

**Islamic Educational Values and the extent degree
of practicing it by the students in Jordan Universities
(Al- Balqa' Applied University as a model)**

Dr. Ahmad Mohammad Oklah alzbon

Albalqa'a Applied University

Abstract

The study aimed at knowing the of Value system for the students in Al-Balqa ' Applied University. In addition, it aimed to uncover the degree of practicing the social, economic, moral and aesthetic values by the students in Al-Balqa' Applied University. The social survey method was used in this study through a randomly chosen sample by using Quota sample.

The researcher divided the population of the study into many categories and each category has its number, the sample of the study was (367) male and female students.

The researcher made the instrument of the study which is a questionnaire to reveal the extent of practicing the whole Islamic educational values by the students in Al- Balqa' Applied University.

Islamic Educational Values and the extent ---Dr. Ahmad Mohammad Oklah alzbon

The findings of the study indicated that the total degree of practicing the values for the students in Al-Balqa' Applied University was high where the religious values took the first rank. In the second rank there were the aesthetic values while the social values took the third rank and in the last rank there were the economic values.

The study showed statistically significant differences due to the gender in practicing the Islamic educational values for the students in Al-Balqa' Applied University. In all the values of religious, aesthetic the statistically significant differences were in favor of the females .

Key words: value, education, Islam, Islamic values.

Introduction:

Studying the topic of values is highly appreciated by many researchers and specialists in the human and social sciences, because it has great importance in the life of individuals and societies.

There will be no stable or flourished society if the individuals have no values guiding their behaviors correctly to be in harmony with their religious principles and beliefs. Therefore, the values topic is considered one of the religious and educational topics that needs good caring of all institutes of the society especially the educational ones, such as the universities that are responsible of planting the values for structuring the future of the nations. In addition, those universities should gear its ways according to specific objectives to enhance the members of the society to hold the responsibility of doing their tasks and duties in order to have social justice in this life. The universities also have special role in this domain as it has individuals from different social origins, and from different economic and cultural levels. Therefore, there should be various value systems for those students according to their different levels .This demands from the university to develop the students personalities and change their behaviors positively. This could take place according to their common values and how to guide it educationally to achieve harmony among all students .All that work will contribute effectively in educating students to be responsible in

Islamic Educational Values and the extent ---Dr. Ahmad Mohammad Oklah alzbon
their words and actions to help themselves, others and their
communities (Al Sawwad, 1987: 592) .

The topic of this study is to find out the real role of the university in fixing up the basis of the value cluster for Islamic community and

Educating and guiding the students to stick to it and apply it in their life. This value issue is crucially important and the university alone could not do the whole role in fixing the values unless those students have been effectively raised on such values. This study is to investigate the real value system for those university students and reveal the extent of their commitment to the Islamic value cluster which form a solid basic ground for their future practical life. Those values also will help those young men not to be dominated by others' thoughts which might bury their own cultural identity and take away their original Islamic and educational thought.

Review of Related Studies

Many researchers have dealt with the topic of values in educational and social sciences and focused on its importance for all members of the society. In spite of the similarity between this study and the related studies, the study of the value system for university students in Jordan is rare. The following related studies are presented chronologically.

Feather (1973) conducted a study aimed at revealing the extent of the value changing for the university students through schooling. The sample was from Flinders University in 1969. The test was re-applied in 1971. The findings assured the importance of some values in the study; whereas, there was decrease in practice in some of the values for those students .This assured the importance of the university role in changing the values for the university students.

In addition, AlOmari and Jaradat (1985) made a study about the value cluster values for Yarmouk University students. The study aimed at knowing the values system for those students. The findings assured that the major of those students is the only effective variable that really affects the student theoretical, religious and social values.

Furthermore, Alsawwad and Alazerjawi(1987) had dealt with the value system of Almusel university .Their study aimed at knowing the common values for those students .

The arrangement of the values was according to the importance of such values in their life .For example, the findings assured that the political value was significantly, at the top while the theoretical, religious, social and economic came after .The aesthetic value was in the last rank.

Oweidat (1995) conducted a study aimed at following up the common values for the students in the university of Jordan .After analyzing the students' answers, the findings assured that the first

Islamic Educational Values and the extent ---Dr. Ahmad Mohammad Oklah alzbon
source for the values was the students' own values which might be
from four values: individuality, imitation, age, gender and the
activity (effectiveness) .The study assured that the society
importance of values is how those values are interacted between
individuals and their communities.

AlBatesh and Al- Taweel (1990) conducted a study about the
value structure for the students in the University of Jordan .The study
aimed at knowing the value structure of those students. Rokatch
measurement was used to survey the values .The findings assured
that the value of being religious and working hard for the life after
death occupied the first places; whereas the value of family security,
personal freedom, achievement, feeling, comfortable life, national
security, peace, friendship, knowledge and wisdom took the
following ranks in sequence.

As for the educational practiced values by the University
students, AlSarhani (1992) made a comparison between the students'
values in Sultan Qabous University and the students' values in the
University of Jordan. The study aimed at investigating the common
values for the students' values of the University of Jordan. The
findings of the study was in two dimensions in the self dimension
there were the values of independency, age of maturity, man
dominance and limited achievement ; whereas, in the family

Islamic Educational Values and the extent ---Dr. Ahmad Mohammad Oklah alzbon dimension the values of caring about family, democracy and family movements were available .

Hussein (1996) conducted a study aimed at revealing the relation between Islamic values and the moral anxiety of the students at Yarmouk University. The findings indicated statistically significant differences on the measurement of the Islamic values due to gender, the college, the academic level, place of residence and in the total grade, as well.

Freihat (1998) discussed the level of belief for the Islamic educational values of the students in the public universities in Jordan .The study aimed at knowing the level of belief for the Islamic educational values and the extent of practicing it by the students at public universities in Jordan. The findings revealed statistically significant differences in the female students' belief; the belief of those female students was higher than the degree of practicing the Islamic educational values. This was achieved according to the items of the instrument of the study in the domains of (beliefs, worshiping, politics, economics, knowledge, social, aesthetic and environment) for the students of the faculty of religion at Yarmouk University from the perspective of the teaching staff and the students themselves. The variables were related to the gender, the academic level, the social environment, experience, specialization and their effect upon the educational values.

Islamic Educational Values and the extent ---Dr. Ahmad Mohammad Oklah alzbon

AlkJawarneh (2001) conducted a study aimed at knowing the practice of educational values for the students at the faculty of religion at Yarmouk University in light of some variables :gender, academic level, students environment and teaching staff experience. The findings indicated statistically significant differences in practicing the educational values from the students perspective due to gender and in favor of female students.

Al Hadeed (2006) conducted a study entitled "the role of Jordanian Television in forming the values for the students in the University of Jordan" The researcher used the social survey method .The results of the study indicated that the Jordanian Television has a role in forming the values for the students at the university of Jordan. The highest means and standard derivations for the whole values for the students in the University of Jordan were arranged as follows: the values of social work, aesthetic values, social values, political values, religious values and economic values.

Statement of the problem

It is clear that anyone who looks deeply at the educational philosophy the educational institutes, such as, the colleges and the universities in Jordan, will conclude that those institutes focus on planting the right values and attitudes in the minds of the students who come from different places. The most important values are

Islamic Educational Values and the extent ---Dr. Ahmad Mohammad Oklah alzbon

seeked for in Jordan are the values of belief, religion, social, aesthetic, economic and others.

Those values form the basic ground for the educational system in Jordan. The need for evaluating the value practice for the university students is important in order to reveal the extent of the practical application of those values in the community. Therefore, the problem of the study is limited to the Islamic educational value cluster and the extent of practice it by Al- Balqa' Applied University students.

The study attempted to answer the following two questions:

- What is the total degree of the value practice included in the instrument of the study by the students at Al- Balqa' Applied University.
- Are there any statistically significant differences at ($\alpha = 0.05$) between the means of the degrees of value practice included in the instrument of the study due to the variable of gender by Al- Balqa ' Applied University students?

The importance of the study

The importance of the study is due to the following considerations:

- The importance of values for the individual has an important role in guiding his / her behaviors. In addition the values are the solid ground for the right educational structure.

Islamic Educational Values and the extent ---Dr. Ahmad Mohammad Oklah alzbon

- To reveal the extent of commitment of the university students of the values of their Islamic society. It is also an attempt to find out the bad effect of not practicing such values and to explain the importance of having a good society according to the right Islamic method by sticking such values.
- To give the ones in charge of the educational process schools, private and public universities in Jordan to benefit from this study. They benefit in planning for the curricula and for the educational strategies to plant the values of the Islamic society in the personalities of the students and in their behaviors, as well.

Objectives of the study

The study aimed at achieving the following objectives:

- Knowing the contents of the value system of Al-Balqa' Applied University students.
- Revealing the extent of practicing the social, economic, moral and aesthetic values by the students at Al-Balqa' Applied University .

Definitions of Terms

Islamic educational values: A collection of educational principles and thoughts that Islamic scientists concluded from the Holy Quran verses and from Hadeeth Shareef. Those verses formed a value system making the life of the Islamic society special in all domains of values; social, aesthetic, economic and social .

Social values: Those that care about the individual in the society and achieve the happiness for all people .

Moral values: Those that express the individual's manners and behaviors with others in his / her own community.

Economic values: Those that represent the interests of the individual which help him /her to increase the product, marketing and investing money .

Aesthetic values: The values that express the individual's attitude to every thing in life and have a harmony with the world by appreciating the agreement between the appearance and the essence (Al Jawarneh, 2001, 21)

Limitations of the study

This study is limited to the students at Al-Balqa' applied University in the colleges of north of Jordan .Ajloun university college, Huson university college and Irbid university college for Girls in the first semester in the academic year 2009/ 2010.

Methods and Procedures

The study used the social survey method through a randomly chosen sample. The descriptive and analysis statistical procedures are used .After having the official approval from Al-Balqa' Applied University, the instrument of the study was delivered. There were clear instructions for answering the questionnaire .The oral answers were taken by the researcher himself. It was assured that all the

Islamic Educational Values and the extent ---Dr. Ahmad Mohammad Oklah alzbon
information taken will be treated secretly .It will be restricted only
for this study.

The population of the Study

The population of the study consisted of all the students at Al-Balqa' Applied University in the BA degree in the colleges in the north of Jordan. They were (6100) male and female students :Ajloun university college Huson University College and Irbid University College for girls. They were delivered as follows in Table I.

Table I
**Distribution of the Population of the Study according to the
colleges of AL-Balqa'a Applied University**

| University | Ajloun university College | Huson university College | Irbid university college | Total |
|--------------------------|---------------------------------|--------------------------------|--------------------------------|-------|
| Number of the student | 1200 | 3200 | 1400 | 6100 |

The Sample of the Study

After limiting the population of the study, the researcher used the Quoted Sample in testing the sample of the study. The researcher divided the population of the study into many categories and chose individuals from each category to suit the size of the category. The sample was (367) male and female students. The following Table2

Islamic Educational Values and the extent ---Dr. Ahmad Mohammad Oklah alzbon includes the frequencies and percentages for the sample of the study according to the variables of the study.

Table 2
Frequencies and percentages of the sample of the study
According to the variables

| | Categories | Frequenters | Percentages |
|--------|------------|-------------|-------------|
| Gender | Male | 101 | %27, 5 |
| | Female | 266 | %72, 2 |

The fields/ domains of the study

The researcher used a special questionnaire to know the extent of practicing the Islamic educational values by the students at AlBalqa'a Applied University. The questionnaire was built after reviewing the related literature. The items of the questionnaire were (45) delivered into four domains:

1. The first domain (the religious and belief values). Its items were (13) from (1-13).
2. The second domain (the social values). Its items were (12) paragraphs delivered from (14-25)
3. The third domain (the aesthetic values). Its items were (10) delivered from (26-35).
4. The fourth domain (the economic values). Its items were (10) delivered from (36-45).

Procedures of design of the instrument

Each paragraph of the questionnaire was given a weight according to the fifth ladder of Elkhart to estimate the degree of practice (strongly) agree, neutral, opposed, strongly opposed).

These were represented by numbers from (5, 4, 3, 2, 1,). The researcher considered the paragraphs that take the means (4) are high (the degree of practice is high) .The one that takes (3-4) will be medium (the degree of practice is medium) The paragraph that has the means 3 and less will be weak (the degree of practice is weak).

Validity

To assure the validity of the instrument, it was given to a jury which consists of 6 specialists from AL-Balqa' Applied University. The researcher asked them to check the suitability of the paragraphs of each domain and the language and the clarity of the paragraphs. In light of the comments of the jury, some paragraphs were added others were deleted. The questionnaire was modified in light of all those comments. The paragraphs were (45) delivered in the following domains: the religious and belief values, the social values, the aesthetic values and the economic values.

Reliability

The internal reliability and the instrument were checked by using Croniache Alpha formula. The value for the instrument was (0.

Islamic Educational Values and the extent ---Dr. Ahmad Mohammad Oklah alzbon

96) as it is explained in Table 3. This percentage was suitable to the aims of this study.

Table 3
Internal Reliability by Croniache for the instrument and for all domains

| Domain | Internal Reliability |
|-------------------------|----------------------|
| Moral values | 0, 92 |
| Social values | 0, 89 |
| Aesthetic values | 0, 89 |
| Economic values | 0, 89 |
| The instrument as whole | 0, 96 |

The variables of the study

The study included the following variables.

1. The independent variable including:

-The gender which has two levels: Male and female

2. The dependant variables: (the belief and religious values, the social, aesthetic and the economic values).

The findings of the study

The findings related to the first question which is what is the total extent the students of Al-Balqa' Applied University apply the cluster of the values in clouded in the internment of the study? To answer this question the means and standard deviations were used to

Islamic Educational Values and the extent ---Dr. Ahmad Mohammad Oklah alzbon the extent of the student application for the clusters of values in Al-Balqa' Applied University. It is explained in the following Table.

Table 4

Means and Standard Deviations of the Students' Application for the clusters of Education and Islamic Values which were included in the Study.

| Rank | No. | Domain | Means | Standard Deviations | Extent of practice |
|------|-----|----------------------|--------------|---------------------|--------------------|
| 1 | 1 | Belief and Religious | 4.43 4.2T | .54 .54 | High High |
| 2 | 2 | Aseptic Values | 4.1s | .56 | High |
| 3 | 3 | Social Values | 4.69 | .62 | Mid |
| 4 | 4 | Economic Values | | | |

It is clear from Table 4 that the extent of the total practice for the educational and Islamic values which were included in the study

Islamic Educational Values and the extent ---Dr. Ahmad Mohammad Oklah alzbon

was high. The means of the total practice of the values were (4.14) and the standard deviators were (.47).

Table 4 indicates that the religious and belief values came in the first rank having the highest mean (4.21) and the standard deviation was (.54).

In the second rank, there were the aesthetic values having the mean (4.21) and the standard deviation (.54). As for the social values, they took the third rank. Their mean was (4.15) and the standard deviation was (.56). In the last rank, there were the economic values having the mean (3.69) and the standard deviation (.62).

Table5

Means and standard deviations for the Items in the first domain "Religions and Belief values"

| Rank | No. | Paragraphs(Items) | means | St. deviations | Practice degree |
|------|-----|--|-------|----------------|-----------------|
| 1 | 2 | I fast Ramadan Mubarak and learn Patience. | 4.73 | .61 | High |
| 2 | 7 | I feel happy when watching the pilgrims in | 4.68 | .71 | High |

Islamic Educational Values and the extent ---Dr. Ahmad Mohammad Oklah alzbon

| | | | | | |
|---|----|---|------|-----|------|
| | | Mecca; this reminds me of Islamic countries unity. | | | |
| 3 | 3 | I feel happy when delivering the money of zakaat to the poor. | 4.63 | .70 | High |
| 4 | 10 | I earn of what I work. I never talk others money or thing. | 4.56 | .78 | High |
| 5 | 6 | I do my best and I always have faith in god. | 4.54 | .78 | High |
| 6 | 11 | I avoid injustice and advise my colleagues to be fair. | 4.51 | .76 | High |
| 7 | 8 | I am obedient to my parents. | 4.45 | .85 | High |
| 8 | 1 | I pray five times a day on time. | 4.33 | .95 | High |
| 9 | 9 | I always say the truth and be trustworthy . | 4.32 | .88 | High |
| 0 | 1 | I advise for good and warn others of bad | 4.26 | .91 | High |

| | | behaviors . | | | |
|-------|----|--|------|------|------|
| 1 | 12 | I don't cheat and be always honest. | 4.25 | 1.00 | High |
| 2 | 13 | I work hard and do my work properly. | 4.22 | .87 | High |
| 3 | 14 | I don't say gossip and try to be honest. | 4.11 | .92 | High |
| Total | | | 4.43 | 54 | High |

It is clear from Table 5 that the total means for Al-Balqa` Applied University students` practice degrees of the religious and belief values were (4.43) and the standard deviations were (.54) .This indicates that the total degree of practicing such value was high according to the criteria the researcher used. The means of the paragraphs of such domain (religious and belief) were between (4.73) and (4.11). The second paragraph which implies " I fast Ramadan Mubarak and learn patience and being obedient" took the first rank. Its mean was(4.73) and the standard deviation was (.61). In the second rank, there was paragraph number 7 which implies " I feel happy when I see the pilgrims in Mecca, it reminds me of the necessity of Islamic countries unity". It's mean was (4.67) while the standard deviation was (0.71) Paragraph 3 occupied the third rank which implies "I feel comfortable when I deliver zakaat to the poor ".

Islamic Educational Values and the extent --Dr. Ahmad Mohammad Oklah alzbon

It's means was (4.63) and the standard deviation was (0, 70), The fourth paragraph took the last rank. It implies "I don't gossip and say lies", It's mean was (4.11) and the standard deviation was (0.92).

The Second Domain: The Social Values ,

Table 6

Means and Standard Deviations for the Paragraphs of the Second Domain (Social Values).

| Rank | No. | Paragraphs(Items) | mean | St. deviation | Practice degree |
|------|-----|--|------|---------------|-----------------|
| 1 | 17 | I am humble with my colleagues. | 4.48 | .81 | High |
| 2 | 19 | I respect the elderly and be passionate. | 4.33 | .81 | High |
| 3 | 16 | I am good with my neighbors and never hurt them. | 4.32 | .82 | High |
| 4 | 20 | I Say the truth bravely. | 4.29 | .89 | High |
| 5 | 23 | I share my colleges in good and worse. | 4.25 | .90 | High |
| 6 | 21 | I dialogue my colleagues politely and | 4.23 | .89 | High |

| | | | | | |
|-------|----|--|------|------|------|
| | | listen to them without interruption. | | | |
| 7 | 25 | I care about the cleanliness of the street and never violate others privacy. | 4.19 | .92 | High |
| 8 | 22 | I forgive my colleague. | 4.18 | 1.00 | High |
| 9 | 24 | I visit the sick colleagues. | 4.08 | .97 | High |
| 10 | 18 | I visit my relatives. | 4.01 | 1.03 | High |
| 11 | 15 | I practice fair play between all colleagues. | 4.87 | .93 | Med |
| 12 | 14 | I share in social occasions and in voluntary work. | 3.61 | 1.03 | Med |
| Total | | | 3.15 | .56 | High |

It is clear from Table 6 that the total means for Al-Balqa' Applied University students' practice degree for social values was (4.15) while the stand deviation was (0.56). This indicates that the total practice degree for social values was high according to the

Islamic Educational Values and the extent ---Dr. Ahmad Mohammad Oklah alzbon criteria the researcher used. The means of the paragraphs of this domain were between (4.48) and (3.61).

Paragraph 17 came in the first rank. It implies "I am humble with my colleagues". Its mean was (4.48) and the standard deviation was (0.81). In the second rank there was paragraph 19 which implies "I respect the elderly, and be passionate" Its mean was(4.33) and the standard deviation was (0.81). paragraph 16 came in the third rank. It implies "I am good with my neighbors and never hurt them". Its mean was (4.32) and the standard deviation was(0.82). In the last rank there was paragraph 14 which implies "I share in social occasions and in voluntary works". Its mean was (3.61) and the standard deviation was (1.03)

Table 7
Means and Standard Deviation for the Third Domain
Aesthetic Values Arranged According to the Means.

| Rank | No. | Paragraphs(Items) | mean | St. deviation | Practice degree |
|------|-----|--|------|---------------|-----------------|
| 1 | 26 | I care about my clothes and my cleanliness. | 4.80 | .49 | High |
| 2 | 34 | I wear long dresses that are accepted by social norms. | 4.58 | .74 | High |

Islamic Educational Values and the extent --Dr. Ahmad Mohammad Oklah alzbon

| | | | | | |
|-------|----|--|------|------|------|
| 3 | 29 | I choose the right color. | 4.46 | .79 | High |
| 4 | 35 | I choose my words and avoid bad expression. | 4.46 | .80 | High |
| 5 | 33 | I don't wear men clothes. | 4.36 | 1.03 | High |
| 6 | 30 | I care about environment. | 4.33 | .91 | High |
| 7 | 32 | I avoid smoking and its smell | 4.11 | 1.29 | High |
| 8 | 31 | I decorate my house on happy occasions and feasts. | 3.99 | 1.04 | Med |
| 9 | 28 | I apply health and prevention instructions. | 3.78 | .96 | Med |
| 10 | 27 | I ply sport. | 3.27 | 1.12 | Med |
| Total | | | 4.21 | .54 | High |

It is clear from Table 7 that the total means for Al-Balqa` university student` practice degree for aesthetic values were (4.21) and the standard deviations were (0.54), This indicates that the total practice degree for aesthetic values was high. The means for the

paragraphs (items) of this domain were between (4.80) and (3.27), the paragraph 26 which implies «I care about my clothes and cleanliness» took the first rank its mean was (4, 80) and the standard deviation was (0.49). In the second rank, there was paragraph 34 which implies " I care about long dresses that are socially accepted" Its mean was (4.58) and the standard deviation was (0.74). Paragraphs 29 and 35 were in the third rank .They imply " I chose the right colors and I say good words and avoid bad ones." The means were (4.46) and the standard deviations were (0.79) and (0.80). Paragraph 10 that implies " I do sport" came in the lost rank. Its mean was (3.27) while the standard deviation was (1.12)

The Fourth Domain: Economic Values,

Table 8

Means and Standard Deviations for the Paragraphs of Domain Four Economic Values, arranged according to the means.

| Rank | No. | Paragraph | Means | St. deviations | Practic e degree |
|------|-----|---|-------|----------------|------------------|
| 1 | 40 | I respect the colleagues properties and privacy and never hurt. | 4.51 | .80 | High |
| 2 | 42 | I give my colleagues | 4.33 | .92 | High |

| | | | | | |
|----|----|--|------|------|------|
| | | their rights and pay them back. | | | |
| 3 | 38 | I do my best to achieve fair play and never cheat people. | 4.30 | .92 | High |
| 4 | 41 | I appreciate manual and vocational work in the community, | 4.06 | .95 | High |
| 5 | 36 | I do my best to be productive more than consumer. | 3.89 | .97 | Med |
| 6 | 39 | I avoid spending money aimless in life. | 3.86 | 1.06 | Med |
| 7 | 37 | I do my best to invest my time productively. | 3.67 | 1.04 | Med |
| 8 | 43 | I listen to economic news related to prices of the supplies. | 2.93 | 1.39 | Med |
| 9 | 44 | I prefer high economic rank colleagues. | 2.72 | 1.24 | Med |
| 10 | 45 | I read books and magazines that deal with commerce and | 2.60 | 1.36 | Med |

| | | | | | |
|-------|--|--------------------------------|------|-----|-----|
| | | finance problems in the world. | | | |
| Total | | | 3.69 | .62 | Med |

It is evident from Table 8 that the total means for Al-Balqa' University students' practice for economic values were (3.69) and the standard deviations were (0.62). This indicates that the total practice degree for the economic values was medium. The means in this domain for the paragraphs were between (4.51) and (2.60). Paragraph 40 which implies "I respect my colleagues' privacy and properties and never harm them", came in first rank. Its means was (4.51) and the standard deviation was (.80). In the second rank, there was paragraph (42) that implies " I give my colleagues their right and pay them back". Its mean was (4.33) and the standard deviation was (.92) Paragraph (38) came in the third rank It implies "I practice fairplay and never cheat" Its mean was (4.30), while its standard deviation was (, 92). In the last rank, there was paragraph (45) which implies "I read books and magazines that deal with world commerce and finance problems". Its mean was (2.60), while its standard deviation was (1.36).

Question Two: Are there any statistically significant differences at ($\alpha=0.05$) between the means of Al-Balqa' Applied Students' practice degree for the collective Islamic and

Islamic Educational Values and the extent ---Dr. Ahmad Mohammad Oklah alzbon

educational value cluster that the study investigated due to the variable of gender?

To answer this question the means and the standard deviations of

Al-Balqa' Applied university students' practice degree of the Islamic educational values according to gender was done. To find out statistical differences among those means t-test was used for the gender variable.

Table 9
Means and Standard Deviations and T-test for the Gender Variable on the practice degree of Al-Balqa' Students for the Islamic and educational values.

| | Gender | No. | mean | St. deviation | T-Value | Degree of freedom | Statistical reference |
|---------------------------------|--------|-----|------|---------------|---------|-------------------|-----------------------|
| The religious and belief values | Male | 101 | 4.30 | .62 | -2.928 | 365 | .004 |
| | Female | 266 | 4.48 | .50 | | | |
| The Social values | male | 101 | 4.10 | .64 | -1.060 | 365 | .290 |
| | Female | 266 | 4.17 | .53 | | | |

| | | | | | | | |
|----------------------|--------|-----|------|-----|--------|-----|------|
| The aesthetic values | male | 101 | 4.00 | .66 | -4.889 | 365 | .000 |
| | Female | 266 | 4.30 | .46 | | | |
| The economic values | male | 101 | 3.69 | .74 | .069 | 365 | .945 |
| | Female | 266 | 3.69 | .57 | | | |
| Total | male | 101 | 4.04 | .57 | -2.523 | 365 | .012 |
| | Female | 266 | 4.18 | .42 | | | |

Table 9 shows apparent variation between the mean and the standard deviations in practice degree of the Islamic educational values for

Al-Balqa' University Students, This is because of the two different gender (male, female). To reveal the statistically significant differences between the means, T-test was used. It indicates that there were statistically significant differences at ($\alpha = 0.05$), due to gender in the domains of religions and belief values, aesthetic values and the total. The significant differences were in favor of the females whereas, there were no statistically significant differences at ($\alpha = 0.05$) in other domains.

Findings Discussions and Recommendations

Discussion of the findings of the question of the study: what is the total degree of Al-Balqa' Applied University Students' practice level or the Islamic and educational value cluster which the study included?

The finding in the previous statistical tables indicated that the practice degree of Al-Balqa' Applied University Students' for the total values were high. The tables also indicated that the religious and belief values were in the first rank; whereas the aesthetic values took the second rank. The social values were in the third rank, while the economic values had the last rank. The reason for this result is because most of Al-Balqa' Applied University Students' who are included in this study are Muslims. The teachings of Islam assure people to stick to the values that organize the individual's life in the Islamic community. Moreover, any violation for such values will be considered as violating God rule which leads to punishment in life on earth and in life after death.

Discussion of the findings that related to the second question: Are there any statistically significant differences at ($\alpha = 0.05$) between the means of Al-Balqa' Applied University

Students' practice degree for the Islamic educational values that were included in the study are related to the gender?

The findings revealed that the statistical analysis for this variable statistically significant differences for the Al-Balqa' Students' practice degree for such values related to the gender in favor of females in the domains of religious and belief values, aesthetic and the instrument as a whole. The researcher thinks that such differences in favor of females, because the female students in the three colleges included in the study are more active in practicing the religious and belief values than male students. This is because most girls in this community are conservative and committed to the teachings of the religion. In addition, those girls try to keep their reputation and getting the satisfaction of the family members around them by being abide by such values. It is known in Islamic communities, that females are mostly accepted socially when being committed to such values especially the religions and belief values. As for the aesthetic values, females care more than males in appreciating beauty and this is the reason for their creativity in scientific specialties that demand arranging, designing, decorating as

Islamic Educational Values and the extent ---Dr. Ahmad Mohammad Oklah alzbon
in interior design engineering, nursing, fabric technology, fashions,
etc.

The findings of this study gets along with the results in Jawarneh's study(2001) which indicated statistically significant differences in the practice degree of the educational values from the students' perspectives, related to gender in favor of females.

Recommendations of the Study

- The study recommends the educational curricula officials in Jordan to consider the value cluster for students at all stages (kindergarten, school and university) by assigning some chapters for acknowledging students with their values and how to be committed to it.
- The necessity for activating the role of university according to the in refining the Students' characters according to the Islamic and educational value cluster. This can be done by focusing on it through lessons and lectures about education and Islamic culture and the courses of national and social education.
- The study recommends the officials in charge of the educational process in the Islamic and Arab countries to pay much more attention to the importance of values and its role in forming the behaviors of students in all educational stages. This demands focusing on teaching values and sticking to. In addition, redeveloping the curricula to suit the values of Islamic raising.

Islamic Educational Values and the extent ---Dr. Ahmad Mohammad Oklah alzbon

- The researcher recommends the researchers to conduct more studies dealing with educational values and ways for developing it. This topic is essential in stabilizing the rules of life and spreading security in Islamic and Arab world.

References

- Al Batesh, Mohammad and Altawee, Hani (1990). **The Value Structure for student in the University of Jordan** – The University of Jordan: Magalat Dirassat, v1. 17-, No.39 pp.92-136.
- Abu Jordan, Saleh (2002). **The Psychology of Social Raising** edu.3.Amman:Dar Almaseera for Publication.
- Al-Jawarneh, Almu'tasim (2001). **The Practice of Educational Values for the Faculty of Share'a yarmouk University**. Unpublished M.a degree, Yarmouk University.:Irbid.
- Al Hadeed, Ali (2006). **The Role of Jordanian Television in Forming the collective Values for the University of Jordan Students of Jordan**: Jordan.
- Hussein, Hasan (1996). **The Relation between the Islamic Values and Moral anxiety for Yarmouk University Students and effect of Several Variables**. Unpublished M.A degree. Yarmouk University: Irbid.
- AlSarhani, Jaleelah (1992), **The Value Attitudes for Sultan Qaboos University Students Compared with the Value Attitudes**

Islamic Educational Values and the extent ---Dr. Ahmad Mohammad Oklah al-zbon

of the University of Jordan Students. Unpublished M.a degree.
The University of Jordan, Amman: Jordan.

- Al Sawad, Abed and Alazerjawi, Fadel (1987). **The Value System for Almusel University Students. Al Mustanseriah University.** Magalat Adaab Al mustanseriah. No.15, PP 591-608.

- Al-Omari, Khaled and Jaradet, Dirar (1985). **The collective values, studying the legal Ties for Influenced Factors.** Abhath Al Yarmouk. V1.I No.I, P.P 119 – 143.

- Oweidat, Abdullah (1990). **The Value Attitudes for the University of Jordan Students.** The University of Jordan: magalat Dirasaat. V1. 18-A, n.3 PP 205-225.

- Al Freihat, Tahani (1980).**The level of Belief for the collective Islamic Educational Values and its Practice Degree for the public Universities Students in Jordan.** Unpublished M, A Degree. Yarmouk University, Irbid –Jordan.

- Madkour, Ibraheem (1991). **Al mu'jam AlWajeez.** Cairo: The Arabic Language Assembly.

- Hana, Atyia (1986).**Comparative Cultural Studies.** A Reading Through the Socio-Psychology in Arab World. V1. I. Cairo: The Egyptian Book Board.

- Catton.W.1959. **A Theory of Values.** American Sociological Association, pp310.

Islamic Educational Values and the extent ---Dr. Ahmad Mohammad Oklah alzbon

- Halstead, J, M, Taylor.M.J.1996. **Values in Education and Education in Values.** London: The Falmer press, 3-12.
- Festher, N.T.1973. Values Change Among University Students. Australian Journal of Psychology, Vol.35, No.1, 57-70.