

القيم الشخصية التي يمارسها طلاب طرق تدريس اللغة الإنجليزية في جامعة الخليل من وجهة نظرهم

د. منال ماجد أبو منشار

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## The Personal Values Practiced by the Students of English Language Teaching Methods at Hebron University from their Point of View

Dr. Manal Majed Abu Minshar

Hebron University- Palestine

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E-mail address: [manalm@hebron.edu](mailto:manalm@hebron.edu) - د. منال ماجد أبو منشار



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### المخلص:

هدفت هذه الدراسة إلى الكشف عن القيم الشخصية التي يمارسها طلاب طرق تدريس اللغة الإنجليزية في جامعة الخليل من وجهة نظرهم. لتحقيق هذا الهدف، تم بناء استبيان يتكون من 40 فقرة. تم تطبيق الدراسة على عينة عشوائية قوامها (120) طالباً من مجتمع الدراسة البالغ عدده (250) طالبا خلال الفصل الدراسي الأول من العام الدراسي 2020-2021. أظهرت نتائج الدراسة أن درجة ممارسة الطلاب في مجالات القيم ككل كانت مرتفعة. وأشارت النتائج إلى أن القيم الاجتماعية حصلت على أعلى درجة. يتبعها القيم الاقتصادية تليها القيم الدينية ثم القيم الجمالية وتليها القيم السياسية واخيرا القيم المعرفية. ويعزى وجود فروق ذات دلالة إحصائية إلى متغير المستوى الأكاديمي لصالح طلاب السنة الرابعة. وفي ضوء هذه النتائج، أوصت الدراسة بتطوير وتعزيز القيم الشخصية بشكل مستمر، والحفاظ على منظومة القيم لدى الطلاب وتعميقها في جميع المستويات الأكاديمية.

### Abstract:

This study aimed to reveal the personal values practiced by the students of English teaching Methods at the University of Hebron from their point of view. To achieve this goal, a questionnaire consisting of 40 statements has been built. The study was applied to a random sample based on (120) Students during the first semester of the academic year 2020-2021 (n=250). The results of the study showed that the degree of students' practice in the fields of values as a whole was high. The data indicate that social values got the highest estimate. Second, the economic values followed by the religious values. Fourth, aesthetic values. Fifth, the political values and last the cognitive values. The presence of statistically significant differences is attributed to the academic level variable in favor of the fourth-year students. In light of these results, the study recommended the development and enhancement of personal values on an ongoing basis, and the preservation and deepening of the value system of students at all academic levels.

### Introduction:

Values play an important role in defining the individual behaviour, decision making and success (Panda, M., Kar, S., & Samantaray, N, 2018). Our Arab-Islamic society adheres to Islamic values and persists in preserving them. Because our righteous religion is capable of guiding and educating man for the good of himself and his nation. Values have accompanied man since the beginning of his creation. Allah The Almighty said: " Say, "Indeed, my Lord has guided me to a straight path - a correct religion – ". Al-An'ām Chapter. Also, Allah The Almighty said: " That is the correct religion". Yūsuf Chapter. Values effect individuals' beliefs, attitudes, and decisions. Their influence is not limited to people's personality, though, they also influence how people act toward others( Roccas, S., Sagiv, L.,

Schwartz, S. H., & Knafo, A. ,2002). Also, Values shape the person's psychological entity, because they provide him with a sense of purpose for everything he does, and gives him the ability to distinguish right from wrong and good from bad, and enable him to know what others expect. It is also a criterion for judging people's behavior (Al-Hayari, 2012).

Much research has been done to study the structure of the personal values (e.g. Feather, 1975; Schwartz, 1994). Values have a prominent importance in building the individuals and the society. Values are also the main aspect of people's identity and they affect their attitudes and behaviors. Personal values are becoming more and more important in the light of the scientific and technical progress that currently affect all components of human life . Values serve as a guide and base for human behavior as

they help in shaping the man's psychological entity, and enabling him to judge his practical practices (Salloum and Aljamal, 2009).

Universities are one of the most important educational institutions concerned with building values and instilling them in students' minds and hearts. The educational process is originally a value-based work because it is based on the principle of choice and preference among a range of alternatives in several fields, including science, knowledge, ethics and behaviors (Al-Khawalda, 2003).

Universities aspire to refine and build the student's personality in all its aspects, as they provide him with knowledge, develop his behavior, and teach him to make a balanced and integrated change in his value system. If the students change their value system in apposite way, they will have gone a long way in their psychological and intellectual preparation which will generate a feeling of security, tranquility, and justice (Al-Omari, 2015).

### **Study Problem:**

The renaissance of nations depends on several basic rules, the most important of which is the steady basis of genuine values deriving from our faith and our cultural heritage of the Arab-Islamic nation, which contributes to the preservation of our cultural and value identity from the dispersion and loss, In a time of many accelerating variables faced by the educational process in its various institutions. This requires all actors and institutions to unite their efforts to preserve the cultural identity and protect the future's generations from dispersion, followership and loss.

All the roles of the educational institutions must be integrated to build the educational values and instill them in young people and generations to become a part of their lives, their feelings and their positive behavior. So, values are the core of the human entity. And therefore the individual chooses his path and behaviors in this world. Values are his fortress that protect him when confronting the soul's dominance, desires and whims, and leads him to the good deeds and the righteous human behavior (Al-Hayari, 2012).

Pottibon S. (2001) indicates that educational values occupy a great and distinctive position in all scientific and life fields, and they are a solid basis for the process of human adaptation and

learning, and achieving social and civilized progress and prosperity. Also, values are considered one of the components of normal human behavior, as every human being in this life acts according to the value system that he owns and belongs to.

Universities are therefore generally regarded as the most important educational institution, because they play a very important role and influence through the educational process and its sponsors. Moreover, the most important functions of the university stage is to achieve a balance between the elements of national character on one hand, and openness to global cultures on the other hand. With the aim of achieving integration and balance, and upgrading students' intellectual and social abilities, it is known that the university student is an integral part of the large society in which he lives, the society that contributes to shaping his personality as he is effected and affected by factors, variables and circumstances related to various aspects of life such as local, national, and regional, and global factors, especially with the emergence of the modern and advanced scientific developments that made the world one village and doubled its openness to the outside world (AlShayeb, 2014).

Based on what has been said about values and their important and effective role in evaluating the undesirable behavior and their effective role in the preparation of the human personality, the problem of the current study is identified in finding answers to the following questions:

**Question 1:** What is the degree to which the students of English language Methods at Hebron University practice personal values from their point of view?

**Question 2:** Are there statistically significant differences ( $\alpha \leq 0.05$ ) in the average estimates of the students of English language Methods at Hebron University in the degree of their practice of personal values due to the (academic level) variable?

### **Objectives of the study:**

This study aimed to achieve the following objectives:

1. Recognize the degree of personal values practice among the students of English teaching methods at Hebron University from their point of view.

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2. Identify the differences of statistical significance between the averages of personal values degrees practiced by the students of English teaching methods from their point of view are attributable to the academic level variable.

### Study limitations

The limits of the study included the following:

1. Spatial limits: This study was applied at Hebron University in the city of Hebron.
2. Time limits: This study was applied in the first semester 2020-2021.
3. Human limits: This study was applied to students majoring in English Language Methodology, College of Education, Hebron University.
4. Objective limits: the personal values (Cognitive, Social, Political, Religious, Aesthetic and Economical values) practiced by the students majoring in English language Methods from their point of view

### Research Terminology

The term values is one of the terms associated with the subject of psychological trends. The following is a presentation of some of the definitions of this term:

Values are principles, standards or qualities that an individual or group of people held in high regard. These values guide the way we live our lives and the decisions we made. It may also be something that we hold dear those things or qualities which we consider to be of worth. Value is commonly formed by a particular belief that is related to the worth of an idea or type of behavior. Values can influence many of our judgments we made as well as it can have an impact on the support we give to our children.

Personal values are defined as "broad, desirable goals that serve as guiding principles in people's lives and reflect preferences about what is viewed as worthy and important for them" (Sagiv & Roccas, 2017).

Al-Zaboun defines values as: "An interest, a choice or a judgment of a human being on something is guided by a set of criteria established by the society in which he lives, which determines the desired and undesired" (Al-Zaboun, 2012).

Naser defined values as: "A set of standards and provisions that guide the behavior of the individual in his daily life, as he uses them to judge things, whether material or moral, in situations of preference and choice." He adds that these values are derived by man from sacred sources (Naser, 2004).

The researcher defines values procedurally as: "A set of psychological standards and regulations that are formed within the human being through experiences resulting from the learning and social interaction processes that he engages in during the process of socialization."

Educational values (procedural): The researcher defines the educational values procedurally as a set of standards, principles, and positive, normal qualities that students must possess within the educational environment, in an intentional or unintended manner.

### The conceptual framework:

Personal values are a set of standards that reassure human needs and are judged by people to be good and struggling to present them to future generations and are keen to maintain them (Qamhiya, 2003).

value is "A set of laws, objectives and ideals that guide man, whether in his relation with the physical, social or heavenly world" (Sad, 2006).

The personal values vary according to the different societies and even small groups. (Al-Harbi, 2018) indicates that values are the concepts, principles, standards and educational ideals used by students in making their own value judgments or practicing life activities as a response to their intellectual or scientific changes.

Personal values have been defined: as a set of normative judgments related to realistic contents that the individual acquires through his affection and interaction with different situations and experiences, and it is required that these judgments be accepted by a certain social group so that they are embodied in the individual's

behavioral or verbal contexts, tendencies and interests (Robbins, 2001).

The researcher defines values procedurally as “a set of emotional and intellectual standards and principles approved by the community or familiarized with what is known as custom. values have a characteristic of relative continuity, and the students of Hebron University believe and work with them, and they deal with different things according to these values, so that values serve as the criterion for defining what is desirable and what is rejected.

### **Values from the perspective of Islam:**

In Islam, values are comprehensive and integrated, derived from its view of man and universe, and are inseparable from the reality of human life. They rely on translating those values into behaviors, so Islam encourages work and production provided that the values are derived from the Holy Quran and the Sunna of the Prophet ,and to observe balance, priorities and social and cultural reality when presenting the values (Abu al-Einin, 1988).

The values of Islam are the same as those of the Islamic Shariah, Because they derive from it and derive their credibility from the Holy Qur'an and the Prophet's Sunnah, as (Al-Jelly, 2010) referred.

### **Features and characteristics of values:**

There are some features and commonality of the concept of value, these features can be referred to as the following:

1. Values are subjective, that means, every one of us feels values in his own way, and from his own perspective.
2. Values are relative . They vary from a person to another person, from a time to another time, from a place to another place, and from a culture to another culture.
3. Values include some kind of giving opinion and judging someone, something or some meaning.
4. Values are an essential thing in every human being's life.
5. Values are acquired from the reference group in the context of the process of socialization, and thus the individual is not born equipped with them, but he learns them(Hafith ,2012).

### **The importance of values:**

Brummel(2005) indicates that if an individual's personality is to be understood, their value system should be studied, in which values are in a pyramidal ranking showing a person's details, which helps predict his behavior. (Al Kharabsha, 2007) indicates the importance of values as they perform multiple functions in our daily lives. They provide us with a sense of internal direction that flows from our own self, enable us to control ourselves, and make us define the others' expectations of us. And by which, we can judge each other's actions and behaviors, and provide us with the necessary awareness to know and judge things, and help us distinguish between what is right and what is wrong, what is desirable and what is unacceptable, what is moral and what is immoral. Also, values shape a general framework for the community, and a pattern of the internal control in the community's movement and the standards of the attitudes of its members.

This indicates that education in general is a process of acquiring values and training the young youth in adaptation and production skills according to the community's value heritage. One acquired his values essentially from his family, school, university, mosque, peer group, social media and other media within society. All these media derive their values from the culture of the society that represents the educational environment of individuals .Based on these values, educational efforts are directed at the type of knowledge, techniques and methods. In their light, behavioral patterns, skills and attitudes intended by education are identified and targeted by programs of action to strengthen the values societies need for their development(AlWahsh, 2009).

### **The role of Faculties of Education in developing values:**

Education to help teachers, parents and students to re-focus on the basic positive values that underlie all aspects of a moral society, also Educational institution is responsible for the systematic transmission of knowledge, skills and cultural values within a formally prepared structure. The multiplicity of education is one of the most important institutions of teacher preparation, and this importance gained from the conviction established by all educators that the teacher is the main pillar in the educational process, and the active element in formulating

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the educational system, defining its features and achieving its near and far goals (Sherif, 2000). Accordingly, the success of any educational system in achieving its goals depends primarily on the level of teacher preparation in the faculties of education. The role of the faculty of education in developing educational values is determined by the following dimensions: teaching staff academic courses, and activities. This can be addressed as follows:

**Teaching staff:** The most important element of the educational process since the teaching staff is the facilitator, organizer and developer of the educational process, and responsible for implementing the career of teaching subjects and curricula in order to bring about desirable changes in any of the behavior patterns of learners (Diab, 2006).

**Curriculum:** Curricula are a fundamental pillar of the educational system and shape the general orientation of society's philosophy through the knowledge it presents to generations. They are the basis for the formation of knowledge, attitudes, values and societal and emotional skills (Al Dosari, 2014).

**Student activities:** Student activities are viewed educationally as an integral part of the curriculum.

### **Previous studies:**

The study of (Assaf, 2021) aimed to identify the degree of commitment of secondary school teachers in the governorates of Gaza to educational values and its relationship to the classroom control prevailing among them. The researcher used the descriptive curriculum. The survey process of the study population was carried out comprehensively, including (141) male and female managers of the secondary school managers in the governorates of Gaza and used the questionnaire as a tool for the study, and included the following dimensions: Values of integrity and transparency, values of justice and tolerance, values of work mastery, problems of class control. The most important findings of the study are that the total degree of the study sample "managers" estimate of the degree of commitment of secondary school teachers in Gaza governorates to educational values and classroom control was at a high degree, and there was a positive, direct relation with statistical

significance between the average estimates of school managers to the degree of commitment of secondary school teachers to educational values, and the degree of the common class control.

The study (Al-Harbi, 2018) aimed to learn about the educational values practiced by the students of the University of Majmaah in Saudi Arabia. For achieving the purpose of the study, the researcher designed a tool, a 33-statement questionnaire divided into four areas: (Religious Values, Social Values, Cognitive Values, Political Values) Their apparent sincerity and consistency were confirmed and distributed to a sample of 645 males and females students in Majmaah University.

The study found that the degree of the educational values practiced among the students of Majmaah University was high. The study also showed that all areas that had a high degree of practice, with the exception of the field of political values, were moderate. The field of religious values was ranked first, followed by the field of social values, the field of cognitive values and, finally, the field of political values. The study also showed that there were no statistically significant differences of the impact of gender and student's academic level on all areas of study.

The study of (Saleh, Al-Barawi, 2018) aimed at identifying the role of PE( Physical Education) teachers in promoting the educational values among the students of primary school from the teachers' consideration in the governorates of Gaza. The two researchers used the analytical descriptive curriculum to achieve the purposes of the study. The sample study included (100) teachers selected in a random manner. To achieve this, the two researchers used a questionnaire consisting of (50) statements divided into (5) areas. The results of the study found that the degree of the exercise of PE teacher's role in promoting educational values was high; while physical values ranked first, followed by aesthetic values in second, Followed by social values in third place, moral values in fourth place, Finally, national values. And that there are no differences between teachers' average responses according to the variations of (years of experience and educational qualification).

The study of (Al-Ahmad, Al-Hassan, 2017) aimed to identify the degree of commitment of the teachers to the educational values prevailing in the practice of education, and the impact of each of the following variables: gender, years of experience, and educational qualification on the degree of teachers' commitment to these educational values. The study was limited to the males and females teachers in the Ministry of Education, represented by a sample of males and females teachers in Jerash Governorate in Jordan. In order to achieve the study's objectives, the descriptive survey curriculum was adopted because it fits the nature and objectives of the study.

The study of (Al-Omari, 2015) aimed to reveal the degree of value practice among Jordanian university students. In order to achieve this goal, a questionnaire consisting of 53 statements divided into five areas of values was built as follows: Intellectual and ideological values (11 statements), social values (11 statements), economic values (10 statements), aesthetic values (10 statements) and finally political values (11 statements). The study was applied to a random sample of 1191 males and females students from the University of Jordan and Al-Ahliyya Amman University (AAU) from various scientific and humanitarian faculties during the second semester of the academic year 2012-2013.

The results of the study showed that the degree of students' practice in the areas of values as a whole was high and was ranked in terms of the degree of practice as follows: Intellectual values, social values, political values, aesthetic values and economic values. The results of the study also showed that there are statistically significant differences in the degree of students' practice of social and political values attributable to the variable of type of faculty in favor of the humanitarian faculties. Also, there were statistically significant differences attributable to the gender variable in favor of females related to the level of practicing the intellectual and social values. The results of the study also showed statistically significant differences attributable to the variable of the academic level in students' estimates of the degree to which they practice intellectual and doctrinal values in favor of first-year students. In the light of these findings, the study recommended the development and reinforcement of the less-practiced values, and

maintaining and deepening the students' values system at all academic levels.

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The study of (Al-Mozayyan, 2015) aimed to identify the degree to which Palestinian university students exercise citizenship values in Gaza governorates; from their point of view, and the ways to improve them. To achieve this; The researcher used the analytical descriptive curriculum, where he developed a questionnaire consisting of 46 statements after verifying its authenticity and consistency, and it was applied to the study sample of 157 students at the Islamic University and Al-Aqsa University. The study resulted in the following findings:

1. The average degree of the total response for all areas of the questionnaire in the study sample was (3.84), while the relative weight of all areas of the questionnaire was (76.73).
2. There are no differences in the average responses of the study sample members according to; gender variable, specialization, academic level, and university.

In the light of these results, the researcher recommends the following:

The necessity of activating cooperation between universities to enhance the values of citizenship through study programs and parallel activities, and gradually instill the values of citizenship in the academic levels in public education and university education to represent a cumulative process, and emphasizing the importance of directing the values of citizenship functionally for both genders in a manner consistent with the values and culture of the community.

The study of (Liem et al,2012) studied the connection between values, achievement aims and academic achievement among Indonesian high school students. The findings show that values are encouraging predictors of the social-oriented achievement. The study population consisted of all males and female teachers working in public and private schools in Jerash Governorate from different educational levels, and their number was about (2700). The study sample was chosen randomly and consisted of (600) distributed equally between males and females. The final questionnaire number, which was subjected to statistical treatment, was (525) questionnaires.

The measurement tool was a questionnaire consisting of two parts, the first of which included personal information that included the

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variables of the study, and the second part included (35) educational values, and the answer scale consisted of five degrees. The most important results of the study indicated that all educational values are present among the sample members to a very high degree, or to a high extent. There were no statistically significant differences in the teachers' commitment to the educational values due to the variable of gender and academic qualification, while there were statistically significant differences in the teachers' commitment to the educational values due to the experience variable.

The study (Al-Essa, Al-Hiyari, and Jawarneh, 2018) aimed at identifying the degree of practice of Jordan University students, the researchers used the descriptive survey method, and built a questionnaire that consists of (32) paragraphs. The study population consists of all students at Jordan University of Science and Technology. The study sample consisted of (514) male and female students Selected by random stratified method. The results of the study indicated that the students' estimates of the degree educational values came with a medium degree, and the results of the study indicated that there were no statistically significant differences In students' estimates of the degree to which faculty members at Jordan University of Science and Technology practice values attributed to gender variable.

The previous studies reveal a set of conclusions that can be presented as follows:

### **Objectives:**

This study agrees with most of the previous studies in terms of its objective, and the objectives of this study are consistent with the studies of Al-Harbi (2018) and Al-Omari (2015).

Variable	Variable levels	Number	Average %
Academic level	First year	24	% 20.0
	Second year	17	% 14.17
	Third year	36	% 30.0
	Fourth year	43	% 35.83

### **Study tool:**

In this study, the researcher used the questionnaire as a tool for collecting data and information. The study tool was developed after reference to literature, previous studies (Al-

### **methodology:**

In terms of research methodology, this study agreed with many studies, such as the Assaf study (2021) and the study of Saleh and Al-Barbarawi (2018), Al-Muzayen (2015), Al-Jallad (2008).

### **Tool of the Study:**

The majority of previous studies used questionnaire as a tool for collecting data, and in this study, the questionnaire was used to collect the information about the personal values.

### **Study methodology:**

The researcher used the analytical (quantitative) descriptive curriculum in her study because it suits the nature of the study, which needs to be collected, classified, analyzed and interpreted in order to draw significance and reach results that can be generalized. The descriptive curriculum is often associated with social and human sciences studies and depends on describing the phenomenon as it actually is and collecting the data and information needed for it, and classifying and organizing this information as well as previous books, references and previous studies relevant to the study's subject.

### **Study population:**

The study population consisted of all students majoring in teaching English Methods at Hebron University n=250. The researcher used the stratified random sample of the students specializing in teaching English Methods at Hebron University who were participating in the first semester of the year 2020/2021, whose number was (120) males and females students and were selected by the simple random method. Table. (1) shows the characteristics of the demographic sample:

*Table. (1) the characteristics of the study's demographic sample:*

(Makhzomi,2009). In order to study the degree to which students of English teaching Methods at Hebron University practice personal values from the point of view of the students themselves. The first section dealt with the personal information

of the study sample members, and the second section consisted of the fields of the study, as

shown in table (2).

**Table 2: The fields of the study:**

The fields	Number of statements
<b>Second section: Educational values</b>	
Field 1: Cognitive values	5
Field 2: Social values	8
Field 3: Political values	7
Field 4: Religious values	8
Field 5: Aesthetic values	7
Field 6: Economical values	5
The total of the second section's statements	<b>40</b>
<b>The total of the statements and variables of the questionnaire</b>	<b>40</b>

The data contained in Table (2) indicate that the number of the study tool items are (40) items, and all of them were involved in measuring the degree of practicing English language Methods students at Hebron University for educational values from the students' point of view, and the answer choices focused on the statements on a triple scale according to Likert scale (Agree, Neutral, Disagree).

**The validity of the study tool:**

The structural validity of the tool was verified by calculating the Pearson correlation for the score of each field of study with the total score of the questionnaire, as shown in Table (3).

Table3: The results of Pearson correlation of the matrix of the degree of correlation of each field of study with the total score of the questionnaire:

Fields	r- ratio	Statistical significance
Cognitive values	0.673	0.000
Social values	0.712	0.000
Political values	0.836	0.000
Religious values	0.688	0.000
Aesthetic values	0.840	0.000
Economical values	0.845	0.000

The data in Table (3) indicate that all the values of the correlation matrix for each field of study with the total score of the tool are statistically significant, which indicates the strength of the internal construction of the study tool fields with the total degree of the tool. They also share together in measuring the degree of practice of English Methods students at Hebron University for educational values from the point of view of the students themselves, in the light of the

theoretical framework on which the scale was built.

**The reliability of the tool of the study:**

Alpha Cronbach approach: The researcher used Alpha Cronbach approach in order to verify the reliability of the study tool, as shown in Table (4).

Table (4): The results of Alpha Cronbach for the reliability of the tool of the study:

Fields	Number of statements	Alpha value
Cognitive values	5	0.76
Social values	8	0.75
Political values	7	0.79
Religious values	8	0.75

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Aesthetic values	7	0.74
Economical values	5	0.68
<b>Total score</b>	<b>40</b>	<b>0.75</b>

The (questionnaire) has a high degree of reliability .The data in Table (4) indicate that the values of the reliability of the study tool fields ranged between (0.68%-0.79%).

**Statistical treatments:**

Statistical treatments of the data is done by extracting numbers, percentages, arithmetic averages, standard deviations, Pearson correlation, Guttman correlation, t-test, and One Way ANOVA Analysis of Variance), Cronbach's alpha reliability equation, and (LSD) test using the Statistical Package for the Social Sciences (SPSS).

**Scale correction (the key of the averages of the study results):**

To determine the length of the scale period, the range was calculated at a difference of the highest value of the lowest value (1-3). The value of the range has been divided by the number of options required in judging the results, It is (3) to make the results  $2 \div 3 = 0.66$ , and therefore we continue to increase this value from the lowest value to give the periods of status or attitude based on the arithmetic medium, as shown in table (5).

**Table 5: Correction keys:**

Arithmetic Average	Score
1.00 – 1.66	Low
1.67 – 2.33	Medium
2.34 – 3.00	High

**Study findings:**

The answer of the first study question: What is the degree to which the students of English language Methods at Hebron University practice personal values from their point of view?

In a response to the previous question, the arithmetic averages and standard deviations of the degree of personal values practice of the

students of the Faculty of Education in the University of Hebron from their point of view have been extracted, as shown in table 6.

*Table 6: The arithmetic averages and standard deviations of the personal values practiced by the students of English Methods at the University of Hebron from their point of view ranked according to the degree:*

	Values	Arithmetic averages	Standard deviations	Degree	Percentage %
3	Religious values	2.88	0.186	High	96.3 %
1	Social personal values	2.91	0.203	High	97.1 %
2	Economic personal values	2.89	0.248	High	95.6 %
6	Cognitive personal values	2.82	0.213	High	95.1 %
4	Aesthetic personal values	2.87	0.268	High	96.0 %
5	Political personal values	2.85	0.270	High	93.5 %
	<b>The total score</b>	<b>2.89</b>	<b>0.183</b>	<b>High</b>	<b>96.0 %</b>

The data in Table 6 indicate that all the personal values were highly estimated. Social values got the highest estimate, with an arithmetic average (2.91) ,a standard deviation (0.203) and (97%) percentage. Second, economic values were followed by an arithmetic average (2.89), a

standard deviation (0.248) and a percentage of (95.6%). Religious values were third with an arithmetic average (2.88), a standard deviation (0.186), and a percentage of (96.3%).

Fourth, aesthetic values came with an arithmetic average (2.87), a standard deviation (0.268), and

a percentage of (96.0%). Fifth, political values with an arithmetic average (2.85), a standard deviation (0.270), and a percentage of (93.5%). Sixth and last, cognitive values with an arithmetic average (2.82), a standard deviation (2.82), and a percentage of (95.1%).

**Discussion of the results of the first study question: What is the degree to which the students of English language Methods at Hebron University practice personal values from their point of view?**

The results showed that all the personal values practiced by students of English language Methods at Hebron University were highly rated. Social values got the highest estimation and came with an arithmetic average (2.91), followed by economic values with an arithmetic average (2.89), religious values came in the third rank with an arithmetic average (2.88), in the fourth rank came the aesthetic values, with an arithmetic average (2.87), in the fifth rank came the political values with an arithmetic average (2.85), and in the sixth and last rank came the cognitive values, which came with an arithmetic average (2.82). This result agreed with the study of Assaf (2021), the study of Saleh and Al-Barbarawi (2018), the study of Malkawi and Odeh (2011), and the study of Al-Makhzoumi (2009).

The researcher attributes this result to the fact that the Palestinian society is a Muslim society. The Arab-Islamic culture establishes the culture of the individual through the system of Islamic values which control the individual behavior according to it. From childhood, the student learns Islamic values and the basic rules by which he deals with himself and others.

The Social values got the highest estimation and came with an arithmetic average (2.91). The researcher

attributes this result to the fact that the Palestinian society is an interconnected society, and social relations are considered an important element of it. Also, the individual and groups are linked by a system of family relations that focuses on establishing good relations with others based on humility and offering help and assistance to others, which put social values in the first rank.

This is also due to the socialization and upbringing that young people receive from their early childhood, through the family first, then school and the places of worship, up to the universities. Since childhood, the student learns social values and the basic rules by which he deals with himself and others. He acquires values and grows on them, so they become an essential part of his personality and their effects appear in his behavior. Then comes the role of the university to complement the educational and cultural role of the student, as Hebron University pays great attention to instilling these values in the hearts of its students through the courses taught in it.

As for the degree to which students of English language Methods at Hebron University practice personal values for each field of study, the arithmetic averages, standard deviations and percentages for each field were extracted separately.

Rank	Statement's number	Statement's	Arithmetic averages	standard deviations	Degree	Percentage%
1	1	I aspire to reach a higher cognitive level more than I have now	2.98	0.349	High	96.7 %
2	4	I would like to develop my knowledge within the available means	2.90	0.405	High	96.3 %
3	2	I realize my desire to succeed through behavior committed to the values of science and society	2.89	0.348	High	96.0 %
4	5	I want to learn about general science and knowledge in society	2.88	0.370	High	95.7 %
5	3	I want to gain more general knowledge and science in the community.	2.86	0.374	High	95.3 %
<b>Total degree</b>			<b>2.82</b>	<b>0.213</b>	<b>High</b>	<b>96.0 %</b>

**First: Field of cognitive values:**

Arithmetic averages and standard deviations of cognitive values practiced by the students of English language Methods at Hebron University are arranged according to importance, as shown in table 7.

Table 7: Arithmetic averages and standard deviations of cognitive values practiced by the

students of English language Methods at Hebron University ranked by degree:

The data included in Table (7) indicate that the most important cognitive values practiced by the students of English language Methods at Hebron University are Statement No. (1), which stated (I aspire to reach a higher cognitive level than I have now), where it came with an arithmetic

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average of (2.98), and a standard deviation of (0.349), followed by statement No. (4), which stated (I would like to develop my knowledge within the available means), where it came with an arithmetic average(2.90), and a standard deviation of (0.405).

The least important was Statement No. (3), which stated (I am trying to develop myself in foreign and international sciences), as it came with an arithmetic average of (2.86), and a standard deviation of (0.37), followed by Statement No. (5), which stated (I want to gain more general knowledge and science in the community) where it came with an arithmetic average of (2.87), and a standard deviation of (370).

The researcher attributes this to the fact that students' interest in reaching a higher level of knowledge is due to students' interest in education, and that there is a desire and a

constant motivation for improvement and development. The student who graduates from Palestinian universities notes the extent of his culture, and proves his worth in all the jobs he has, especially in foreign countries. The Palestinian student is distinguished among his peers in foreign universities and gets the highest grades because he has an internal self-determination drives him to develop his cognitive level permanently.

### Second: Field of social values

Arithmetic averages and standard deviations of social values practiced by the students of English language Methods at the University of Hebron ranked by grade, as shown in Table No. 8. Table 8: Arithmetic averages and standard deviations of social values practiced by the students of English language Methods at Hebron University ranked by degree.

Rank	Statement's number	Statements	Arithmetic average	standard deviation	Degree	Percentage %
1	4	I am humble in my dealings with others	2.96	0.261	High	98.0 %
1	2	I offer help and assistance to others when needed	2.96	0.261	High	98.0 %
2	5	I accept students' opinions and discuss them objectively	2.89	0.342	High	97.0 %
2	3	I tell the truth, whatever the result is	2.89	0.290	High	97.0 %
3	7	I adopt forgiveness when dealing with my colleagues	2.88	0.355	High	96.7 %
4	1	I listen carefully to other people's speech	2.85	0.336	High	93.3 %
5	6	I used my free time in what benefits me and society	2.83	0.372	High	96.0 %
6	8	I accept the difference in the way of discussion	2.80	0.354	High	96.7%
<b>Total score</b>			<b>2.91</b>	<b>0.203</b>	<b>High</b>	<b>97.0 %</b>

Table (8): indicates that the most important social values practiced by the students of English language Methods at the University of Hebron are the statements (4) and (2), which stated: (I am humble in my dealings with others) and (I offer help and assistance to others when needed). Both statements have an arithmetic averages of (2.96), and a standard deviation of (2.61),

followed by statement (5) and (3), which stated, (I accept students' opinions and discuss them objectively) and (I tell the truth, whatever the result is), where both statements came have an arithmetic average of (2.89), and a standard deviation (0.34) and (0.29). the least important statement was (6), which stated, (I used my free time in what benefits me and society) with an

arithmetic average of (2.83), and a standard deviation of (0.37), followed by the statement number (8), which stated, (I accept the difference in the way of discussion) as it had an arithmetic average (2.80), and a standard deviation of (0.35).

**Third: Field of political values:**

Arithmetic averages and standard deviations of political values practiced by the students of

English language Methods at Hebron University from the point of view of the students themselves, ranked in order of importance, as shown in Table (9).

Table (9): Arithmetic averages and standard deviations of political values practiced by the students of English language Methods at Hebron University, ranked in order of importance:

Rank	Statement's number	Statements	Arithmetic average	standard deviation	Degree	Percentage %
1	7	I am proud of my country's flag, I respect and preserve it	2.96	0.252	High	98.7 %
2	6	I love my country and defend it	2.94	0.280	High	98.0 %
3	2	I am proud of instilling the concepts of justice and equality	2.93	0.277	High	97.7 %
4	3	I am keen on the unity of the national components of Palestinian society	2.89	0.345	High	96.3 %
5	1	I strive to promote the concepts of national unity	2.84	0.399	High	94.7 %
6	5	I am keen to follow up on Palestinian national issues	2.74	0.485	High	91.3 %
7	4	I freely express my opinion in different political situations	2.63	0.622	High	87.7 %
<b>Total score</b>			<b>2.85</b>	<b>0.270</b>	<b>High</b>	<b>95.0 %</b>

The data included in table (9) indicate that the most important political values practiced by the students of English language Methods at Hebron University are statement No. (7), which stated (I am proud of my country's flag, I respect it and preserve it), as it has an arithmetic average of (2.96), and a standard deviation of (0.25). ), followed by the statement No. (6), which stated (I love my country and defend it), as it came with an arithmetic average of (2.94), and a standard deviation of (0.28). The least important of which was the statement No. (4), which stated (I freely express my opinion in different political situations), as it has an arithmetic average of (2.63), and a standard deviation of (0.62).

Finally, statement No. (5), which stated, (I am keen to follow up on Palestinian national issues), as it has an arithmetic average of (2.74), and a standard deviation of (0.49). The researcher attributes this to the nature of the conditions in which the Palestinian society lives, because the

Palestinian political culture is still under development and construction because of the Israeli occupation's distortion and destruction and the affects left by this occupation. We must reconsider all the values of the factions and parties without exception, and unify them according to the unified and national Palestinian political culture, in order to build an individual in whom these values are instilled, the outcome of which lies in the creating a society bearing the characteristics of the democratic political culture, regardless of his orientations and tendencies.

**Fourth: Field of religious values:**

Arithmetic averages and standard deviations of the religious values practiced by the students of English language Methods at Hebron University, arranged by degree, as shown in Table No. (10).

Table (10): Arithmetic averages and standard deviations of the religious values practiced by the students of English language Methods at Hebron University, ranked by degree:

Rank	Statement's No.	Statements	Arithmetic average	standard deviation	Degree	Percentage %
1	1	My example in dealing with others is the Prophet of Allah	2.97	0.207	High	99.0 %
2	6	I make sure I earn legal money	2.95	0.240	High	98.3 %

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		in all my business				
2	4	I follow the principle of mercy in dealing with others	2.95	0.227	High	98.3 %
3	2	I keep performing the prayer on time	2.93	0.257	High	97.7 %
4	3	I don't cheat others	2.92	0.312	High	97.3 %
5	5	I keen commanding the good and forbidding the evil	2.88	0.342	High	96.0 %
6	7	I'm patient in facing the critical situations	2.84	0.412	High	94.7 %
6	8	I intend all my deeds for the sake of Allah Almighty	2.84	0.412	High	94.7 %
<b>Total score</b>			<b>2.88</b>	<b>0.186</b>	<b>High</b>	<b>97.3 %</b>

The data included in table (10) indicate that the most important religious values practiced by the students of the College of Education at Hebron University are statement No. (1), which stated (My example in dealing with others is the Prophet of Allah), where it came with an arithmetic average of (2.97), and a standard deviation of (0.21). ). It was followed by statement No. (6) and (4), which stated (I make sure that I earn legal money in all my work) and (I follow the principle of mercy in dealing with others), where both of them came with an arithmetic average of (2.95), and a standard deviation of (0.23) and (0.26). The least important of which was statement No. (7) and(8), which stated (I'm patient in facing critical situations) and (I intend all my deeds to Allah Almighty), where it came with an

arithmetic average of (2.84), and a standard deviation of (0.41), followed by the statement No. (5), which stated (I keen commanding the good and forbidding the evil) as it came with an arithmetic average of (2.88), and a standard deviation of (0.34).

**Fifth: Field of aesthetic values:**

Arithmetic averages and standard deviations of the aesthetic values practiced by the students of English language Methods at Hebron University, ranked in order of importance, as shown in Table No. (11).

Table (11): Arithmetic averages and standard deviations of the aesthetic values practiced by the students of English language Methods at Hebron University, ranked in order of degree:

Ran k	Statement's No.	Statements	Arithmeti c average	Standard deviation	Degree	Percentage %
1	1	I care about my personal hygiene and proper appearance	2.96	0.264	High	98.7 %
1	4	I maintain hygiene and personal belongings	2.96	0.252	High	98.7 %
2	7	I maintain a pollution-free college environment	2.95	0.262	High	98.3 %
2	2	I make sure my house is clean and tidy	2.95	0.240	High	98.3 %
3	5	I keep fit and care about my healthy nutrition	2.80	0.496	High	93.3 %
4	3	I take care of planting trees in my garden	2.77	0.514	High	92.3 %
5	6	I enjoy reading poems	2.56	0.706	High	85.3 %
<b>Total score</b>			<b>2.87</b>	<b>0.268</b>	<b>High</b>	<b>95.0 %</b>

The data included in Table (11) indicate that the most important aesthetic values practiced by students of English language Method sat Hebron University are statement No. (1) and (4), which stated, (I care about my personal hygiene and proper appearance) and (I maintain hygiene and personal belongings) , as both of them came with an arithmetic average of (2.96), and a standard deviation (0.26) and (0.25). Then, comes statement No. (7), which stated(I maintain a pollution-free college environment) as it came with an arithmetic average of (2.95), and a deviation Standard of (0.26). The least important was statement No. (6), which stated, (I enjoy reading poetry), as it has an arithmetic average of (2.56), and a standard deviation of (0.71), followed by statement No. (3), which stated, (I am interested in planting trees in my garden), as it has an arithmetic average of (2.77), and a standard deviation (0.51).

The researcher attributes this to the age group that is interested in fashion in terms of clothes and colors, and it is a stage associated with youth, so, the statement (I care about my

personal hygiene and proper appearance) got the highest degree in the field, because our Islamic religion calls for cleanliness and motivates caring about it, and it is one of the characteristics of the Muslim human being who is keen to purify and perfume and always appear in an elegant and tidy appearance. While (I enjoy reading poetic poems) got the least degree. The researcher believes that the reason here is sometimes due to the difficulty of poetic poems at sometimes, and they contain vocabulary and meanings that are difficult to understand, or they contain artistic similes that require a high artistic and literary taste.

#### Sixth: Field of economical values:

Arithmetic averages and standard deviations of the economical values practiced by the students of English language methods at Hebron University, ranked by degree, as shown in Table No. (12).

Table (12): Arithmetic averages and standard deviations of the economical values practiced by English language students at Hebron University, ranked by degree.

Rank	Statement's No.	Statements	Arithmetic average	standard deviation	Degree	Percentage %
1	5	I am keen to give the financial rights to their owners	2.96	0.242	High	98.7 %
2	1	I respect the fruitful and productive work	2.95	0.291	High	98.3 %
3	3	I respect women's participation at work	2.89	0.395	High	96.3 %
3	2	I am keen to rationalize consumption of the available resources	2.89	0.351	High	96.3 %
4	4	I spend my money in an organized manner according to my essential needs	2.77	0.525	High	92.3 %
<b>Total score</b>			<b>2.89</b>	<b>0.248</b>	<b>High</b>	<b>96.3 %</b>

The data included in table (12) indicate that the most important economical values practiced by the students of the Faculty of Education at Hebron University are statements No. (5), which stated (I am keen to give the financial rights to their owners), as it came with an arithmetic average of (2.96), and a standard deviation of (0.24) , followed by statement No. (1), which stated (I respect the fruitful and productive work), as it came with an arithmetic average of (2.95), with a standard deviation (0.29). The least important was statement No. (4), which

stated, (I spend my money in an organized manner according to my necessary needs ) as it came with an arithmetic average of (2.77), and a standard deviation of (0.53), followed by statement No. (2) and (3), which stated (I keen to rationalize consumption in the available resources) and (I respect women's participation in work), where both of them had an arithmetic average of (2.89), and a standard deviation of (0.35), and (0.40).

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**The answer to study Question 2: Are there statistically significant differences ( $\alpha \leq 0.05$ ) in the average estimates of the students of English language Methods at Hebron University in the degree of their practice of personal values due to the (academic level) variable? This question will be answered through examining and testing its hypotheses: Hypotheses 1: There are no statistically significant differences ( $\alpha \leq 0.05$ ) in the average estimates of the students of English language Methods at Hebron University in the degree of their practice of personal values due to the (academic level) variable.**

Educational values	Academic level	Number	Arithmetic average	standard deviation
Total score	First year	24	2.86	0.219
	Second year	17	2.90	0.125
	Third year	36	2.95	0.097
	Fourth year	43	2.81	0.239
The total		120	2.88	0.183

The data included in Table (13) indicate that there are apparent differences in the average estimates of students of English language Methods at Hebron University to the degree of their practice of educational values due to the academic level variable. To examine the significance of the differences, the One Way ANOVA Analysis of Variance test was used in the estimates of the students of the Faculty of Education at Hebron University to the degree to which they practice the educational values are attributed to the variable of academic level, as shown in Table No. (13).

The results indicated that there are statistically significant differences at the level ( $0.05 \geq \alpha$ ) in the average estimates of the students of the Faculty of Education at Hebron University to the degree of their practice of educational values due to the variable of academic level. The differences also came between first-year students and fourth-year students, and the differences were in favor of fourth-year students whose practice of the

To check the validity of the previous hypothesis, the arithmetic averages and standard deviations were used in the average estimates of the students of English language Methods at Hebron University to the degree of their practice of educational values due to the academic level variable, as shown in Table No. (13).

Table 13: The numbers, Arithmetic averages and standard deviations in the average estimates of the students of English language Methods at Hebron University to the degree of their practice of educational values due to the academic level variable:

educational values was higher than those of first-year students.

The researcher attributes this result to the fact that first-year students come to the university with the values they were founded on from school or society, while fourth-year students studied courses that instill values in their hearts and in their daily life practices. The fourth year student who will graduate to society and the labor market, has acquired a lot of knowledge, values and morals over the courses of his academic years. The student has become more able to understand and practice values in his behavior and with his surroundings and society. This disagreed with the study of Al-Makhzoumi (2009), Kharabsha (2007) and Khawaldeh (2003).

**Table (14): The results of One Way ANOVA Analysis of Variance test in the average estimates of English language Methods students at Hebron University to the degree of their practice of personal values due to the academic level variable:**

Values	Variance source	Sum square (ss)	Degree of freedom (df)	Mean square (Ms)	F ratio	Statistical significance
Total degree	Between	0.674	3	0.225	7.435	0.000

groups					
Within groups	5.438	118	0.030		
Total	6.112	120			

The data included in Table (14) indicate that there are statistically significant differences at the level ( $0.05 \leq$ ) in the average estimates of students of the Faculty of Education at Hebron University to the degree of their practice of the educational values due to the variable of academic level, because the value of the statistical significance was (0.000), meaning that this is a value less than the alpha value (0.05), and the calculated F ratio value was (7.435), which is greater than the tabular F ratio (2.65). Thus, the null hypothesis is rejected when the students of the Faculty of Education at Hebron University practice educational values from the students' point of view, and the alternative hypothesis is accepted.

Educational values	Academic level	Second year	Third year	Fourth year
Total score	First year	-0.03983	0.09091-	0.04695
	Second year		0.05108-	*0.08678
	Third year			*0.13786

The data included in table (15) indicate that the differences in the average estimates of English language Methods students at Hebron University for the degree of their practice of educational values were between second-year students and fourth-year students, and the differences were in favor of second-year students whose degree of practice of economical values was higher than fourth-year students. The differences also came between the third year students and the fourth year students, and the differences were in favor of the third year students who had a higher degree of practicing educational values than the fourth year students.

#### Recommendations:

##### The researcher recommends the following:

1. Developing university courses concerned with instilling cognitive and political values at all academic levels.
2. Developing curricula aimed at developing loyalty and belonging to the homeland and encouraging students to express freedom of opinion and expression and to present political ideas.

In order to find out the source of the differences, the results of the (LSD) test for post comparisons were extracted in the average estimates of the English language Methods students at Hebron University to the degree of their practice of the educational values due to the academic level variable, as shown in Table (15).

**Table (15): The results of the (LSD) test for post comparisons in the average estimates of English language Methods students at Hebron University to the degree to which they practice personal values from the students' point of view, due to the academic level variable:**

3. Conducting studies to compare the personal values of all kinds among students of other Palestinian universities.
4. Viewing the experiences of the advanced countries in developing the values for their students and how to help them overcome their life problems.
5. Effective communication between the university and local community institutions in order to give the students an opportunity to participate in voluntary activities.
6. Inclusion of Cognitive values in the curriculum to develop students skills and personal values.

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