimension

Table (6) reveals means and standard deviation for items of sociable values dimension.

**Table 6. Means and standard deviation of dimension of sociable values**

Item No.	Items	Rank	Mean	SD
1	I am interested in social issues	1	4.10	0.78
2	I watch social TV programs	2	3.98	0.79
3	I seek more knowledge of customs and traditions	7	3.25	1.01
4	I deal with charities	6	3.45	0.98
5	I love others and I want good for them	3	3.94	0.90
6	I seek to remove differences between my colleagues	4	3.87	1.04
7	I want to share and support others with their work	5	3.86	0.92
	Total Mean		3.78	0.81

Table (6) shows that the total mean of the dimension of social values is high with mean (3.78) and a standard deviation of 0.81. In the first place came the item (I am interested in social issues) with mean (4.10). Finally, the item (I seek more knowledge of customs and traditions) came at mean(3.25).It can be explained that the degree of social values among the students of the educational sciences faculties is high because these values help satisfy the social needs, as well as relate to its social existence through its society and the world community, in addition to the Jordanian society is characterized by generosity and love of good, and Islamic religion has recommended the neighbor and friend and family and love do good for people and voluntary work.

### Forth: Political values dimension

Table (7) reveals means and standard deviation for items of political values dimension.

**Table 7. Means and standard deviation of dimension of political values**

Item No.	Items	Rank	Mean	SD
1	I am concerned with issues of public freedoms	5	3.70	1.00
2	I prefer political science reading	1	4.17	0.86
3	I support student unions	2	4.13	0.86
4	I am trying to learn political science	7	3.29	1.10
5	I respect the person interested in political issues	4	3.79	0.94
6	I prefer to donate to support an election campaign	6	3.45	0.98
7	I love listening to national songs	3	4.03	0.81
	Total Mean		3.79	0.92

Table (7) shows that the total mean of the political values dimension was high with mean (3.79) and a standard deviation of 0.92. First came the item (I prefer political science reading) with mean 4.17, and lastly came the item (I am trying to learn political science) with mean (3.29). It can be explained that the achievement of the political values of students to a high degree linked to love that the individual has a role among his peers both within his university and in his community. In addition, the Jordanian society has advanced during the previous period to democracy progress steps, which reflected on its members, both in the field of elections, seats for women's quota in all elections whether parliamentary or municipal or different councils or public freedoms, which reflected the high degree of values among university students.

### Fifth: Beauty values dimension

Table (8) reveals means and standard deviation for items of beauty values dimension.



**Table 8. Means and standard deviation of dimension of beauty values**

Item No.	Items	Rank	Mean	SD
1	I used my vacation on a leisure trip	1	4.23	0.84
2	I Promote technical activities	3	3.96	0.88
3	I love listening to emotional songs	2	4.13	0.84
4	I love reading the artistic and beauty subjects	5	3.80	0.94
5	I want to buy my clothes to be consistent	7	3.44	1.23
6	I keep my body clean and my senses safe	6	3.56	1.03
7	I did my duties in properly and right way	4	3.82	0.95
	Total Mean		3.86	0.95

Table (8) shows that the total mean of the dimension of beauty values was high with mean (3.86) and a standard deviation (0.95). First came the item (I used my vacation on a leisure trip) with mean (4.23), and in the last item (I want to buy my clothes to be consistent) with an average of (3.44). The interpretation of this result is that the beauty values include judging the experiences from the perspective of beauty, harmony and harmonization. Universities can have the most important factors that influence the formation of values, especially beauty values. All students seek to highlight the beauty aspect of their taste. This result was consistent with the results of the study (Abu Hatab, 2017).

#### Sixth: Economical values dimension

Table (9) reveals means and standard deviation for items of economical values dimension.

**Table 9. Means and standard deviation of dimension of economical values**

Item No.	Items	Rank	Mean	SD
1	I love to read the financial and commercial subjects	1	4.20	0.82
2	I follow in the newspapers investment projects	3	3.96	0.88
3	I am interested in national income issues	2	4.11	0.86
4	Make sure to buy my clothes to be pricey	5	3.80	0.94
5	I tend to economy and rationalization of my expenditures	7	3.46	1.18
6	I aspire to contribute to increasing my country production	6	3.54	1.01
7	I contribute to the preservation and development of the environment	4	3.86	0.74
	Total Mean		3.85	0.96

Table (9) shows that the total mean of the dimension of economic values was high with mean (3.85) and a standard deviation (0.96). In the first place came the item (I love to read the financial and commercial subjects) with mean (4.20). In the last rank came the item (I tend to economy and rationalization of my expenditures) with mean (3.46). This result can be explained by the fact that the present time has become the need for individuals to know the many issues related to the economic aspect, because the living conditions have become the need for the individual to have an economic culture in different aspects of life, and especially that any information became accessible to everyone through global openness, and the world became a small village and easy access to any information, and all aspects of life have become linked to the economic aspect.

**Question Two:** Are there differences of statistical significance in the value system prevailing among students of the faculties of educational sciences in Jordanian universities due to the variables: gender, university, level of study, place of residence?

#### Gender Variable:

A t-test analysis was used to compare if there were differences in perceptions of male and female in the value system prevailing among students of the faculties of educational sciences in Jordanian universities, also means and standard deviations were used as shown in table 10.

**Table 10. T-test scores of value system prevailing among students of the faculties of educational sciences in Jordanian universities regarding to their gender**

	Gender	Mean	SD	t-value	P
Total	Male	2.82	0.53	4.59*	0.00
	Female	3.16	0.61		

Table (10) shows that there is a clear and statistically significant difference in the value system among students of the educational sciences faculties in Jordanian universities, male and female, in a scale as a whole and for females. This result can be explained by the fact that the female students' interest in the different issues related to the values is greater than the male students. It is due to the structure of the Jordanian society that is considered one of the societies that are committed to the religious aspect, and that the customs and traditions still have a great impact on the committed education in Jordanian society.

### University variable

Means and standard deviations were used to answer this question regarding to the value system prevailing among students of the faculties of educational sciences in Jordanian universities. As revealed in Table 11.

**Table 11. Means and Standard deviation for the value system prevailing among students of the faculties of educational sciences in Jordanian universities regarding to university variable**

Values dimension	University	Means	SD
Total	Mu'tah	3.34	0.63
	Balqa	3.10	0.56
	Hashemite	2.86	0.63
	Yarmouk	2.98	0.57

Table (11) shows that there is a clear difference between the means in all domains of the value system according to the university variable. To find out if this difference is statistically significant due to the university variable, the ANOVA was used. Table (12) reveals that.

**Table 12. One Way ANOVA for the value system prevailing among students of the faculties of educational sciences in Jordanian universities regarding to university variable**

Dimensions	Sources	Sum of Squares	df	Mean Square	F	Sig.
Total dimensions	Between Groups	5.58	3	1.86	5.25	0.002*
	Within Groups	96.00	755	0.354		
Total		101.63	758			

\* The mean difference is significant at the 0.05 level

ANOVA results in Table 12 indicate that the value system differ significantly in value system prevailing among students of the faculties of educational sciences in Jordanian universities regarding to university variable.

To assess pairwise differences among the group of university variable, Scheffe procedure was performed as shown in Table 13.

**Table 13. Scheffe test for the value system prevailing among students of the faculties of educational sciences in Jordanian universities regarding to university variable**

Values dimensions	University		Mean differences	Std. Error	Sig.
Total	Mu'tah	Balqa	0.23	0.13	0.37
		Hashemite	0.48*	0.13	0.007*
		Yarmouk	0.35	0.15	0.14
	Balqa	Hashemite	0.24	0.08	0.03
		Yarmouk	0.11	0.10	0.74
	Hashemite	Yarmouk	-0.12	0.11	0.73

\* The mean difference is significant at the 0.05 level

The results in Table 13 indicate that Mu'tah university (M=3.34) differ significantly from Yarmouk university (M=2.98). This means that Mu'tah University students saw that their value system has more than students of Yarmouk University. This result can be explained by the fact that students studying at Mu'tah University have a higher value system than other university students due to their location in the governorate of Karak in the south of Jordan is still characterized by maintaining the customs and traditions stemming from the nature of the community.

### Level of Study:

A t-test analysis was used to compare if there were differences in perceptions of first and fourth year level of study in the value system prevailing among students of the faculties of educational sciences in Jordanian universities, also means and standard deviations were used as shown in table 14.

**Table 14. T-test scores of value system prevailing among students of the faculties of educational sciences in Jordanian universities regarding to their level of study**

	Gender	Mean	SD	t-value	P
Total	First	3.35	0.60	7.66	0.00*
	Fourth	2.83	0.51		

Table (14) shows that there is a significant difference in the value system among students of the faculties of educational sciences in Jordanian universities according to the variable of the academic level.

The differences were in favor of the level of the first year. This finding can be explained by the fact that the value system of first-year students was higher than their peers, and that they were still new to university life and that they were still influenced by the social stereotype in schools.

### Place of residence:

Means and standard deviations were used to answer this question regarding to the value system prevailing among students of the faculties of educational sciences in Jordanian universities. As revealed in Table 15.

**Table 15. Means and Standard deviation for the value system prevailing among students of the faculties of educational sciences in Jordanian universities regarding to place of residence variable**

Values dimension	University	Means	SD
Total	City	3.47	0.87
	Urban	3.30	0.76
	Camp	3.09	0.91
	Badia	3.19	0.70

In terms of place of residence of students of the faculties of educational sciences in Jordanian universities, means and standard deviation are presented in Table 15. One Way ANOVA were used to show the difference as prevailed in Table 16.

**Table 16. One Way ANOVA for the value system prevailing among students of the faculties of educational sciences in Jordanian universities regarding to place of residence variable**

Dimensions	Sources	Sum of Squares	df	Mean Square	F	Sig.
Total dimensions	Between Groups	3.84	3	1.28	1.92	0.126
	Within Groups	180.56	755	0.666		
Total		184.41	758			

Table 16 showed that there is insufficient evidence to show that a significant relationship exists among students regarding to their place of residence variable. This result can be explained by the fact that there is no effect of place of residence on the value system on students. It may be that life is now open to each other and that any issue accessible to all can be seen and shown through media openness, which is no longer limited to one, where the spread of the Internet has covered all areas without exception.

### Recommendations

The following recommendations made based on the findings, and observations made by the researcher: Attention to the value system and its emphasis and encourage students to represent and apply. Enhancing the role of the faculties of educational sciences in the Jordanian universities in strengthening the values of their students by enriching the study plans with courses that promote values of all kinds. The need to include the curricula and textbooks of the university with values system referred to in the study, and the interest of university faculty members to work to be practiced by students. Emphasize the actual application of the value system among students by encouraging students to participate in various student activities that can help to develop their values.

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