

The Youth: Values and Attitudes: A Survey Administered on Students at Al-Hussein Bin Talal University

Naser Abdullah Abu-Zaitoon^{[a],*}; Aydah Mhagir Abu-tayeh^[b]; Walid Mohammad Al-Khatib^[c]

^[a]Assistant Researcher, Al-Hussein Bin Talal University, Ma'an, Jordan.

^[b]Full-Time Researcher, The Princess Basma Bint Talal Center for Intangible Cultural Heritage, Al-Hussein Bin Talal University, Ma'an, Jordan.

^[c]Assistant Researcher, Center of Strategic Studies, University of Jordan, Amman, Jordan.

*Corresponding author.

Received 2 March 2018; accepted 9 May 2018

Published online 26 June 2018

Abstract

This survey aims at unveiling the values and attitudes of a sample of Al-Hussein Bin Talal University's students. This goal is pursued by identifying the student's personal and social values trends and attitudes vis a vis a number of women related issues, as well as the political and intellectual streams in the Jordanian society.

In pursuit of these goals, an analytical descriptive methodology was adopted for the study. To that end, a random sample of male and female students was selected; amounting to (2105) students from different faculties and years of study. A number of key outcomes were concluded from the study; primarily: the personal and social values trends of respondents on a macro-level revealed a low rate, with an arithmetic mean of 1.6.

On the other hand, attitudes vis a vis women-related issues have recorded a medium rate at an arithmetic mean of 2.37. The study has also indicated some statistically significant gender-based differences in terms of personal and social values trends as well as women related issues in the Jordanian society. The difference came in favor of female students. Some sections of the study have also shown a gender-based imbalance in favor of male students pertaining to the latter's superiority in business administration, and the importance of higher education for males as opposed to females. These attitudes in their entirety to reflect a stereotypical perception of typical gender roles.

On the other hand, upon examining the political and intellectual attitudes of respondents; over half of the respondents 54% demonstrated allegiance and sense of belonging to their homeland in Jordan; while 42% of respondents demonstrated a moderate interest in politics. Furthermore, 53% of responses indicated that the most significant challenge Jordan is currently encountering is financial and administrative corruption.

Key words: Values; Attitudes; Youth; Youth culture; Al-Hussein Bin Talal University

Abu-Zaitoon, N. A., Abu-tayeh, A. M., & Al-Khatib, W. M. (2018). The Youth: Values and Attitudes: A Survey Administered on Students at Al-Hussein Bin Talal University. *Canadian Social Science*, 14(6), 1-12. Available from: <http://www.cscanada.net/index.php/css/article/view/10233>
DOI: <http://dx.doi.org/10.3968/10233>

INTRODUCTION

The importance of studying the values and attitudes of university youth is particularly derived from the societal segment addressed by the study. University youth are categorized within the youth group. According to the 2017 official statistics of the Ministry of Higher Education, university youth amount to 280,000 individuals between males and females; hence representing a tremendous value and status in the Jordanian society. Being the primary socialization institutions, universities have the burden of teaching the youth such values and attitudes that are harmonic with the postulates of social change, modernization, and the modern social building blocks; thus building the modern youth personality.

Values represent a strong driving force in the lives of individuals and societies; as values dictate the overall shape of social groups and the society at large; reflective of societal conventional wisdom (Bayyomi, 2006).

Although values represent the fundamental elements of societal culture despite the extent to which such a society has evolved, values also represent the fundamental elements of the individual's personality, whereas values penetrates between the cultural, social, and personal experiences (Balazs, 1990).

The importance and influence of values on both the individual and group becomes more evident when we realize that the social behavior in essence is underpinned on the values system individuals represent in their interactions with each others. We can safely claim that values play a fundamentally significant role in integrating the individual within the social ecosystem. This integration manifests in the links between the social and the individual structures. Perhaps the values-based perception can be considered one of the clearest sources of conscious sense of oneself and the others (Shawamreh, 2014).

The relationship between values and attitudes seems intermingled; whereas one of the values' features is that it's based on emotions. Often, values take the form of an emotional charge; which makes them significantly influential on both the individual and collective actions. While values are generally broader than attitudes; the first being the building blocks of the latter, attitudes do represent the general framework of values (Bani Jaber, 2004).

It's quite difficult to determine the nature of the relationship between values and attitudes. This is due to the high homogeneity between the two concepts; whereas every attitude is associated with its own driving values. Furthermore, values and attitudes are two parts of the same process, i.e. the absence of one negates the other. Generally speaking, the human life is subject to values and attitudes inseparably (Dhyab, 2003).

The concepts of values and attitudes are both intrinsically present in the sentimental core of human personality. Thus, the human behavior is determined by individual's attitudes systems as well as their prevalent values and belief based systems. Herbert Spencer, one of the first scholars to use the concept of attitudes, to which here referred in his book "The first principles" as early as 1862. In this book, Spencer stated that arriving at the right decisions in dialectical matters depends to a great extent on the mental attitude an individual holds upon listening or participating in any given debate (Mar'ei & Balqis, 1986).

There are three main approaches in dealing with the concept of values: the first approach perceives values as a set of standards on which basis things are judged either good or bad. The second approach considers values as a set of preferences and individual chooses. The third approach is that values are needs, motives, attitudes, and beliefs attached to the individual (Al-Jallad, 2005).

Based on the foregoing, this study comes to play as a justified and a rational endeavor. Probing the personal values and attitudes among Al-Hussein Bin Talal University's students towards a number of social, political, and intellectual issues shall unfold the values-

based attitudes among university youth within the higher education community. It shall also offer some insights on the role of the university can play as a socialization institution in building the youth's values system, as well as promoting positive attitudes towards the various issues affecting the personality of university students.

A. The Study Problem and Objectives

Educational institutions are social and cultural enterprises created by modern societies to serve as an organized mediator that helps to develop the different aspects of individuals' personalities; which in turn assists the process of acquiring new values, attitudes, knowledge, and behavioral patterns. On this basis, and taking into account that the Jordanian society is demographically categorized under the young population group of countries, where the youth in the age group (15-24) constitute 23% of the total population of Jordan (Department of Statistics, 2015), while 15% of which is made up by university youth, the unique importance of university youth's personal values and attitudes towards social, economic, and political issues can be logically attributed to the uniqueness of this societal segment; whereas such values and attitudes are a manifestation of the values system the youth has adopted.

Therefore, when universities serve the purpose for which they were created; building the knowledge-based positive values and attitudes, they would then become major contributors towards the formation of the university student's personality. This situation would also pave the ground for an improved value and attitudes system that keep abreast with the rapid demands for modernization and change in the Jordanian society. In light of this, the research problem is primarily tackled by posing the following question: What are the values and attitudes commonly adopted by Al-Hussein Bin Talal University's students vis a vis the common social, political, and intellectual issues within the Jordanian society?

B. Objectives

- a) Uncover the individually and socially adopted values and attitudes by a sample of Al-Hussein Bin Talal University's students.
- b) Uncover the attitudes of respondents vis a vis women related issues in the Jordanian society.
- c) Discover the intellectual and political orientations of the study sample.
- d) Identify the current significant challenges facing Jordan from the perspective of the study sample.
- e) Illustrate the statistical indication of the personal and social values' trends of respondents vis a vis women related issues upon applying the gender and year of study variables.

C. Concepts and Terminology

Oxford 2008 dictionary defines values as: "The regard that something is held to deserve; the importance, worth,

or usefulness as compared to other things". Values are also defined as: the beliefs, principles, and assumptions that represent a significant part of individuals' lives; which help them to establish a foundation for their socially agreed ethical actions (Wilmont & Hocker, 2011).

Additionally, values are the set of beliefs, ideas, and behaviors related to the desired personal (self), social, economic, political, or religious matters that guide and discipline the youth's behavior within their society; regulating their relationships with themselves and with others and granting them a sense of relevance. This system can empower the youth to make decisions in any given social situation (Al-Assili, 2006).

According to Spranger; the author of a very famous categorization scheme, values are categorized into six types: theoretical values that express the individual's interest in and inclination to discover facts and knowledge. The second category is economic values which represent the individual's practical interests that manifest in profits, gains, wealth, and work. The third type is aesthetic values that represent the individual's interest in and attraction to beautiful things whether in terms of appearance, compatibility, or formation. The fourth type is political values that address power, dominion, and political engagement. The fifth type is social values that represent the individual's admiration and love for others and the willing to sacrifice for their sake. The sixth and final type is the religious values that express the individual's interest in personal beliefs and doctrines (Al-Shinnawi & Others, 2001).

This study defines values procedurally as: The beliefs and behavioral positions that express achievement and progress in life. This definition was concluded from respondents' answers to the different sections of Likert 3 dimensional scales.

On the other hand, according to the Dictionary of modern psychology and education, the attitude is defined as: the sense of support or objection to a specific subject; such as a specific group, an idea, a philosophy, or an issue. For instance: the attitude vis a vis women related issues or the Arab nationalism. An attitude is formed through experience and by acquisition, and is subject to change. (Isawi, p.187).

Attitude is also defined as: an acquired and a relatively fixed predisposition of individuals; which determines the latter's response to ideas, situations, and other individuals (Wali & Mohammad, 2004).

Attitudes represent a comprehensive system of beliefs, emotions, and behavioral biases that evolve within the individual along with the latter evolution and development, but may however vary according to locations and circumstances. Common attitudes have a conspicuous affect on the learning process in which an attitude serves as a behavioral driver; motivating the individual to work (Al-Samera'i, 2007).

Basically, attitudes are a socio-cultural outcome (through the socialization, conventional wisdom, and previous experiences). Attitude is made of three main varying elements in terms of strength, commonality, and independence. These three elements are: the emotional element; which is attributed to the individual's emotions and desires around a certain issue or value. The second element is the cognitive, which refers to the information, facts, knowledge, beliefs, and values related to the attitude's subject. The third element is the behavioral which manifests in the individual's certain response to a specific topic; either positively or negatively (Abu-Mughli & Salameh, 2002).

This study defines attitudes procedurally as: The responses that express the positions and behaviors towards women related issues, as well as the political and intellectual currents in the Jordanian society. This definition was concluded from respondents' answers to the different sections of the questionnaire.

1. THEORETICAL FRAMEWORK AND PREVIOUS STUDIES

1.1 The Youth's Values and Attitudes: Dynamics and Consistency

Youth is the most vibrant segment of any given society; being the main driving force behind the majority of transformational events. The concept of youth is a connotation of multiple qualities; including strength, vigor, energy, stamina, and productivity (Lailah, 2003).

Defining this concept can take multiple streams; such as the biological path which stresses that the youth phase is completed by the organic and intellectual maturity of the individual. The psychological stream is another approach to defining this concept, which perceives this unique phase as an expression of the transition from childhood to adulthood. Furthermore, there is the social approach which perceives youth as a social phenomenon (Shafiq, 2003, p.200).

Due to the unique characteristics, the youth has created their own unique realm that connects them to other worlds. Being very unique in nature, this realm has opened up to different values and identities that significantly intersect with the latter political and intellectual stances and attitudes; creating an opportunity to affect change on the youth's values beyond the boundaries of the conventional values system. This paradox has become intimidating to some people; afraid that such contradictions may pose a threat to conventional values in light of the dominant digital community; which has its own unique values and identities. (Abdul-Fattah & Others, 2013).

As an age group, the youth is linked to a sub-culture that entail values, standards, behavioral patterns, and ambitions; which combined constitute a benchmarking

framework of this group's behaviors and attitudes (Williams, 2007).

As early as the thirties of the bygone century, this culture began to evolve as an analytical tool of studying behavioral patterns that were linked with the confrontation between the youth and adults. When this concept first emerged, the common assumption was that if society fails to bring-up the youth within predesigned political, ethical, and social structures the whole will be rendered imbalanced and instable. Thus, this culture endeavors to create a sort of collective identity from which the individual members of the group derive some of their behaviors components (Brake, p.180).

In fact, the youth culture represents a major concept upon discussing the youth issues and concerns, as it's a manifestation of the major developmental changes in modern society encounters. These changes have given rise to enormous cultural crises that are fundamentally related to the modes of personality formation of youth, determining the components and general orientation thereof. The beliefs and behavioral practices which parents defend and motivate their children to follow are; from the children's perspective, incompatible with change trends and requirements (Mohammad, 1985, p.185).

The notion of sub-culture seems capable of achieving psychosocial fulfillment specifically, as it offers pragmatic solutions for the contradictions lying within the socioeconomic system in which the youth are engaged; considering the conflicts entailed therein. Furthermore, this subculture allows the youth to express themselves; emancipated from the restrains of social heritage and norms. This expression often manifests in the preferences which the internal collective identity embodies, an identity that develops behind the scenes of the subculture arena (Bozilovic, 2010).

The psychoanalysis theory suggests that values are ordinarily stored in the more rigorous side of the personality; namely the ideal side. This is evident in the fact that the values system an adult individual demonstrates is an expression of the binding social norms and values such an individual adopts (Al-Khatatenah & Others, 2013). Nevertheless, change for the youth; which is emotionally imbalanced for the age group, seems non-compliant with the sentiment that prominence in a traditional society is only achieved by adhering to the social norms on both the physical and moral aspects, such as (attire, behavior, actions, etc...) (Williams & Mcshane, 2010).

1.2 Socialization Theories

Since values and attitudes are acquired motives, socialization theories can offer a framework to understand how values and attitudes are developed? What factors affect them? And what factors affect their development and change? It's appropriate here to mention the following theories: the Social Learning theory, and the Symbolic interactionism theory. The Social Learning

theory is employed as an actual reference to any socio-behavioral entrance to sociology. As a general concept; this theory focuses on how the determinants or the cognitive and behavioral factor reciprocally interact with the social environment (Al-Badayneh & Al-Khresha, 2013).

In its interpretation of how values and attitudes are formed at the individual level, the Social Learning theory relies on Socialization. The theory considers socialization to be the process through which an individual embraces the basic characteristics of his/her society. Values, attitudes, prevalent social norms, and the socially expected behavior are connotations of these characteristics. The process of socialization is a continuously evolving one (Darwish, 1999).

The theory also suggests that Socialization itself is a learning process, as it entails changing or modifying one's behavior; as a result of witnessing varying experiences and practices (Shawamreh, 2014).

Also, the social learning theory shares strong elements with the Symbolic interactionism theory; as in the concepts of differential association (Akers, 1989, p.18).

The Symbolic interactionism theory says: Social interaction is basically an exchange of meanings and symbols. Individuals have the cognitive ability to envisage themselves plying the roles of others; introjecting the same within their self perception (Sandstorm, Martin, & Fine, 2003).

According to the same theory, understanding the social world is an automatic result of understanding the social action. In its analysis, this theory employs micro units as a premise towards understanding the macro units; i.e. it starts with individuals and their behaviors as a doorway to understanding the social layout. In this layout, individual actions become consistent to form the structure of typical roles. These roles can be looked at; in terms of people's expectations of each other, as the symbols and meanings created through the communication and interaction process. (Craib, 1999, p.10).

According to George H. Mead, one of the most prominent theorists of symbolic interactionism, actions are linked to the individual's ego represented in attitudes. The individual's ego represents the individual's internal predilections which convert to visible actions that affect others. This means that the self experience is linked to the external experience originating from the social ecosystem. On this basis, actions can be considered double-sided analytical units: the internal and external sides. Self-sourced attitudes are the determining factors of choice; which is the source of behavior for action (Al-Omar, 2006).

1.3 Previous Relevant Studies

For the purposes of this research, a number of previous studies on the youth's values and attitudes have been reviewed; with a special focus on regional and local

studies. These studies were reviewed according to their chronological order.

One of the reviewed studies that tackled values is a study conducted by Atyah and Al-Shal (2016). The study addresses how openness to the outside world affects the social values of the university youth. The study was conducted on a sample of Al-Mansoura University's faculty of agriculture students, with a view to learn how university students rank social values. A sample totaling 100 interviewees was randomly selected. Data was collected using a questionnaire administered in one-on-one interviews. The outcomes of the study demonstrated that educational values came in the first rank in terms of importance, followed by religious, familial, and political participation values respectively. No obvious relationship was discovered between familial, educational, and religious values and openness to the outside world.

In 2015, Al-Omari study has uncovered the extent to which values are practiced by students of Jordanian universities; from the perspective of students themselves. This study was conducted in the form of a questionnaire administered to a randomly selected sample, made of 1191 male and female students. Outcomes of this study showed that all areas of values under the study are highly practiced by students. In terms of ranking, intellectual values were ranked first, followed by social and political values respectively, and finally economic values. Some of the recorded variations in practice were attributed to the gender variable, with an imbalance in favor of females.

In 2013, a researcher named Ramadan has carried out a study titled "Change in values and effect of which on the attitudes of the Algerian youth, between reality and the future challenges – a sociological perusal". The study had shed light on the impact of changing values on the youth attitudes with the aim of understanding the positive and negative dimensions of such changes; especially within the social structure. Based on the study outcomes, a clear conflict was discovered between the conventional and modern youth values; especially pertaining to the Western civilization related values. On the positive side, a strong attachment to Algerian unique values is still apparent in the personalities of Algerian youth. This leads to the conclusion that such strong attachment is deeply rooted through socialization and the style of upbringing.

Al-Jallad (2008) study was carried out with a view to identify the system of values adopted by students at Ajman University for Science & Technology. It also aimed at learning how some demographical factors could potentially affect the predictability of values. The study sample was composed of 597 randomly selected male and female students. The researcher had used a descriptive methodology to approach the research question. He also utilized two scales: the first is to measure the strength of believe in the different value areas among the students. The second was to measure the strength of sub-values within the six areas of values. Results have shown that

religious values were ranked first, followed by cognitive, social, political, and economic values respectively. A gender-based variation in favor of females was recorded within the social values set, while a gender-based variation in favor of males was recorded within the set of economic values.

In respect to attitudes-oriented studies, the University of Jordan's Center for Strategic Studies had conducted a study in (2016) addressing the characteristics, values, and attitudes of the University students. As a study methodology, a comprehensive survey was administered on all enrollees during the academic year (2015/2016); totaling 25,662 male and female students. One of the significant outcomes of the study is that half of the respondents showed interest in politics. When asked to rank the level of democracy in Jordan on a 10 grades scale, half of respondents ranked it above the middle. 66% of the students stated that they don't belong to a specific intellectual ideology, and that the challenges of the highest gravity facing Jordan boil down to financial and administrative corruption.

Al-Zu'bi and Kharouf's study (2015) on the youth position towards women working in the tourism sector was a study of the University of Jordan students' status. The study sample was composed of 1,321 male and female students; constituting 20% of total students. The sample was selected using the simple random method. A descriptive analytical approach was deployed to approach the study question. A special questionnaire was developed to collect data for analysis; measuring student's attitudes towards women working in the tourism sector.

The study concluded that students think positively of women participation in the labor market. Nevertheless, in terms of students' attitude towards women working in the tourism sector, results have shown that despite the moderately positive attitude students have demonstrated towards women working in the tourism sector, the majority of them still prefer traditional occupations for women as opposed to hospitality occupations. In relation to how demographic, social, and economic factors affect the students' attitudes towards women working in the tourism sector, results have shown statistically significant gender-based disparities towards women working in the tourism sector; in favor of female students.

Al-Shwayhat, Safa, Al-Khawaldah, and Mohammad's study (2013) was a descriptive analytical research aimed to measure university students' attitudes vis a vis political participation in Jordan. The study was implemented in a questionnaire that was administered to a random sample of 515 students from (8) Jordanian universities. The results of this study have shown that the student's perception of political participation was moderate; similar to the student's evaluation of youth political participation and their expectations of future youth political participation. In the same context, students' attitudes towards the possibility to join a political party recorded a low interest.

2. METHODOLOGY

2.1 Population and Sample of the Study

The study population is composed of all male and female students at Al-Hussein Bin Talal University for the first semester of (2017/2018); according to the information furnished by the University Registrar office. A descriptive

analytical methodology was adopted for the research. This methodology was selected to suit the research problem; the latter being a descriptive study of a specific reality. A representative sample made up of 2105 male and female students was selected randomly; constituting 40% of the total number of students. Students were selected from different faculties and years of study.

Table 1
Distribution of the Study Sample According to Faculty and Year of Study

Faculty	Year of study					Total
	Year 1	Year 2	Year 3	Year 4	Year 5	
Engineering	52	90	103	158	82	485
IT	38	69	663	55	7	232
BA & Econ.	58	79	94	114	12	357
Nursing	66	116	35	50	2	269
Science	366	96	104	73	5	314
Arts	70	83	82	121	0	356
Pedagogy	15	17	21	15	24	92
Total	335	550	502	586	132	2105

2.2 The Study Tool¹

A two-section questionnaire was developed. Section I captures the primary information reflective of the sample's characteristics; such as (gender, age, year of study, household monthly income). Section II includes three main pillars; the first is composed of four subsections that measure the personal and social values trends. These four subsections are responded to according to Likert three-dimensional scale. Attitude under this pillar; based on the arithmetic means, was divided into the following levels: (1-1.66) being the lowest; (1.67-2.33) representing the moderate level, and (2.34-3) representing the highest level. The second pillar measures attitudes towards a number of women-related issues. This pillar contains six subsections according to Likert five points' scale. Attitude scaling under this section; based on the arithmetic means, was divided into the following levels: (1-2.33) being the lowest, (2.34-3.37); representing the moderate level, and (3.38-5); representing the highest level. The third pillar addresses questions on the social and geographical affiliations, political and intellectual orientations, and the challenges facing Jordan from the perspective of the study sample.

2.3 The Tool Reliability

The method of 'moderators' consensus' was adopted. The questionnaire was reviewed by a number of subject-matter experts in sociology, measurement, and assessment. The questionnaire was modified to its final edition following the experts' comments and recommendations.

2.4 Consistency of the Tool

To ensure consistency of the study tool, the tool was piloted on a small sample of 40 outside respondents to

identify any questions that seem ambiguous considering the circumstances of the interviewees. In a two weeks period, the same questionnaire was administered to the same people. Internal consistency was calculated using Cronbach's Alpha coefficient; resulting in (0.85) consistency rate. This result is suitable for the purposes of the research.

2.5 Statistical Processing

To analyze the data, the software named Statistical Package for the Social Sciences (SPSS) was used. Multiple statistical methods were used to process the data; including the simple descriptive forms such as frequent distribution tables and percentages. This is in addition to the use of arithmetic means, standard deviations (to analyze the values and attitudes), and analysis of variance (*T*-test) & (ANOVA) to demonstrate the differences in the primary data to uncover the study sample individual and social values trends, as well as the attitudes towards women-related issues in the Jordanian society. Furthermore, Scheffe test was used for Post Hoc Comparisons between means in order to identify the indication of differences according to some of the study variables.

3. SAMPLE'S CHARACTERISTICS

Table 2
Distribution of the Study Sample According to Gender & Faculty

Gender	Faculty		%
	Science	Humanities	
Male	52.0	35.0	45.2
Female	48.0	65.0	54.8
Total	100.0	100.0	100.0

¹ The study tool is designed by the Center for Strategic Studies, 2015, University of Jordan

Table 2 illustrates the distribution of the study sample according to gender, where female respondents constitute over half of the sample at 54.8%, while male respondents constitute 45.2%.

Table 3
Distribution of Sample According to Age and Faculty

Age	Faculty		%
	Science	Humanities	
18	4.4	5.2	4.7
19	24.4	17.3	21.6
20	20.2	21.5	20.7
21	17.7	21.7	19.3
22	18.3	13.6	16.5
23	7.5	9.9	8.4
24	3.7	3.2	3.5
25	1.6	1.6	1.6
26+	2.1	6.0	3.7
Total	100.0	100.0	100.0

Table 3 indicates that the age group (19-22) form 78% of the total study sample, followed by the age group 23 and above at 17%. This is a clear indication that the majority of the study population is within the ordinary university age. This is consistent with the national average, which indicates that 82.7% of university students are 22 years of age and below.

According to Table 4, the highest percentage among respondents was held by the second year's students at 26.4%, followed by third year students at 20.9%, and finally fourth year students at 18.3%. Students from the first and fifth years recorded 17.9% and 16.6% respectively.

Table 4
Distribution of Sample According to Year of Study And Faculty

Y/study	Faculty		%
	Science	Humanities	
1	16.4	20.0	17.9
2	28.5	23.3	26.4
3	19.8	22.5	20.9
4	16.6	20.8	18.3
5	18.6	13.4	16.6
Total	100.0	100.0	100.0

Table 5
Distribution of Sample According to Household Average Monthly Income and Faculty

Household monthly income	Faculty		%
	Science	Humanities	
No answer	1.2	1.4	1.3
< 350 JOD	18.3	26.9	21.7
351-450	26.0	27.7	26.7
451-600	20.0	17.3	18.9
601-850	12.6	11.3	12.1
851-1,000	10.7	8.7	9.9
1,001-1,300	4.7	2.6	3.8
1,301-1,500	2.2	1.8	2.0
1,501-1,800	1.1	1.1	1.1
>1,800	3.3	1.2	2.5
Total	100.0	100.0	100.0

Table 5 illustrates average monthly household income of the study sample. Over half of respondents at 67% illustrated a household income less than 600 JODs. This reflects the low economic status of the study sample. Further, 31.4% of the sample stated that their household income is 600 JODs and above.

4. PERSONAL AND SOCIAL VALUES' TRENDS AND WOMEN ISSUES IN THE JORDANIAN SOCIETY

Table 6
Personal and Social Values' Trends of the Study Sample

Item	Mean	Standard deviation
I feel that progressing in life is not based on personal extrapolation but rather the family prominence in the society	1.59	0.640
I think that social relationships based on traditions hinder the development of individual independence	1.52	0.664
I'm interested in succeeding in life regardless of the means taken to that end	1.57	0.627
I rarely abide by the laws as I feel they are not equally enforced on all citizens	1.70	0.658
Total average	1.60	.0651

Table 6 illustrates the personal and social values' trends of respondents from Al-Hussein Bin Talal University. All of the above items focused on success and achieving a prominent social status, the form of relationships, and the value of success in life. The general level came low at 1.60;

whereas the arithmetic means of the items (1.59, 1.52, and 1.57). The item on abiding by the law was the only one that came at a moderate level; with an arithmetic mean of 1.70, which reflects a relatively positive attitude towards abiding by the law.

Table 7
Attitudes of the Sample’s Individuals Towards a Number of Women-Related Issues

Item	Mean	Standard deviation
When women work outside of the home children suffer	1.96	0.868
A married women can work if she desires to	1.89	0.822
In general, men are better in political leadership than women	2.07	1.058
In general, higher education is more important for boys than it is for girls	3.2	1.01
In general, men are better than women in business	2.69	1.088
The woman role as a housewife is as fulfilling as waged work	2.39	1.01
Total mean	2.37	1.086

Table 7 illustrates the attitudes of the respondent students towards a number of women issues in the Jordanian society. The total mean of all items on this pillar came at a moderate level; at an arithmetic mean of 2.37, while some items recorded higher levels; primarily the item stating “*In general, higher education is more important for boys than it is for girls*”, which recorded a 3.2 mean. In the item “*In general, men are better than women in business*”, came at an arithmetic mean of 2.69.

All other items recorded a moderate level. Whereas the item “*The woman role as a housewife is as fulfilling as waged work*” recorded arithmetic mean of 2.39. The item “*In general, men are better in political leadership than women*”, the arithmetic mean came at 2.07, followed by the item “*When women work outside of the home children suffer*”, which came at an arithmetic mean of 1.96. Finally, the item “*A married women can work if she desires to*” came at an arithmetic mean of 1.89.

Table 8
Trends of Personal and Social Attitudes of the Study Sample, Function of the Gender Variable

Variable	Gender	No.	Mean	SD	T value	DF	P
Personal & social values	Male	954	1.53	0.640	4.997	2079	0.000
	Female	1127	1.65	0.635			

Table 8 illustrates that the attitudes of the study sample’s students towards personal and social values according to the gender variable recorded a low level for both genders. A minor imbalance is observed in favor of females at an average of 1.65 versus 1.53 for

males; and with a probability value of ≤ 0.05 . This is a clear indication that there are gender-based statistically significant differences in personal and social values; in favor of female respondents.

Table 9
Results of ANOVA Test on the Trends of Personal and Social Values, According to the Year of Study Variable

Source	SS	DF	MS	F	P
Between groups	3.986	4	0.996	2.354	0.052
Within squares	3517.283	2076	0.423		
Total	3521.268	2080			

Table 9 illustrates that the *F* calculated value is 2.354; which is a statistically insignificant value at a *P*-value of ≥ 0.05 . This means that no statistically significant

differences are observed in Al-Hussein Bin Talal University’s students’ attitudes towards some social and political issues according to the year of study variable.

Table 10
Attitudes of Al-Hussein Bin Talal University’s Students Towards Some Women Issues, Function of the Gender Variable

Variable	Gender	No.	Mean	SD	T value	DF	P
Women-related issues	Male	954	2.09	1.01	25.070	4664	0.000
	Female	1127	2.59	1.09			

Table 10 reflects the attitudes of Al-Hussein Bin Talal University’s students towards some women issues, as a function of the gender variable. The total level came at a moderate level for both male and female students. However, a slight imbalance was observed in favor of female students; at an arithmetic mean higher than that

of males (2.59 vs. 2.09) respectively; and at a *p*-value of ≥ 0.05 . This is an indication that there are statistically significant gender-based differences in attitudes of respondents towards a number of women-related issues. The observed imbalance came in favor of female students.

Table 11
Results of ANOVA One-Way Test Ofattitudes Towards Women-Related Issues, According to the Year of Study Variable

Source	SS	DF	MS	F	P
Between groups	34.206	4	8.551	7.272	0.000
Within squares	13535.750	2076	1.176		
Total	13569.956	2080			

Table 11 illustrates that there are statistically significant differences in level of attitudes towards some women related issues. These differences are attributed to the year of study variable; i.e. at a *p*-value of 0.000

which is less than the typical 0.05. In order to determine the indication of differences, the following Post Hoc Comparisons were conducted as illustrated in the following schedule:

Table 12
Scheffe Test Two-Dimensional Comparisons

Y/study	Y1	Y2	Y3	Y4	Y5
Y1	-	0.032	0.064	0.083*	0.239*
Y2		-	0.0319	0.0515	0.207*
Y3			-	0.0196	0.175*
Y4				-	0.155*
Y5					-

Table 12 illustrates a statistically significant relationship in favor of the first, second, third, and fourth year students in comparison to the fifth year students. Furthermore, statistically significant differences are observed in favor of the first year students as compared to the fourth year

students. This indicates that the attitudes of first year students towards women-related issues are more positive than those of other years. This disparity can be interpreted as the University's failure to correct negative attitudes or to enhance positive attitudes towards women issues.

5. INTELLECTUAL AND POLITICAL ORIENTATIONS OF THE STUDY SAMPLE

Table 13
Distribution of Students According to Social and Geographical Affiliation

Social & geographical groups	Faculty		%
	Science	Humanities	
No answer	3.5	2.1	2.9
My university	6.9	7.7	7.2
Jordan	57.1	50.0	54.3
Country of origin	13.5	17.9	15.2
Political party	1.5	0.9	1.2
Ethnic group (Circassia, Chechnya, Armenia....)	0.7	0.3	0.5
Province / local of birth	12.1	16.9	14.0
Religious group	4.8	4.2	4.6
Total	100.0	100.0	100.0

Table 13 illustrates that over half of the respondents pledge allegiance to Jordan, at 54.3%. 15.2% of the sample also pledged allegiance to their home countries;

while 14% expressed affiliation to local of birth. The least percentages were observed for the University, at 7.2%, followed by religious groups' affiliation with 4.6%.

Table 14
Distribution of Students According to Political Interest

Political interest	Faculty		%
	Science	Humanities	
No answer	1.7	0.9	1.4
Highly interested	10.0	10.1	10.1
Moderately interested	42.6	42.2	42.4
Not interested	29.9	32.7	31.0
Absolutely not interested	15.8	14.2	15.2
Total	100.0	100.0	100.0

Table 14 illustrates that half of the respondents have demonstrated interest in politics; 10% of which demonstrated a high level of interest, while 42% were moderately interested. Uninterested members came at

31%, while those who were absolutely not interested constituted 15.2%. No statistically significant differences in political interest are observed on the basis of faculty.

Table 15
Distribution of the Sample According to Perception of Democracy in Jordan

Democracy perception	Faculty		%
	Science	Humanities	
No democracy	8.0	6.7	7.4
1	3.1	3.6	3.3
2	4.4	4.1	4.7
4	11.6	6.8	9.7
5	19.8	24.3	21.6
6	13.8	12.5	13.3
7	13.5	15.2	14.2
8	9.1	10.2	9.5
9	3.9	3.0	3.5
High level of democracy	4.3	4.8	4.5
No answer	1.0	0.9	0.9
Total	100.0	100.0	100.0

As illustrated in Table 15 above, respondent students have ranked their perception of democracy on a scale from 0-10 (10 = high level of democracy; 0 = no democracy). The average level of democracy in Jordan from the perspective of students was a bit over the middle

of the 10 point scale; at (5.1) points. According to the table, this means that 32.3% of the respondents stated that democracy in Jordan is less than 5 degree; while 45% ranked it above 5 degrees. 21.6% of respondents ranked democracy at 5 degrees.

Table 16
Distribution of Respondents According to Intellectual Orientation

Intellectual orientation	Faculty		%
	Science	Humanities	
No answer	1.9	0.8	1.5
Arab Nationalism	14.2	13.3	13.9
Socialist/leftist	4.9	2.6	4.0
Islamist	16.7	22.1	18.8
Jordanian Nationalism	8.7	9.2	8.9
Liberal	3.1	2.2	2.7
No affiliation	50.7	49.6	50.2
Total	100.0	100.0	100.0

Table 16 illustrates that half of the respondents; 50% do not affiliate themselves with any of the mentioned intellectual ideologies. 19% of the respondents expressed that the Islamist ideology is the closest to their opinions and orientations, while 14% of them stated that the Arab

nationalism ideology better expresses their orientation. The smallest percentage represented the Jordanian Nationalist ideology; recorded at 9%. Finally, a very minor percentage was recorded for the Socialist and liberal ideologies.

Table 17
Distribution of Respondents According to Perception of Current Challenges

Intellectual orientation	Faculty		%
	Science	Humanities	
No answer	2.2	1.9	2.1
Economic posture	24.6	29.7	26.6
Financial & Economic corruption	53.7	44.2	49.9
Promotion of democracy	0.5	0.6	0.5
The Palestinian cause	1.9	1.9	1.9
Domestic stability & security	3.7	3.8	3.8
Refugees crisis	5.7	8.6	6.9
Terrorism	1.3	2.1	1.6
Do not know	6.3	7.2	6.6
Total	100.0	100.0	100.0

Table 17 illustrates that half of the respondents; 50% believe that the most significant current challenge is financial and administrative corruption. The secondary challenge appears to be the economic condition; at 27%, while 7% of respondents ranked the refugees crisis third in magnitude. Evidently, the belief that financial and administrative corruption is the challenge of the highest magnitude was higher among students of science faculties as compared to humanities. On the other hand, the refugees' crisis was ranked first by humanities students as compared to science students.

DISCUSSION

This study was particularly designed to identify the trends of personal and social values among Al-Hussein Bin Talal University's students, as well as the latter attitudes towards a number of women-related issues within the Jordanian society. The study was also aimed at unfolding the political and intellectual orientations that represent the youth ideas and sentiments, as well as the current challenges of most magnitude from the youth perspective. This is in addition to uncovering the linkage between these values and attitudes and how are they potentially affected by the gender and year of study variables.

Results of the study have shown that the trends of personal and social values of Al-Hussein Bin Talal University's respondent students on the macro level are low with an arithmetic mean of 1.60. Respondents' attitudes towards women-related issues in the Jordanian society reflected a moderate level, with an average of 2.37. This pillar reflects more positive attitudes in some items as compared to the pillar of personal and social values. Positive attitudes were observed towards women's political participation as opposed to men, and that women employment does not adversely affect the children. This is an indication of overall positive attitudes towards women employment in general, as also emphasized by Al-Zu'bi & Kharouf study. However, the low sentiment of women employment in the tourism sector according to the study is a reflection of a general preferential sentiment of traditional occupations for women. This means that non-traditional areas of work are not generally acceptable when compared to traditional occupations, which generally employ women in the education and health sectors more than any other sector.

A trend imbalance in favor of male respondents was observed in terms of superiority in business management and the importance of higher education for boys more than girls. Generally speaking, these trends are reflective of the stereotypical perceptions of gender roles; which are intrinsically underpinned on familial socialization. This perspective is confirmed by socialization theories.

Further, the study results reflect gender-based statistically significant differences in favor of female

respondents, in terms of personal and social values trends and women-related issues. Statistically significant differences have also been observed in respect of women-related issues; attributed to the year of study variation. The imbalance was in favor of the first, second, third, and fourth year students as compared to the fifth year students.

It is also evident that more than half of the respondents; 54%, pledge allegiance to their country of Jordan, and that 42% of respondents demonstrated a moderate interest in politics. These figures are compatible with the results concluded from the study of the University of Jordan Center for Strategic Studies, as well as with Al-Shwayhat and Khawaldah studies. Responses from the questionnaire indicate that the current challenge of most magnitude from the youth perspective is financial and administrative corruption; which constituted 53% of the sample.

Generally speaking, results of the study have shown that trends of personal and social values among the respondent youth, as well as the latter attitudes towards women-related issues, as well as political and intellectual orientation are indicative of a poor performance on the part of universities as socialization institutions. It is evident that universities have failed to play a positive role in changing the negative systems of values and attitudes of the youth and to relatively differ from the system the youth represent within the familial and societal environments.

RECOMMENDATIONS

Based on the results of the study, the researchers recommend the following:

- a) It is imperative to see more studies and scientific research conducted in the area of social, political, and intellectual conditions of university youth.
- b) It is imperative for universities to teach values and attitudes relevant subjects, as such subjects would have a great impact on social awareness and interaction, in addition to enhancing the role of youth within society.
- c) It is necessary to operationalize the role of students' affairs deanships in universities, by introducing more activities and programs that would potentially contribute towards awareness and the positive shift of attitudes vis a vis society's political, social, and economic issues.
- d) It is necessary to mainstream gender-related issues; especially in relation to women, within educational curricula in order to create positive attitudes with the university youth towards women in society.
- e) It is incumbent upon the various media apparatuses to significantly contribute towards the spread of awareness and knowledge on the youth political participation.

ACKNOWLEDGMENTS

Thank for The University of Jordan's Center for Strategic Studies and The Center for Studies, consultations, and social development / Al-Hussein Bin Talal University.

REFERENCES

- Abdul-Muttaieb, S. (2015). *The changes related to the values crisis among the Egyptian university youth—A field research*. The Nineteenth Annual Nationalist Congress of the Higher Education Development Center at Ain Shams University, Cairo-Egypt.
- Abdul-Rahman, I. (1987). *The dictionary of modern sociology and pedagogy*. Al-Dar Al-Jame'yyah, Beirut-Lebanon.
- Abu-Mughli, S., & Abdul-Hafiz, S. (2002). *Social psychology*. Amman, Jordan: Al-Yazouri Scientific Publishing House.
- Akers, R., & Sellers, C. (2013). *Criminological theories: Introduction, evaluation, and application*. (D. Al-Badayneh & R. Khresha, Trans.). Amman, Jordan: Al-Fikr Publishing House.
- Akers, R. (1989). Social learning theory and alcohol behavior among the elderly. *Sociological Quarterly*, 30, 625- 638.
- Al-A'Abdin, D. Z. (1999). *Social psychology—principles and applications*. Cairo, Egypt: Al-Fiker Al-Arabi Publishing House.
- Al-Amerah, A. F., & Others. (2013). *The media, shaping public opinion and creating values*. Beirut: Arab Unity Research Center.
- Al-Assili, R. (2006). The change in values and knowledge and the impact of which on the personality formation of Palestinian university youth. *The Federation of Arab Universities' Journal*, 46, 249-297.
- Al-Jallad, M. Z. (2008). The values structure of students at Ajman university for science & technology in light of some changes. *Om Al-Qura University's Journal of Psychological Sciences*, 20(2), 376- 430.
- Al-Khatatenah, S., Abu-As 'ad, A., & Al-Karaki, W. (2013). *Principles of psychology* (3rd ed.). Amman, Jordan: Al-Maserah Publishing House.
- Al-Omar, M. K. (2006). *The dictionary of contemporary sociology*. Amman, Jordan: Al-Shorouq Publishing House.
- Al-Omari, A. (2015). The extent to which value are practiced by Jordanian university students from the perspective of students. *Journal of Pedagogy*, 42, 1063-1086.
- Al-Samera'i, N. (2007). *Media sociology*. Amman, Jordan: Al-Manahej Publishing House.
- Al-Shal, A. A., & Ahmad, M. (2016). The impact of openness to the outside world on the social values among university student. A study conducted on students the Agric. *Econom- and Social Sci, Mansoura Univ.*, 7(12), 1133-1136.
- Al-Shinnawi, M., & Others. (2001). *Child socialization*. Amman, Jordan: Al-Safa' Publishing House.
- Al-Shwayhat, S., & Al-Khawalidah, M. (2013). University students attitudes towards political participation in Jordan: A descriptive analytical study. *Derasat Journal, Pedagogy*, 40(2), 782- 797.
- Al-Zu'bi, R., & Al-Kharouf, A. (2015). The youth attitude towards women employment in the tourism sector: A study of the youth attitudes in the University of Jordan. *The Jordan Journal of Sociology*, 8.
- Balazs, A. (1990). Value congruency—The case of the “socially responsible” firm. *Journal of Business Research*, 20, 171-181.
- Bani Jaber, J. (2004). *Social psychology*. Amman, Jordan: Al-Shorouq Publishing House.
- Bayyomi, M. (2006). *Values and drivers of social behavior*. Alexandria, Egypt: Al-Ma'refah Al-Jame'yyah Publishing House.
- Bozilovic, N. (2010). Youth subcultures and subversive identities. *Facta Universities Series: Philosophy, Sociology, Psychology and History*, 9(1), 45-58.
- Brake, M. (1980). *The sociology of youth culture and youth subculture*. London: Rutledge & Kegan Paul.
- Craib, I. (1999). *Modern social theory: From parsons to habermas* (M. G. Alam, Trans.). Al-Ma'Refah Publication.
- Dhyab, F. (2003). *Values & social norms*. Cairo, Egypt: The Egyptian Book Authority.
- Lailah, A. (2003). *Arab culture & the youth*. Cairo, Egypt: The Egyptian Lebanese Publishing.
- Mar'i, T., & Balqis, A. (1986). *Al-Muyassar in sociology* (2nd ed.). Amman, Jordan: Al-Furqan Publishing House.
- Mohammad, M. A. (1985). *Arab youth and social change* (2nd ed.). Beirut, Lebanon: Arab Renaissance Publishing House.
- Oxford, Learner's Pocket, Dictionary*. (2008, 4thed.). Oxford University Press.
- Ramadan, S. (2013). Change in values & its impact on the youth attitudes in the Algerian society, between reality and future challenges—A sociological perusal. *The Journal of Anthropology and Sociology*, 7, 149-171.
- Sandsman, K., & Martin Daniel, F. (2003). *Symbols, selves, and social reality: A symbolic interactions approach to social psychology and sociology*. Los Angeles: Roxbury.
- Shafiq, M. (2003). *Behavioral science*. Alexandria, Egypt: The Modern University Office.
- Shawamreh, N. (2014). *Social psychology*. Amman, Jordan: Al-Shorouq Publishing House.
- The Center for Strategic Studies. (2016). *The characteristics, values, and attitudes of the university of Jordan's students* (Unpublished study). University of Jordan.
- Wali, B. M. M. (2004). *Introduction to social psychology* (2nd ed.). Amman, Jordan: Al-Thaqafah Publishing House.
- Williams, F., & Mcshane, M. (2010). *Theory of criminology* (D. Al-Badayneh & Others). Amman, Jordan: Al-Fikr Publishing House.
- Williams, J. P. (2007). *Youth-sub cultural studies: Sociological traditions and core concepts*. Retrieved from <https://doi.org/10.1111/j.1751-9020.2007.00043.x>
- Wilmont, W., & Hocker, J. (2011). *Interpersonal conflict* (8th ed.). New York, NY: McGraw Hill.