

Journal of legal and social studies

Issn: 2507-7333

Eissn: 2676-1742

Change in the university student's value system

Comparative study between Algeria's universities and Gulf universities

Azzouz mohamed^{*}

University of djelfa, (algeria)

mohamed.azzouz@univ-djelfa.dz

Date of send: 05 / 06 / 2024	date of acceptance: 01 / 08 /2024	Date of Publication: 01/12/2024
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^{*}Corresponding author

Abstract :

The value system is a fundamental pillar of the social system because it is a guide and observer of individual behaviour and social relations. The latter is touched by change as well as all other social systems, whether negative or positive in direction. Since university students are the group most vulnerable to such change, this area is of great concern. The study compared to the level of change that this system has affected in a sample of students in Algerian universities and a sample of students in Gulf universities.

Keywords: University Student ;Values Change ;Values.

1-Introduction

Arab society has witnessed many social, economic, political and technological changes that have been described as historically unprecedented that can have negative or positive effects on society's value systems in general and on youth groups in particular.

Recent changes in Arab society include increased cultural openness through all means available to society, whether through social media, travel or other variables that promote material values and personal interests, perhaps at the expense of other values. The previous phenomenon is also widespread in society, and competition for employment in society has become more ferocious than before, sparking the movement of individuals to acquire more knowledge, skills and experiences related to self-development, and also create a trend. Young people tend to work in small economic enterprises or in the private sector.

All these and other variables are capable of making changes in society's value systems, especially among young university students, who respond to the changes and rearrange themselves. It is one of the most important indicators of judgement on adolescents' tendencies and preferences, which in turn represent indicators of the future, on the basis of which educational objectives and projects that are compatible with the system or help to control and guide it. Society's goals and aspirations.

It should be noted that rapid changes in physical, economic, political, social and technological aspects have not been accompanied by subsequent processes or studies to determine the extent to which these changes affect young people's value systems and how evidence is captured and controlled. This is evidenced by the unprecedented intensification of polarization and conflict between society's conservative values and the new values emanating from contemporary developments.

Scientific research in this area confirms that the group most vulnerable to these changes are university students, as they are forced to acquire new values in exchange for abandoning others or preferring values that were previously

prioritized. The Karni Study (2015) emphasized that there are valuable changes in the behaviour and attitudes of young university people, and that there is a need for programmes aimed at building a balanced Muslim personality with a focus on ethics. and Islamic values to address the risks posed by contemporary developments.⁽⁰¹⁾

In the light of the above, tracking the values of young people in society, especially university students, and studying their development from time to time, is a societal imperative in order to achieve a set of educational and development objectives. This study is part of an effort to explore the change in the values of university students in both the Gulf and Maghreb countries. In which Arab society has witnessed many challenges and transformations that may contribute to this change. A comparative study was conducted between one of the universities in the Arabian Gulf and one of the universities in the Maghreb to identify the values system of the university's students and to monitor changes in the values of students.

Study Problem:

Society and its various institutions are interested in studying values and their directions and patterns from time to time, because of their negative and positive relationship to development, especially among young people who will go to the labour market and who depend on them for achieving development goals of various kinds and areas.

Studying the value system and understanding its diverse patterns among university students is the first step towards organizing and guiding it, bridging the gap that may widen between youth's current values and aspirations and moral responsibility values and community participation. The dominance of material values and weak adherence to religious values, as well as the prevalence of selfishness and self-love at the expense of the values of justice and charity, have recently been noted⁽⁰²⁾

Shoukri (2009) emphasized negative changes in the values of the University's youth as a result of the effects of contemporary globalization, which include values related to the family, women and social relations, as well as economic and moral values, as well as values associated with identity and belonging.

The current study aims to explore changes in the value system of university students (University of Sharjah in the UAE and Zian Ashour University in Algeria) and to understand the new pattern of student values under contemporary variables, while studying the relationship between this format, gender and the social status of students.

Questions:

- 1- What is the value system for students of Sharjah University and Zian Ashour University?
- 2- Are there differences between the current value system for students of both universities due to gender variables and social status?

Objectives of the study:

- 1- Learn about the values system for students of Sharjah University and Zian Ashour University.
- 2- Recognize statistically significant differences according to current study variables.

The importance of the study:

Theoretical: This study can help to identify the manifestations and trends of change in the value system among Arab youth in general and university students in particular.

The University's student segment represents the most important segments of society, and disclosure of the change in its values is important for officials and decision makers in society and for future planning in everything that helps to develop and solve its problems.

It may be the nucleus of future studies that follow it to the values of university students to identify changes in society and to reveal the impact of certain social trends and changes on young people's values in both regions.

Applied: This study can help to identify the extent of change in the values system of the university students, compare the values system between the universities of the Maghreb and the universities of the Arabian Gulf, identify the trends of change, and then make proposals to guide the values system of the university's students.

Study terms:

Values System: The concept of values system has been widely adopted by researchers in educational and social sciences because of the importance of this concept in building one's personality and role in social life. firi zaher (1994, 32) Values are a structured model of values in a society or group, in which values are characterized by mutual attachment that makes them an integral and mutually supportive whole, while being known by Khalifa (1998, 62) is that it is the overall construction or organization of an individual's values, and all the value of this format represents one of its elements and interacts with it to perform a particular function for the individual.

Defining the values system procedurally in this study as: a system that expresses the ranking of the values of the university students according to its priorities determined by his conviction, beliefs and interests. The values system for the student can be measured by analysing the student's life form.

Previous studies:

-The study of **Abu al-Maaty (2018)⁽⁰³⁾** identified the nature of the value pattern among King Abdul Aziz University students. It also aimed to compare the value pattern among first year students and fourth year students and to identify the differences between them in terms of the main value groups. (Religious values, social values, economic values, then national values, and finally aesthetic values A comprehensive measure of the system of values governing human behaviour was applied to a sample of 368 students. The study found that the order of values

of King Abdul Aziz University students was as follows: National values, social values, religious values, then aesthetic values, and finally economic values. The study also found statistically significant differences between the students of the first and fourth divisions, in terms of the sets of national values and religious values, for the students of the fourth division, while there are no statistically significant differences in the rest of the other value groups.

-The study of **Hassan, Kazem and Ibrahim (2017)⁽⁰⁴⁾** sought to identify the prevailing values of university students in Libya after the events of the Libyan Revolution 2011 and whether there are differences between prevailing values by sex, Specialization, using the descriptive curriculum through the prevailing value scale, Applied to a sample of 400 students, and the study found that social values ranked first, While ethical values were second, aesthetic values were third, The study found differences in moral and aesthetic values for females and for males in social values.

-The study of **Otman and El Jamal (2013)⁽⁰⁵⁾** aimed to reveal the value patterns of Tabuk University students. The study used the analytical correlative survey descriptive curriculum. Applied to open and closed questionnaires, personal interviews and observations and designed a measure of value patterns, on a sample size (450 students), those values were consistent in a set of value patterns: religious, ethical, social, aesthetic, economic and academic, and female students were able to monitor a set of values.

-An **manai (2015)** study aimed at identifying the impact of the study at the University of Yarmouk on the promotion and development of values from the faculty's point of view. To this end, the researcher used the analytical descriptive curriculum through the design of a tool consisting of (27) a paragraph spread across four areas distributed to a sample of (243) individuals at the University of Yarmouk. The impact of the study at the University of Yarmouk on students' value development has been significant, with statistically significant differences

attributable to the sex variable and to the interests of females, and the absence of statistically significant differences attributable to the specialization variable.

Commentary on previous studies:

_ Focused on the role of the university environment and its contribution to shaping the values of students

- Emphasized the importance of the values of students and their role in meeting the challenges of modern times.

_ Noted the importance of value building in students.

_ Demonstrated the importance of universities promoting the values of civil society.

In view of previous research studies, the researcher considers that his study on these studies is unique and believes that they are important and that there is a justification for the need to conduct them.

Field study:

Curriculum of study: The descriptive curriculum was used through content analysis (Assaf, 235) by analysing the CV form of university students. as well as longitudinal sequencing by studying the change in values for university students.

Study tool: Based on the analysis of the content of student life biographical forms and consisted of two parts, part I and included personal and primary data representing study variables (Sex, marital status), the second part, which is students' careers through a range of questions, from which the qualitative data was converted into quantitative data after six values were determined:

Religious - moral - social - scientific - personal - recreational.

Believe the tool: To know the instrument's validity to measure what it is designed to measure. Honesty is proven by:

- Internal consistency through the student's cooperation in writing his life history and the lack of contradiction in his directions.
- Data analyst is able to assess the merit of life history.

Tool stability: The researcher should get the same results even if the analyst disagrees or varies when the analysis is done and for the sake of agreement we used:

- Agreement between two analysts - agreement between the analyst and himself between two periods of time.

Study community: Department of Social Sciences University of Zian Ashour (541 students) - Faculty of Arts, Humanities and Social Sciences University of Sharjah 613 students, for the university season 2022-2023

Study sample: 88 students from Zian Ashour University - 97 students from Sharjah University.

<i>values</i>	Zian Ashour University		University of Sharjah	
	Between Analyst And Second	Between the analyst and himself	Between Analyst And Second	Between the analyst and himself
<i>religious</i>	76.6	82.6	77	81
<i>ethical</i>	81	74.8	79.6	82.6
<i>social</i>	78	80.5	79.1	80.2
<i>scientific</i>	64.7	73.8	59.3	60
<i>personal</i>	73	68	71	72.4
<i>recreation</i>	88.4	92.7	82.6	83

Answering the study's questions:

- Question 1: What is the value system for students of Sharjah University and Zian Ashour University?

The following table shows the values system for both universities where calculation averages have been used and calculation of percentages for each value.

Value patterns	Zian Ashour University			University of Sharjah		
	arithmetic mean	percentage	order	arithmetic mean	percentage	order
social	5.22	28.2	01	3.65	15.3	04
religious	2.22	13.8	04	3.72	15.5	03
personal	4.13	23.5	02	4.02	18.5	02
scientific	3.87	17.5	03	5.01	24.7	01
ethical	3.64	12	05	3.71	13	05
recreation	2.11	5	06	3.64	12	06

From the table it is clear that social values came first in terms of the interest of students of Zian Ashour University as opposed to Sharjah University, which came fourth social values ", perhaps due to the fact that most members of the sample are female students and are more likely to have social values, The pressures of life also make the need for social relations and associated values for support and support between parents and friends. The University of Sharjah, whose particular individuals are characterized by a lack of life pressures and the existence of considerable compromise in social relations.

Personal values were second for both universities. The values of personal aspiration and students' interest in personal values, reflecting the values of ambition, achievement, autonomy, self-development, personal planning and outlook, are the result of the nature of the competition in university and public life between students for excellence and access to employment or better social status through the development of their own selves and the development of their abilities.

Scientific values were third for Zian Ashour University and first for Sharjah University and can be explained by the occupation of the third place of scientific

values of the University of Zian Ashour ahead of religious, ethical and recreational values due to changing the pattern of teaching and merely obtaining a degree and only, The reflection of the University of Sharjah came ahead of all values, to the influence of the educational worker and being a first-class student, especially in their future lives and in obtaining jobs that fit their ambition.

Religious values in the fourth ranking for the University of Zian Ashour after social, personal and scientific values may have been the result of some social changes that have occurred in recent years as a result of the cultural openness of the Maghreb States to Western countries, the synergy between societies and the emergence of new ideas and motivations that may not be related to religion, especially among young people In contrast to Sharjah University, religious values were ranked third after scientific values and personal values, This may be due to the conservative environment of the Gulf States and their lack of cultural openness and their proximity to Islamic sanctities and their non-exposure to Western occupation and remoteness from Western societies.

While ethical values came in fifth for both universities, this can be attributed to the emergence of modern technology and what social media creates.

While the recreational values of both universities came in the last order and can be caused by students' preoccupation with more important matters such as educational attainment, which requires diligence and grandfather, which will undoubtedly be at the expense of their share of leisure, recreation and entertainment, as well as the lack of recreational places in some Arab countries and the lack of physical possibilities for travel and roaming in developed countries.

Question II: 2. Are there differences between the current value system for students of both universities due to gender variables and social status?

To test for differences, Mann and TNI tests are used for independent samples because the data are not distributed naturally and to know whether there are

statistically significant differences between students in both universities due to gender difference s values ", as shown in the table, which shows that there are no statistically significant differences between the average values of students and students of the two universities in the value line due to gender differentiation as opposed to some previous studies that have established differences in certain values and in the interests of males at the expense of some others.

The absence of differences between males and females in terms of the value ratio between the two universities' students may be due to the fact that everyone is exposed to the same variables and that differentiation in disciplines between the two universities is negligible, which makes them pronounce from close intellectual and value fronts.

Test results for differences depending on sex variable for Zian Ashour

University

<i>Values</i>	<i>Sex</i>	<i>Arithmetic Average</i>	<i>Standard deviation</i>	<i>Average grades</i>	<i>Total grades</i>	<i>U value</i>	<i>Z value</i>	<i>Indicative level</i>	<i>Differences</i>
<i>sum of values</i>	female	2.00	1.097	34.28	1798.1	253.00	-1.319	0.244	there are no
	male	1.69	894.	27.69	321.00				

Test results for differences depending on sex variable for University of Sharjah.

<i>Values</i>	<i>Sex</i>	<i>Arithmetic Average</i>	<i>Standard deviation</i>	<i>Average grades</i>	<i>Total grades</i>	<i>U value</i>	<i>Z value</i>	<i>Indicative level</i>	<i>Differences</i>
<i>sum of values</i>	female	2.23	1.066	33.23	1692.1	242.00	-1.216	0.223	there are no
	male	2.69	792.	25.62	319.00				

Test results for differences depending on the social status variable for Zian
Ashour University

<i>Values</i>	social situation	arithmetic average	standard deviation	Average grades	Total grades	significance level	differences
<i>sum of values</i>	married	3.02	2.452	121.90	3494.50	0.667	there are no
	unmarried	3,69	3.680	128.3	29593.6		

Test results for differences depending on the variable marital status of the
University of Sharjah

<i>Values</i>	social situation	arithmetic average	standard deviation	Average grades	Total grades	significance level	differences
<i>sum of values</i>	married	3.12	2.332	132.90	3443.50	0.576	there are no
	unmarried	3,55	3.50	130.3	28683.6		

The tables show that there are no statistically significant differences between the average values of married and unmarried couples and in all the values system of both universities, which is due to the different social situation.

Conclusion:

University youth are an important and essential group in society, so attention must be paid to them, especially in relation to their value system. In all economic, technological and even political and social spheres, the changes that are taking place around them have extended to their value system. This comparative field study confirmed a sample of university youth at the University of Zian and the University of Sharjah that change specifically affected social and scientific values. The rest of the values remained in the same order. This is a logical consequence of all the transformations that Algerian society is witnessing, as opposed to UAE society. But the positive aspect is the preservation of many religious values. This is due to the fact that Arab societies are fundamentally conservative and that socialization, although declining in certain respects, continues to overshadow individuals and young people specifically to guide these values. Ethical values need to be developed by university youth in their positive dimension. This does not mean that they have a minimum level of awareness and guidance, which can only be achieved by promoting the values of participation of this important social group.

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