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### VALUES SYSTEM AMONG STUDENTS OF THE FACULTY OF PHYSICAL EDUCATION AT YARMOUK UNIVERSITY IN LIGHT OF CONTEMPORARY CHALLENGES

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#### **ABSTRACT**

This study aimed to identify the value system among students at the Faculty of Physical Education at Yarmouk University in light of contemporary challenges. The study sample consisted of (156) male and female students from the Faculty of Physical Education at Yarmouk University. To achieve the objectives of the study, the researcher used the descriptive-analytical method and a questionnaire consisted of (29) items to measure the value system. The results of the study showed that the values system for students of the Faculty of Physical Education at Yarmouk University in light of contemporary challenges was (high). The highest value system was for the ethical and religious values followed by the scientific value, social field and physical, skill and risk with the means (4.08), (3.92), (3.88) and (3.81) respectively, while the overall score for the values got a high degree (3.92). The results also showed that there were no statistically significant differences attributed to the gender variable.

#### **INTRODUCTION**

Recently, the world has undergone various changes and advancements in all walks of life that have hugely influenced our culture and values. Technological advancements have considerably affected our values especially with the spread of multiple communicational means and social media. Although technological

advancement has positively facilitated access to knowledge, exchanging experiences, and information, it has, at the same time, a hazardous effect on peoples' values. It is known that when people communicate with each other directly or indirectly, simply, they are affected by each other's values and behaviors, thus, technology as a small village has brought people together they communicate, learn, influence, and affected by others. This fact has urged the education institution to play its role in promoting students' values by the inclusion of the positive values in educational strategy, curricula, and activities.

All religions stress implanting values because they are the basis for shaping the life of society, protecting its systems from deterioration and decline. Values are the supreme link between belief, social and political systems (Ismail, 2011), and the formation of the personality of the individual, their ability to adapt, achieve harmony and satisfaction with himself and with others (Al-Jamal, 2011). Through values, a society can define its goals face the challenges that may cause an imbalance in its stability and entity (Bayoumi, 2012). The importance of values also lies in the fact that they organize and unify the cultures of a single society, and they preserve it from selfishness and inadmissible attitudes. (Khamees, 2020) its influence can easily transfer from one community to another as a result of the accelerated technological advancement and the revolution in communications and information technology witnessed by the world.

Physical education faces critical challenges that may be raised more seriously soon if it is not handled efficiently. Students of the Faculty of Physical Education at Yarmouk University are considered to be one of the basic pillars of the evolution of society and of the preservation of its culture and sports identity, which actually depends to a large extent, on the role of physical education in equipping them with constant values to protect them from dependency and the exploitation of freedom as a result of the considerable growth in all aspects of life without constraint or supervision. Physical education should raise students' awareness of the challenges that are taking place around them to obtain their positive aspects, to overcome any potential of evil due to the rapid change, and to learn the revived charitable principles. These principles should be strengthened by the Faculty of Physical Education to allow their students to make a successful contribution to these developments and technological challenges and to keep pace with modernity (Dweikat, 2016).

Many studies emphasized the importance of linking values with the type of activity a person performs (Alport, 2009; Fernon, 2012; Lendzy, 2015), meaning that a person chooses a type of profession he deems most compatible with and can fulfill his values. From the foregoing, we conclude the necessity to define the value system for students of the College of Physical Education in light of modern exercises, especially technology-based ones to find out what these challenges have brought about in terms of change and to suggest ways to remedy its deficiencies.

Physical education, through its practical and theoretical effectiveness, contributes to preparing an individual for life and enabling him to gain various values such as cooperation, respect, honesty, tolerance, sportsmanship, honesty (Dwikat, 2017). Therefore, several studies have been conducted regarding this subject.

Khamees (2020) conducted a study aimed to identify the reality of the values system among students of the Faculty of Physical Education in Asyut in light of contemporary societal challenges. The research adopted the descriptive-analytical approach and used a questionnaire to collect the required data. The sample consisted of (33) students. The findings showed that the students' educational values were high, and according to the results the values came in this order religious values, moral values, economic values Cultural values, social values, political values.

Al-Hasasneh's (2017) study aimed to identify the impact of the hidden curricula on students' value systems in physical education colleges at the Jordanian universities. The study sample consisted of (1345) students from the Faculties of Physical Education in Jordanian universities: (Mu'tah University, the University of Jordan, Yarmouk University, and the Hashemite University). The study adopted the descriptive method by the analytical survey method. The results of this study showed that the impact of the hidden curricula on the values system among students of the Faculties of Physical Education in the Jordanian universities was moderate for all fields and that there were statistically significant differences between male and female students, showing that male students were more affected by the hidden curricula than the females.

Suleiman (2016) carried out a study to identify the relationship between political culture and citizenship values among students of the Faculty of Physical Education for Boys, Helwan University. The researcher adopted a descriptive approach and used a questionnaire as a study tool. The researcher concluded that there was a correlation between political culture and citizenship values through the existence of a correlation between orientation towards the political system and commitment towards the rights of the homeland and obtaining rights in the homeland. The results also indicated a relationship between orientation towards public work and awareness of the Egyptian identity and obtaining rights of the homeland.

Dweikat (2016) aimed to identify the educational values among students of physical education colleges in Palestinian universities. The questionnaire was used to collect data, and it was distributed to a sample consisting of (188) male and female students. The results of the study showed that the educational values among students of the Faculties of Physical Education were high on the fields: the religion field (75%), the political field (74.8%) the social field (72.2%) the scientific field (72%), while it was of a moderate degree on the economic field

which was (65.6%). The overall degree of the values reached (71.8%) and with a high degree. The results of the study also showed that there were statistically significant differences attributed to gender variables and in favor of females.

Zayout (2014) aimed to identify the prevailing system of values among students of the Faculty of Physical Education and comparing them with the prevailing values among students of other colleges at Yarmouk University. The descriptive-analytical research method was used. The sample consisted of (1000) male and female students, and the values system questionnaire was used. The results of the study showed that religious values occupy the first place, followed by aesthetic values, knowledge, social and political values, and economic values that came last. The results of the study proved that there were no differences among students in the religious values field, and females also surpassed males in terms of aesthetic values.

Askar (2011) conducted a study that aimed to identify the educational values of sports practice among students of the Faculties of Physical Education in Jordanian universities. The researcher used the descriptive approach, and the sample of the study consisted of (400) students of the Faculties of Physical Education in Jordanian universities. The study found that there were statistically significant differences in the students' estimation of the educational values of sports practice among students of the Faculties of Physical Education in Jordanian universities and it ranged between (81.6% - 88.6%), which is considered a very high percentage, while the gender variable indicates a statistical significance in most areas and in favor of females variable. From the foregoing, we conclude the necessity to define the value system among students of the Faculty of Physical Education in light of modern exercises, especially technological ones, to find out the impact of the recent challenges.

### ***Study problem***

The Faculty of Physical Education at Yarmouk University seeks to graduate well-prepared students who are capable to keep pace with the developments of modern life and to protect them from the deviation of values that may negatively influence their education, ideas, and personality. Educational institutions contribute to the development of values, as they are responsible for developing the values, behavior, and ethics of the student since students spend a period between three to four years at the university. This age category usually encounters physical, psychological, mental, social, and skill characteristics that differ from any other stages of life, thus, youth are vulnerable to any deviation at this age. Therefore, the College of Physical Education strives greatly informing students' positive values through the development of their perception of democracy, competition, material gain, social values, achievement and achievement, national, physical, skill, and moral values, by emphasizing the integration of these values into its programs and study plans.

The researcher as a professor in the College of Physical Education, and from her experience in dealing closely with students, noticed differences in the values of sport among students of the College of Physical Education, and because she recognizes how these differences in values may influence their life, she decided to identify the values system among students of the Faculties of Physical Education in light of contemporary challenges, by answering the following two questions:

1. What is the value system among students of the Faculty of Physical Education at Yarmouk University in light of contemporary challenges?
2. Are there statistically significant differences at the significance level (0.05) in the value system among students of the Faculty of Physical Education at Yarmouk University in light of contemporary challenges due to gender variables?

### ***Study objectives***

The study aimed to identify:

- The set of values that should be practiced by students of the Faculty of Physical Education at Yarmouk University considering contemporary challenges.
- The differences in the values system among students of the Faculty of Physical Education at Yarmouk University according to the gender variable.

### ***The importance of the study***

The importance of the study stems from the following points:

- The current study focuses on the youth category, students at Yarmouk University, who are entitled to lead the change and development in their societies.
- This study is expected to provide feedback to decision-makers in the Faculties of Physical Education on the reality of students' educational values and how to benefit from them.
- This study enables the physical education academics and policymakers to identify the values that should be promoted during physical education lectures.
- The results of this study will address the role of Physical Education Colleges in shaping students' attitudes and values.
- The current study seeks to identify and describe the new value system in light of contemporary societal challenges.

### ***Study limits***

Spatial limits: Yarmouk University.

Objective limits: The study tool that the researcher used

Time limits: The academic year 2020-2021.

Human Limits: The students at the Faculty of Physical Education at Yarmouk University for the 2020-2021 academic year.

***Study terms***

Values are the ideals that society owes and is committed to instilling in young people such as integrity, virtue, and the decisions derived from social contexts that a person learns and uses to judge. Values define the individual’s way of thinking, behavior and it affects his learning to honesty, courageous, and taking responsibility (Suleiman. 2016). Where educational values include educational, personal, social, ethical, humanistic, scientific, cognitive, and economic values (Gabayeli, 2018). Procedurally it is defined as a purposeful educational behavior that can be acquired through experiences and applied within reality with psychological, social, ethical, and aesthetic considerations that are reflected in the individual’s behavior.

Students: They are the students who study at the College of Physical Education for the academic year 2020-2021.

**METHODS AND PROCEDURES**

Study method: A descriptive method was used to describe, analyze, and interpret the results of students' responses to the study tool.

Study population :The study population comprised of all the (550) students at the College of Physical Education during the first semester of the academic year 2020/2021.

The study sample :The study sample was chosen by a simple random method from the study population during the academic year (2020-2021), with a percentage (28%) of the study population as shown in Table (1).

**Table (1):** Distribution of the study sample according to the gender variable

Category	NO.	Percent
Male	74	47.4
Female	82	52.6
Total	156	100.0

***Study tool***

To implement the tool efficiently, the researcher reviewed the educational literature and previous studies about the value system and based on the standards used in previous studies such as Khamees (2020) and Dwikat (2016).The respondent shall put a sign in front of each item of the domains on a scale of five

degrees (very high, high, moderate, low, very low) - Appendix No. (1) - and the tool was corrected by giving the following weights (5, 4, 3, 2) 1) for the scores. The validity and reliability indications of the tool were also verified.

**Tool validity**

A. Face validity: the face validity of the tool was checked by presenting it to (7) specialized and experienced arbitrators to check the items' relativity, coherence, and suggest any modification. Based on the (80%) of the arbitrators' agreement, the study tool was approved in its final form. Some items were modified, and the final form consists of items (29) items divided into four areas.

B. Construct validity: The questionnaire was applied to a pilot sample of (30) respondents from the study population, and they were excluded from the study sample. Correlation coefficients were calculated between the score for each item with the overall score for the areas to which the items belong. The correlation coefficients between the degree of each field of the questionnaire with the overall score of the questionnaire were calculated as shown in Table (2).

**Table (2):** Pearson correlation coefficients between tool items and overall tool

Areas	Ethical and religious value	Scientific value system	Social values system	Physical, Skill, and Risk Values	Overall
Ethical and religious value	1	.693**	.689**	.298**	.814**
Scientific value system		1	.693**	.370**	.867**
Social values system			1	.422**	.865**
Physical, Skill, and Risk Values				1	.666**
Overall					1

Table (2) shows that the values of the correlation coefficients of the study tool areas with the overall tool were greater than (0.20), and the values of the correlation coefficients for the study tool areas were greater than (0.20), which is considered appropriate to achieve the study objectives. The construct validity was also verified by applying the study tool to a pilot sample of (30) respondents from outside the target study sample to gauge the values of Pearson correlation coefficients between the items of the tool and the areas to which they belong, and between the items and the overall tool as indicated in Table (3):

**Table (3):** The values of the correlation coefficients between the field items with the field and the overall tool

Field	Items	correlation	
		field	tool
Ethical & religious field	I express my religious appreciation and respect for my beliefs	.692**	.565**
	I hasten to seize any chance to invite others to believe in Allah.	.758**	.627**
	I reinforce Islamic values while interacting with others	.687**	.558**
	I do all the obligatory duties	.765**	.594**
	I undertake a variety of activities to serve places of worship	.629**	.502**
	I respect the elderly and sympathize with the little ones	.673**	.549**
	I am patient and prudent when facing critical situations.	.757**	.638**
Scientific field	I employ innovative and scientific thinking in solving problems.	.669**	.561**
	I practice scientific hobbies that are related to mental abilities.	.713**	.698**
	I am trying to get post-graduate degrees in a specialization I love.	.747**	.675**
	I believe in searching and exploring to find out what's new in my specialty.	.707**	.564**
	I have extensive experience dealing with scientific technology and the Internet	.718**	.584**
	I participate in various scientific seminars, courses, and workshops.	.668**	.585**
	Social values	I strive to help others	.684**
My relationships are good with others		.684**	.572**
I respect the performance of others, even if it is contrary to the opinion		.633**	.485**
I strive to be a leader		.711**	.564**
I solve some societal conflicts		.664**	.650**
I participate in various social institutions		.458**	.480**
	I help in solving problems arising in the community	.472**	.375**



	I planning an organized social activity in my area	.478**	.500**
Physical, Skill, & Risk Values	Improving my physical and functional fitness	.712**	.483**
	Developing my physical skills	.573**	.369**
	Delay the onset of fatigue	.751**	.518**
	Adapt to circumstances that necessitate sufficient effort		.475**
	Challenge oneself and the other		.406**
	Working in conditions that necessitate confronting changing and ambiguous situations		.284**
	Courageous in facing situations that require challenge and competition		.442**
	Self-confidence to face difficult playing situations boldly and steadily		.452**

\*Statistical function at the significance level (0.05).

\*\* Statistical significance at the level of significance (0.01).

Table (3) illustrates that the correlation coefficients between the items of the tool, the field of study, and the overall tool were appropriate, as the correlations between the items of the tool and the fields of study and between the items of the fields and the overall tool were greater than (0.20), which is considered appropriate for achieving the objectives of this study.

### ***Tool reliability***

Two methods were applied to check the reliability of the study tool, the first method is the test-retest method, and the second method is the calculation of the Cronbach coefficient for the items of the questionnaire. The questionnaire was applied to the pilot sample (30 respondents) twice with a time difference of two weeks, and the Pearson correlation coefficient (reliability coefficient) was gauged between the two applications. In the second method, the internal consistency reliability factor was calculated through the Cronbach alpha coefficient as indicated in Table (4).

**Table (4):** Test-retest reliability coefficient and internal consistency Cronbach Alpha for the overall communication skills tool and its fields

Fields	internal consistency	Test-retest
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1. System of values in the ethical and religious sphere	0.891	0.921
2. The system of values in the scientific field	0.912	0.901
3. Social values system	0.871	0.897
4. The system of physical values, skills, and risk	0.856	0.872
Overall score	0.921	0.931

The results in Table (4) shows that the Pearson correlation coefficient between the overall scores of respondents on the tool in the test-retest is (0.931). The coefficient of reliability of the internal consistency "Cronbach's Alpha" for the overall score is (0.921). It is noted that the reliability coefficient is high. Accordingly, these values are considered appropriate for this study.

***Correction of the study tool***

To calculate the overall score of the tool, The five-point scale was used where the respondent has to choose one response out of the five alternatives that express his opinion, and the responses were given (5, 4, 3, 2, 1) scores represented by the grades very high, high, moderate, low and very low respectively. To judge the level of the means for the items, fields, and the overall tool, the statistical criterion is adopted using the following equation:

Category range = (highest value - lowest value) divided by the number of options.  
 The range of the category=  $5-1= 4 \div 5=0.8$

The correction criterion becomes as follows shown in Table (5).

**Table (5):** The statistical criterion for determining the degree of the means

Means	Degree
1.00 -1.80	Very low
1.80 - 2.60	Low
2.60 - 3.40	Moderate
3.40 - 4.20	High
5.00 – 4.20	Very high

**RESULTS**

This study aimed to identify the system of values among students of the Faculty of Physical Education at Yarmouk University in light of contemporary challenges. To achieve this purpose, the questions were addresses as follows

***The results of the first question***

“What is the value system among students of the Faculty of Physical Education at Yarmouk University in light of contemporary challenges?To answer this question,

means and standard deviations of the participants' estimates were gauged on the items of scale "System value among the students of the Faculty of Physical Education at Yarmouk University in light of contemporary challenges" and each of its fields as shown in Table (6).

**Table (6):** Means and standard deviations of the responses on the items of the scale arranged in descending order according to the means

NO.	Field	Means*	SD	rank	Degree
1	1. System of values in the ethical & religious field	4.08	.516	1	high
3	3. Social values system	3.92	.576	3	high
4	4. System of physical values, skills, and risk	3.88	.645	4	high
2	2- System of values in the scientific field	3.81	.694	2	high
	Total tool	3.92	.487		high

\*minimum degree (1) and maximum degree (5).

Table (6) indicates that the values system among students of the Faculty of Physical Education at Yarmouk University in light of contemporary challenges came to a (high) degree with a mean of (3.92) and a standard deviation (.487). The field the ethical and religious values ranked first with a mean (4.08), a (high) degree and a standard deviation of (.516), where the value system of the scientific field came in the last rank with a mean (3.81), a (large) degree and a Standard deviation (.694). The means and standard deviations of the estimates of the respondents were calculated on each of the items of each area of the scale in light of the contemporary changes. The results of each field areas follows:

***The value system of the ethical and religious field***

**Table (7):** Means and standard deviations of the estimates of the respondents on the items of the first field "ethical and religious values" arranged in descending order according to the means

NO.	Items	Mean*	SD	Rank	Degree
6	I respect the elderly and sympathize with the little ones	4.24	.748	1	high
4	I do all the obligatory duties	4.11	.696	2	high
7	I am patient and prudent when facing critical situations	4.09	.774	3	high
2	I hasten to seize any opportunity to invite others to believe in	4.05	.698	4	high

	Allah.				
5	I undertake a variety of activities to serve places of worship	4.05	.726	5	high
1	I express my religious appreciation and respect for my beliefs	4.04	.752	6	high
3	I reinforce Islamic values while interacting with others	4.00	.700	7	high
	The first field: ethical and religious values	4.08	.516		high

Minimum degree (1) and maximum degree (5)

Table (7) illustrates that the means came to a high degree. Item (6) which stated “I respect the elderly and sympathize with the little ones” came first with a mean of (4.24), a standard deviation (.748), and with a (high) degree, where Item (3), which stated “I reinforce Islamic values while interacting with others,” came at the last rank with a mean of (4.00), and a standard deviation of (.700) and with a (high) degree.

The researcher attributes the reason for religious and moral values to be ranked first to the fact that, religious values represent behavioral engines practiced in our daily life these values have been instilled in students' hearts through religion, customs, and traditions. The researcher also attributes this result to the university students' awareness of the importance of religion as a basic source in controlling their interaction with technological challenges in terms of adopting its positive aspects and avoiding the negative aspects, therefore, the percentages were relatively close .This study is consistent with Al-Khamis (2020) and Dweikat (2016) in which the results of these studies showed that the educational values of students of the Faculties of Physical Education were to a high degree and that the religious and moral values ranked first.

*The system of values of the scientific field*

**Table (8):** Means and standard deviations of the estimates of the respondents on the items of the second field arranged in descending order according to the means

NO.	Items	Means*	SD	Rank	Degree
1	I employ innovative and scientific thinking in solving problems.	3.98	.947	1	high
2	I practice scientific hobbies that are related to mental abilities	3.94	.952	2	high
5	I have extensive experience dealing with scientific technology and the Internet	3.85	1.021	3	high

3	I am trying to get postgraduate degrees in which I love.	3.83	.958	4	high
6	I participate in various scientific seminars, courses, and workshops.	3.65	.988	5	high
4	I believe in searching and exploring to find out what's new in my specialty.	3.63	1.049	6	high
	The second field: Scientific value	3.81	.694		high

Minimum degree (1) and maximum degree (5)

Table (8) shows that the means of this field came to a high degree. Item (1) stated that “I employ innovative and scientific thinking in solving problems,” came in the first place with a mean of (3.98), a standard deviation (.947) and with a (high) degree, while Item (4), which stated, “I believe in searching and exploring to find out what's new in my specialty,” ranked last with a mean (3.63), a standard deviation (1.049) and with a (high) degree. The researcher believes that the availability of positive values among students has given them a strong incentive to learn, a greater willingness to gain knowledge, and keep up with new and contemporary trends and changes. Also, the awareness of university students motivated them to use innovative and scientific thinking in solving problems, especially since these skills are a basic requirement of the labor market.

***The third field: the system of social values***

**Table (9):** Means and standard deviations of the estimates of the respondents on the items of the social values arranged in descending order according to the means

NO.	Item	Mean*	SD	Rank	Degree
2	My relationships are good with others	4.13	.848	1	high
8	I planning an organized social activity in my area	4.04	.943	2	high
1	I strive to help others	4.01	.964	3	high
4	I strive to be a leader	3.96	1.005	4	high
3	I respect the performance of others, even if it is contrary to the opinion	3.93	.971	5	high
7	I help in solving problems arising in the community	3.79	1.029	6	high
6	I participate in various social institutions	3.78	.986	7	high
5	I solve some societal conflicts	3.74	.984	8	high
	Third field: Social values	3.92	.576		high

Minimum degree (1) maximum degree (5).

Table (9) shows that the means of this field came to a high level. Item (2) “My relationships are good with others,” came first with a mean (4.13), a standard deviation (.848), and with a (high) degree in. When Paragraph (5), which stated “I solve some societal conflicts,” came last with a mean of (3.74), a standard deviation (.984), and with a (high) degree. The researcher attributes these results to the fact that the social life at the university is almost the same in terms of participation in social activities, scientific seminars and conferences, freedom of opinion and respect for the other opinion, and help in solving problems for fellow students, so the percentages came close to this study because they experience the same conditions and university life. The current study agrees with the Al-Askar (2011), which showed that the value system for the scientific field obtained a high degree.

*The system of physical, skills and risk values*

**Table (10):** Means and standard deviations of the estimates of the respondents on the physical, skill, and risk values arranged in descending order

NO.	Item	Mean*	SD	Rank	Degree
2	Improving my physical skills	3.97	1.009	1	high
7	Courageous in facing situations that require challenge and competition	3.97	.980	2	high
4	Adapt to circumstances that necessitate sufficient effort	3.96	.950	3	high
3	Delay the onset of fatigue	3.88	1.049	4	high
8	Self-confidence to face difficult playing situations boldly and steadily	3.87	.921	5	high
6	Working in conditions that necessitate confronting changing and ambiguous situations	3.85	1.060	6	high
1	Improving my physical and functional fitness	3.80	1.086	7	high
5	Challenge oneself and the other	3.72	.969	8	high
	The system of physical values, skills, and risk	3.88	.645		high

Minimum (1) and maximum degree (5).

Table (10) indicates that the means of this area came to a high degree. Item (2) which stated “Improving my physical skills” came in first place with a mean of (3.97), a standard deviation (1.009), and with a (high) degree, while Item (5) which indicates “Challenge oneself and the other” came last with a mean of

(3.72), a standard deviation (.969) and with a (high) degree. The researcher interprets this result by the fact that physical education specialization enables students to acquire the characteristics of competition when practicing sport, especially when taking part in a risky sport such as swimming and gymnastics. Also, she attributed these results to society’s perspective towards female practice to risky sports, It noteworthy that, most students in physical education are girls so it is expected that risky sport and challenges may record the last rank on the scale. The current study is consistent with the study of Al-Askar (2011), which results showed that the highest educational values were represented by the values of risk and competition. The results of this study differed from some previous studies in terms of the difference in the time between the previous studies and this study, the construction of the society, and the educational curricula.

The results of the second question, which stated: “Are there statistically significant differences at the level of statistical significance ( $\alpha = 0.05$ ) in the value system among students of the Faculty of Physical Education at Yarmouk University in light of contemporary challenges attributed to the gender variable? The means and standard deviations of the degree of the value system among students of the Faculty of Physical Education at Yarmouk University in light of contemporary challenges according to the gender variable were extracted, and the T-test was used as shown in Table (11).

**Table (11):** T-test on the attitudes of the value system among students of the Faculty of Physical Education at Yarmouk University in light of contemporary challenges by gender variable

Fields	Category	NO.	Mean	SD	T-value	Sig
The ethical and religious values	male	74	4.15	.539	1.509	.133
	female	82	4.02	.489		
The scientific values	male	74	3.85	.684	.559	.577
	female	82	3.78	.705		
The social values	male	74	3.95	.607	.503	.616
	female	82	3.90	.549		
Physical, Skill and Risk Values	male	74	3.84	.712	-.696	.488
	female	82	3.91	.580		
Overall tool	male	74	3.95	.523	.514	.608

	female	82	3.90	.454		
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The previous table illustrates that there are no differences according to the gender variable of the value system among students of the Faculty of Physical Education at Yarmouk University considering contemporary challenges. The researcher attributes this to the development of curricula and the university's keenness to reform the course plans to be in line with the scientific development on the one hand, and the capabilities in the College of Sports Education to meet the requirements of students, allowing them to achieve values to practicing the sporting activity on the other hand.

And because the Jordanian society is conservative and a Muslim society that applies its values, which are ingrained in people through family and school in everyday life, and because a university student is a member of that society, so that he abides by the norms of society and performs the duties needed.

The researcher also attributes the reason to the fact that values represent behavioral drivers practiced in our daily life, which were instilled in students' hearts through religion, customs, and traditions, and thus there were no differences in values between males and females. The current study differed from the study of (Al-Askar, 2011; Dweikat, 2016; Al-Zayout, 2014), which showed statistically significant differences attributed to gender variables and in favor of females.

### RECOMMENDATIONS

- Educating students about the values of sports practice.
- Holding training workshops and educational seminars to support the College of Physical Education in promoting students' values
- Holding meetings with the participation of students, faculty members, experts, and specialists in other branches of science to educate students about the various issues that have arisen because of contemporary challenges.
- Conducting more studies on the practice of values in the Faculties of Physical Education in Jordanian universities.

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