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Role of Al-Qassim University in the Development of Ethics and Values Dimension Among Students from the Faculty Members Point of View

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Abstract

The current study aims to examine the role of Al- Qassim University in the development of ethics and values dimension among students from the faculty member's point of view. To achieve the goals of the study, the researcher has used the analytical descriptive approach and a questionnaire as a study tool. The population of the study consists of (4090) faculty members. A sample consists of (280) faculty member has been selected randomly in the academic year 2018-2019. The findings of the study have shown that the university has a vital role in developing the ethics and values dimension of students, with an average reaches 408. Additionally, the study has revealed that the dimension of ethics and values is the responsibility of the school teaching, maturity of the students as well as the social responsibility towards their society, family and themselves. Finally, the study has revealed that the faculty members 'expectations to the existence of ethics and values environment are low, with an average (3, 34).

1. Introduction

The initial era of higher education institutions inception whether in the west or east was based on religious principles. As consequence, educational experiences, curricula or extra curricula, had integrated aims and activities for graduating an educated elite who have wisdom, ethical responsibility and an elite who has an excellent value system.

But constant classifying of knowledge to academic disciplines and the development of universities leaded to a clear weakness concern on ethical values by the university curriculum as well as faculty members. Then, the market values have emerged to ruin a lot of university research and practices as well as spreading cheating practices among students [6].

This has leaded to raise the following critical issues. First, the universities ability to introduce the public good to community and to achieve the values that the universities seek, such as the values of quality, honesty, justice, and academic freedom [13]. Secondly, the universities ability to achieve

balance between public good and academic level and market needs[8]. However, the announced aims concerning university teaching are still interested in the integrated development of students, not only in their mental potentials, but also exploiting such mental potentials in the growth of personal, social, political and ethical dimensions.

It is expected that students values are the first thing that change at the university since, at this stage of life, he starts enjoying his own independence in terms of thinking, making decisions and conscious selection of ethical values attitudes. Therefore, the values system that prevailed pre- university phase starts wavering and restructuring. So; Notsurprisingly, that all conflicting ideologies within society try to affect the values of university students in order to be the origin of change in the society. There is no disagreement with the importance of family upbringing and school teaching, especially in their initial stages of educating values as well as teaching individuals their ethical characteristics, [8]. But, studies concerned with ethical growth among individuals have confirmed that an individual can change his moral practices and principles during the university stage. Indeed, a number of

studies have assured that most change in values takes place at the end of the secondary stage despite the fact that this change can extend to the later stages of life, [14].

Although researchers in the field of higher education have confirmed that the objectives of higher education should be distributed on the three categories of educational aims, with their knowledge, psychomotor and emotional domains [5], the most common practice in higher education is giving students the opportunity to obtain knowledge and skills for the aim of preparing them to the market needs. In a study conducted by [16], Mentkwoski has followed the performance of a group of university females in four stages to measure the performance of the sample in terms of moral principles. The first stage when females who joined the college; the second stage after two years of study; the third when females graduate and the fourth after five years of graduation and getting work. The study has revealed a clear growth in moral thinking during the study year after year, but this growth stops when student's graduate. This proves that the dramatic growth of these potentials take places during university life. It also revealed that students maintain the same level of potentials after graduation. The findings of this study assured the findings of a study conducted by three scholars [2]. The researchers have found that students maintain the enquired growth of thinking abilities as well as moral principles after graduation, even after five years of staring a job.

2. Study Importance

The importance of the current study has come from:
1. The importance of university teaching in the programs of development and progress in the modern societies on one hand, and the importance of civilized and cultural values of these societies on the other hand, as values are considered the base of any educational reformation. Universities have become responsible for preparing teachers in all educational stages; so it is necessary to understand the influence of the university role in developing morals and valued dimension among students.
2. Students will transform the enquired values to many in many different work places.
3. Values system which absorbed by university affect directly their life practices such as marriage, building a family as well as new generations.
4. The necessity to convert to the positive attitudes which focus on educating values in a way that prevents negative ones to occur. It has been noticed that issues of values and morals in the university teaching are mentioned through two contexts; both of them are related to regulations contexts. The first context takes place when determining the general aims of university education, and the second when determining rules and regulations related to penalty procedures due to break such regulations by students or faculty members.

3. Study Questions

The main question of the current study: What is the university role in developing values and morals dimension among students from the faculty members point of view? The questions that derived from the question are:
1. To what extend is the university role important in developing values and morals dimension among students from the faculty member's point of view?
2. Are there differences in the degree of evaluation this importance due to the academic department which the faculty member belongs to?
3. What are the values that have a special importance at the university teaching as seen by faculty members of Qassim University?
4. What are the motives that push faculty members to show their interest in developing values and morals dimension among students?
5. What are the methods and techniques that are used by faculty members to develop values and moral dimension? To what extent the faculty members evaluate the values and morals dimension that prevailed at the university?

4. Study Terminology

4.1. Values

standards and rules which an individual enquire through his reaction to the social situations and individual experiences, and which enable him to select aims and attitudes for his life, and exploit his potentials. These values are represented directly or indirectly in his interests, attitudes or his practical and verbal behavior [4].

4.2. Values Development

an intentional educational process which aims to increase social, cultural, economic, aesthetic and intellectual values growth which an individual enquires through his interaction with society directly or indirectly.

4.3. Moral Values

Murad identifies them as psychological standard organizations an individual absorbs during the social up-bringing within the community he lives in. these organizations appear though his verbal, emotional and behavioral activities 17]

Role: duty or responsibility which must be done such as: your role is to do this or that? In other words, your responsibility and duty is to do this task [17].

4.4. Role

Procedurally: behavior and practices which the university performs to develop values among students as they seen by faculty members, and through their responses to the measure prepared by the researcher.

5. Previous Literature

5.1. Al-Thubaity and Hussein [3]

The study aimed to recognize the role of Tabuk university administration in developing values of citizenship among students. The results of the study showed that loyalty to the country represents the top values of citizenship, followed with the commitment to society norms, and esthetical responsibility towards the society. The study showed that there were no significant variations at the level of citizenship due to discipline or standards of young students at Tabuk University. The results showed that female students abide more to society norms. Also, there was no statistic variation due to gender and study level. The study explained that graduated students were more dedicated in terms ethical responsibility towards society. Additionally, the study revealed that there was a statistic positive link between the role done by the university administration and citizenship norms among young males and females at Tabuk University.

5.2. Simsek Study [18]

The study entitled as "the views of university students on the values that they enquired at school". The study aimed to recognize the views of Istanbul University students on values that they enquired from the teachers of elementary and secondary schools. The researcher used the quantative methodology and the interview as a tool, a random sample of (217) female and male students were selected (140males, 131females). The findings of the study showed that the level of practicing educational values by students was generally mid, and the dimensions appeared as follows: (personal, esthetical, social, religious). The study also revealed differences between genders in favor of males in terms of enquiring values.

5.3. Abu-Sakour Study [1]

The study aimed at identifying the role of Palestinian universities in the development of political awareness among young university students in Palestinian and its relationship with certain variables: university, gender, place of residence and the students' academic level. The study used the descriptive approach and a random sample was selected from Palestinian universities in the southern part of the West Bank, These universities were Hebron University, Al-Quds Open University, Al-Quds University and Bethlehem University. This sample amounted to (1150) male and female students during the second semester of the academic year 2007/2008. After the statistic processes by using arithmetic means, the standard deviations, T test and variation analysis, the study showed that the role of Palestine universities in the development of political awareness among young students was mid, and there were no significant differences between the role of Palestine universities in the development of political awareness that can be attributed to the variables of gender and the academic level.

6. Methodology and Procedures

6.1. Study Population and Sample

The population of the study consisted of (4090) faculty members at Al-Qassim University for the academic year 2018-2019. Since the current study did not aim to issue general judgments and it sought to explore certain responses on the questionnaire items, the searchers applied the study on a sample of (281) faculty members who work at the same college. The questionnaires were sent via email to faculty members of Art, Math's, Science, special education, primary education and Islamic studies.

6.2. Reliability of Study Tool

The final component of the tool has been evaluated by 5 specialized arbitrators who work as faculty members at universities to insure that the tool measures the desired objectives, and to express their views whether the items match with their dimensions or not, the extent to which they are proper for the current study, clearness of items and the accuracy of language used. After evaluation by referees, the modification has been approved. In the light of modification, the final tool has consisted of (43) items which are distributed to five dimensions as follows:

1. The first dimension: the importance of university role in the development of moral and value dimension, included items (1-8).
2. The second dimension: values with special importance at the university teaching, consisted of (9-22)
3. Methods and techniques that are used by faculty members to develop moral and value dimension, included items (23-31).
4. The fourth dimension: motivations of concern to develop values among faculty members at university teaching, included items (32-36)
5. The fifth dimension: the extent to which faculty member evaluates the existence of moral and value environment at the university. Included items (36-43).

6.3. Validity of the Tool

The internal consistency coefficient of questionnaire dimensions has been calculated by using (Cranach's alpha).

Table 1. *Explains the values of validity coefficient by using the internal consistency based on Cranach's alpha.*

Dimension	Validity coefficient
the importance of university role in the development of moral and value dimension	0.89
values with special importance at the university teaching	0.90
Methods and techniques that are used by faculty members to develop moral and value dimension	0.88
motivations of concern to develop values among faculty members at university teaching	0.90
The extent to which faculty member evaluates the existence of moral and value environment at the university.	0.87

6.4. Statistic Procedures

After developing the questionnaire and calculating the reliability and validity, it has been distributed to the study sample. the final statistic results had been calculating by the computer after gathering the needed data about the variables of the study, methods of (SPSS) have been exploited. The following statistic methods have been used:

1. The arithmetic means to determine the importance of items included in the questionnaire, and the standard deviation to reveal how far are the responses from their mid.
2. Principle component analysis to discuss the responsible factors of the measurement.

6.5. Scientific Approach

The researcher has used the proper descriptive analytical approach for the current field study.

7. Statistic Analysis and Results Discussion

7.1. The First Question

The average of faculty members responses on the items is 2, 46 for the first item and 5, 01 for the fourth item. Table two shows means and standard deviation for the faculty members responds on the items for the first dimension.

Table 2. Shows means and standard deviation for the faculty members responds on the first dimension: the role of Qassim University in developing moral and value dimension among students.

No.	Items of university role in developing moral and value dimension among students.	Means	Standard deviation
1	Developing value and moral dimension is the duty of school teaching, not university one.	2.46	1.83
2	There is no university textbook that does not include value and moral dimension.	4.10	1.80
3	University teaching focuses on the knowledge and professional preparation makes it difficult to focus on moral and value issues.	2.69	1.58
4	University student is considered mature in terms of morals and values and it difficult to change them.	5.01	1.32
5	The university student has an independent personality that enables him review values that he absorbed in the past and reconstructs his moral and value norm with utter convention and selection.	3.90	1.55
6	The relative nature of values needs to leave values topic to selection by individuals.	4.61	2.68
7	The importance of university in social change increases the importance of values within graduators.	5.00	1.19
8	In comparison with other educational environment, the university environment demands that values should occupy an important place.	4.92	1.24
		4.08	

T test for the differences between the actual degrees and proposed means is (3.5) which means that all the results of the test were statistically significant. But, the first item which states "developing ethics and values dimension is the responsibility of school teaching, not the university" and the second item which states "focusing on the knowledge and professional preparation by the university does not open a pace for the interest in value issues ". The mentioned items are negative ones, giving a high degree for them means that a low degree for the importance of values in the university teaching from the faculty members point of view. After reversing the degrees during the calculation of means to make the direction of grading similar to all items, it is appeared that the degrees of faculty members for these two items less than the proposed mean and with statistically significant difference. Whereas, the other six items have degrees above

the proposed mean, and with statistically significant differences. However, the general mean for the all items of the dimension is (4. 08). After doing T test to reveal the differences between the actual mean and the proposed mean, it has been noticed that T value has statistic significance, which means the faculty members see that there is an important place for values in the university education.

7.2. The Second Question

To calculate the impact of departments, the means of performance of faculty members who belong to the six departments have been calculated for each item of the first dimension: Arts, Math's, Science, Special education, Primary education and Islamic studies departments. Table 3 shows the results.

Table 3. Means and standard deviation for the items of the first dimension: university role in developing values and morals among students, distributed according to the faculty departments.

Item 8	Item 7	Item 6	Item 5	Item 4	Item 3	Item 2	Item 1		Department
4.64	4.79	5.12	3.88	5.21	2.45	4.00	2.36	Standard deviation	Arts
1.27	1.52	1.85	1.54	1.29	1.64	2.00	1.80		
4.25	4.58	4.27	4.33	4.36	2.45	4.09	3.27	Standard deviation	Math's
1.76	1.44	2.05	1.50	1.57	1.29	1.51	1.74		
5.03	5.55	4.68	4.06	5.42	2.52	4.70	1.71	Standard deviation	Primary education
1.11	.68	1.47	1.55	.89	1.59	1.64	1.60		
5.42	5.08	4.04	3.67	4.58	2.71	4.13	3.17	Standard deviation	Special education
.97	1.06	1.37	1.49	1.47	1.37	1.80	1.93		

Item 8	Item 7	Item 6	Item 5	Item 4	Item 3	Item 2	Item 1		Department
4.74	4.78	4.33	3.93	4.59	3.30	4.00	2.78	Standard deviation	Science
1.35	1.22	1.52	1.71	1.47	1.71	1.44	1.97		
5.33	5.24	4.94	3.65	5.56	2.59	3.39	1.94	Standard deviation	Islamic studies
.77	.90	1.51	1.58	.89	1.62	2.15	1.44		

The test of analysis deference has been conducted to calculate F value for the aim of revealing the statistical differences between means. The difference have appeared on two items.

The first item which stated: developing value and moral dimension is the responsibility of school teaching, not the university one and the fourth item which states the university has reached negatively or positively the maturity stage in the growth of values and morals, and there is no need change them. In comparison with other departments, it seems that the basic difference in the item one is linked to the faculty members at the primary education department, (1.71) where the performance is low, special education (3.17), Math's (3.27), Arts (2.36) and Islamic education (1.94). Moreover, it seems that the faculty members of the art department who have participated in the current study have agreed that developing values is the responsibility of school, not the university. Whereas the faculty members of other parties have not shown the same degree of approval. It is worth mentioning that the Islamic education department has occupied the second place in terms of the extent to which they agree with this dimension.

The performance in terms of the fourth item is high in all departments, with a general mean (5.01), means of the departments range between the lowest degree (4.36) for the math's department, and the highest degree (5.65) for the Islamic education department. However, three is astatically significant difference attributed to the department in terms of the fourth item. The reasons of this may be attributed to the faculty members of the Islamic department who see that individuals are responsible for values and morals growth rather than the members of other departments; and to the reason that the judgment included in the item which states that "there is no need to change student's values and morals", is not an acceptable one. While, the faculty members of other departments, mainly math's have not shown the same degree of emphasis despite of their refusal of the item content.

7.3. The Third Question

Items of the second dimension which consist of (14) items, from 9-22. Table 4 shows means and standard deviations for the respond on this item

Table 4. Means and standard deviations for the responds of faculty members on the second dimension: values that have a special importance at university teaching.

No	Values	mean	Standard deviation
9	faithfully to university and maintain its belongs	5.19	1.16
10	Interest in students, faculty members and staff; and the positive attitude towards them	.5.39	1.07
11	Clean clothes and good appearance	5.15	1.19
12	Committeemen to truth and honesty in university tests and evaluation	5.50	1.12
13	Expressing opinions freely and taking decisions	5.32	1.22
14	Respecting views of others listen to and understand them.	5.44	1.17
15	Student's loyalty to society and nation	5.34	1.24
16	Personal responsibility towards re-forming and developing society	4.85	1.41
17	Distinguished and innovative performance behavior	5.12	1.24
18	Obtaining the best training for the occupation that students learn	5.04	1.25
19	Responsibility towards family and the efforts it exerts to teach its sons at university	4.97	1.31
20	Observing virtue and chastity in thinking and dealing with the other gender	5.22	1.31
21	Responsibility towards building a new family and the readiness to its affordability.	4.99	1.24
22	Appreciating the value of teaching and knowledge as they are basic aims in the university education.	5.23	1.21
		5.21	

Table 4 shows that the item, which has the highest mean, is the item of commitment to truth and honesty in university tests and evaluation. This may displays the worry of faculty members about the spread of cheating test among university students, and their concern on the necessity to get rid of this phenomena in case students are provided with values of truth and honesty that should be observed in test situations. The values that take the second rank in importance are the items that show the social values when dealing with others.: showing positive attitude Interest in towards students, faculty members and staff, item (10) and respecting others, item (14), then values of opinion freedom and tasking decisions, item (13), student loyalty to society, item (15), loyalty to the university,

item (9), virtue and chastity in thinking and dealing with the other gender, item (20), and finally appreciation of knowledge and education, item (14).

The item that has the lowest mean is the one that is associated with the value of responsibility towards reforming his society.

It is clear that the concept of values at the university life from the faculty members point of view is affected by the relationship with others (colleagues, faculty members, staff, and the other gender) more than the self- maturity and social responsibility towards himself and family, but this difference in the rank of values importance accompanied by a highest degree for the importance of all values mentioned in the above table.

The mean of faculty members responds ranges between a low degree (4.85) for item (16), (5.50) for item (12), and a general mid degree (5.21). It may be that the highest degrees to all items mentioned in the table due to the fact that they have been formulated in a form of values that all people appreciate their importance whether in society or university. It is possible that the results of faculty members will be differ from what we have noticed if the list included some items that refer to disputed issues. Is clear that the value of standard deviation for the the lowest mean

Items have the most standard deviation, which means that the faculty member's distraction about the item subject is more than the distraction in other items. This notice intensify when we notice the value of standard deviation for the three items that have the highest mean. However, the distraction related to these items is in the lowest limit, which means that the degrees agree unanimously on the importance of the values represented by these items.

7.4. Question Four

The items associated with this question are the ones that belong to the third dimension, nine items from 23 to31. Table 5 shows the means and the standard deviations related to faculty members' responds on the importance of methods that are represented by these items.

Table 5. *Means and standard deviations of faculty members respond on the importance of methods and techniques that can be used to develop the values and morals dimension.*

No	Method and technique	Means	Standard deviation
23	Allowing students to express their views and attitudes freely	5.26	1.15
24	Personal behavior in accordance with good values, as the teacher is an ideal example	5.47	1.14
25	Introducing positive examples and models resulting from commitment to values	5.26	1.22
26	Providing evaluation methods and tools with situations linked to values and morals behavior among students	4.90	1.30
27	Suggesting readings and duties that are interested in values and morals aspect within the academic topics	4.48	1.39
28	Focusing on the scientific topics when values and morals dimension discuss such topics	5.07	1.18
29	Exploiting special strategies to teach values and morals	4.63	1.37
30	Providing opportunities of debate and discussion about the dimensions of values and morals of the study content.	4.86	1.32
31	Making a comparison between positive values and forms of bad behavior	4.98	1.30
		4.99	

AS can be noticed, responds of faculty members to these items have high degrees because of the importance of all methods and techniques included in the list. The degrees ranging between a high limit (5.47) for item number 24, and a low degree (4.48) for item number 27. Almost all faculty members unanimously agree that the faculty member's behavior which complies with good values is the most important way to develop values in university teaching from the point view of faculty member. In second rank comes the provision of positive examples and models resulting from the commitment to good values, item (25), and the third rank comes item number (23), allowing students to express their opinions and attitudes freely. This notice intensifies when we look at the standard deviations associated with the three items. These standard deviations refer to less distraction for the faculty members responses. While, the method that has the least importance in developing the values and morals from the point view of faculty member is the suggesting readings and duties interested in the values and morals aspect, the item which shows more distraction on faculty members' responses rather than other items. Additionally, It is clear that the item (29), developing special strategies for teaching values has occupied the eighth rank, which means that faculty members see that readings and direct strategies have less importance in terms of their abilities to develop values and normal norms at the university. This indicates that the faculty members don't want to do extra odd jobs as they see that their main only task is to introduce the study content to students.

7.5. Question Five

Items that are related to this question are the items of the fourth dimension, from 32 to 36

Table 6. *Means and standard deviations for faculty members responds on the importance of concern motivation in developing values and morals dimension at the university.*

No	Motivations of interest in the values and morals dimension at the university teaching	mean	Standard deviation
32	The interest in developing values and morals dimension is a religious duty	5.38	1.19
33	Developing the values and morals dimension among students contributes to students' happiness	5.28	1.17
34	Developing the values and morals dimension among students contributes to obtain the appreciation of others	4.48	1.28
35	The interest in developing values and morals dimension among students is a part of the occupational and professional job	5.10	1.27
36	The convention tat values are virtues in itself	5.22	1.31
		5.15	

Table 6 shows that the degree of faculty members responds on the content of items are very high, ranging between high limit 5.38 for item 32 and low limit 4.48 for item 34 and mid limit 5.15 out of the maximum limit which is 6. Almost all faculty members unanimously agree that the religious motivation has the highest degree in terms of interesting in

value issues at the university teaching. Followed by the degree of personal happiness motivations, which may achieve an individual when he shows interest in values and considers them as a virtue by itself. The table also shows that that thinking of getting appreciation of others is the least important motivation from faculty point of view. But, the lowest degree is higher than the proposed average and with statistically significant differences.

7.6. Question Six

Items that are associated with question six are the ones that concerning the fifth dimension, and which consist of seven items, 37-43. Table 7 shows the means and standard deviations for responds on the items.

Table 7. Means and standard deviations of faculty members' appreciation for ethics and values prevailed at the university.

No	Ethics an Values Environment	Means	Standard Deviation
37	Faculty members of the university are interested in developing and explain values	3.94	1.35
38	University students are committed to good ethical values	3.31	1.29
39	University students show clear commitment knowledge and education values	3.17	1.24
40	Students' behavior reflects loyalty to university and maintaining its reputations well as belongs.	3.26	1.45
41	The administration and organization environment at university enforce the positive values among students and staff.	3.74	1.57
42	Student's behavior shows a tendency towards absorbing outside values.	3.13	1.49
43	Observed behavior of students reveals internal values conflict	2.87	1.48
		3.34	

Table 7 shows that the degrees of faculty members for items are average, ranging between high limit 3.94 for item 37, and low limit 3.87 for item 43, and with overall average that reaches 3.34, which is more than the high limit (6), and which is equal to the proposed mean (3.5). It is obvious that the faculty members have given the highest degree to the environment provide by them as shown by their enforcement to values associated with item (37). Then, to the environment which provided by the administration and its organization structure, item (41). While, the lowest degrees are given to students' behavior and the values conflict, item (43); students' behavior that shows a tendency towards absorbing outside values, item (42), and to the university students show clear commitment to knowledge and education values, item (39). However, means values on the three items are lower than the proposed mean, and with statistically significant difference. It is worth mentioning that the study which conducted by Laura Schulte at the university of Nebraska exploited a measurement that consisted of a large number of items. The items of the measurement have become an important indicators to make faculty members and students pay attention to the factors that affect negatively the values environment at the university in order to neglect them and create a positive learning environment. Additionally, a study conducted by Heverly [11], revealed that the university environment which is concerned with positive human relations provides ethical environment which contributes maintain students. Also, another study revealed that the ethical environment at the university facilities the ethical growth positively year by year [12].

8. Conclusion

The findings of the study have revealed that the faculty member see that the university plays a key role in the development of ethics and values dimension among students. However, there is sense that the main role in developing values lies with the school, not the university because the university student is considered mature in terms of values. Additionally, almost of faculty members unanimously agree that the faculty member's personal behavior which is compatible with good values is the most important method in developing ethics and values dimension at university. Whereas, the least important methods is suggesting readings and duties that are interested in ethics and values aspects. In regards with motivations of interest, almost all faculty members agree that the religious motivation is the most important motives to show interest in ethics and values issues at the university. Followed by personal happiness, which achieved when an individual shows interest in values as well as looking at values as virtues by themselves.

The last question of the study is associated with the judgment on the nature environment of ethics and values prevailed at the university. In comparison with the degrees of the fourth dimension, it has been noticed that the degrees of faculty members relating to the existence of ethics and values environment are low. However, the faculty members have noticed a tiny ethics and values conflict among students, a tendency to absorb outside western values, and the students do not show obvious commitment to knowledge and education values.

9. Recommendations

The current study recommends:
1. Adapting compulsory textbooks, and for all disciplines to enforce ethics and values dimension among students.
2. Training faculty members on methods of developing values among students.
3. Adaptation ethics and values criteria in the evaluation of faculty members for the aim of showing the ideal examples of goodness..
4. Encouraging faculty members and students to participate in seminars and conferences on developing ethics and values dimension at the university.
5. Commitment of the university administration to ethics and values dimension in all it affairs and dealing with students and employees.

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