Value Conflict of Preparatory Year Female Students at Imam Abdul Rahman bin Faisal University in the Light of Contemporary Global Changes

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Abstract

The study aimed to investigate the degree of value conflict among female students of the preparatory year at Imam Abdul Rahman bin Faisal University in the light of contemporary global changes. Thus, to achieve the goal of the study, a tool was developed consisting of (32) items equally divided into four areas: the social field, the political field, the economic field and the intellectual cultural field. After the tool was verified for acceptable validity and reliability, it was applied to the study sample consisting of (212) female students of the preparatory year at Imam Abdul Rahman bin Faisal University. The results of the study showed that the degree of value conflict among them was medium, where the social field got the first rank, while the intellectual cultural field got the fourth and last rank. Item No. (2) that states *"I hesitate to accept the new roles of women in society in the areas of political, cultural and social life, due to the need for her to devote herself to taking care of the affairs of her home and raising her children"* ranked first in the social field, while item No. (3) that states *"I believe that the achievement of Arab unity , just a dream that will not come true"* ranked first in the political field. For the economic field, item No. (2) that states *"I confused between going to buy national products and local industries or going to buy a foreign commodity"* ranked first. In the intellectual cultural field, the item No. (8) that states: *"I hesitate to consider her Arab-Islamic culture a culture of peace, openness and acceptance of the other, or to consider it a culture of violence and terrorism, as the West claims"* ranked first. Finally, the study ended with a set of recommendations, the most important of which are the importance of balancing female students between the new roles of women in society and the need for her to devote herself to taking care of the affairs of her home and raising her children, encouraging female students to purchase national products and local industries, and increasing confidence in them.

Key Words: *Value Conflict, Preparatory Year, Contemporary Global Changes*.

Introduction

The subject of values has occupied the interest of many philosophers, thinkers and educational researchers since ancient times; considering that the value system and its implications are one of the most important pillars of society. This is due to the importance of the role that it plays in the lives of people and societies; as social data that contribute to the development and change that occurs to them. Nevertheless, the serious interest in studying them and subjecting them to scientific and objective research did not appear except in the past few decades of the last century. Therefore, what was brought about by the technological and scientific revolution and other factors of cultural change, reshaped many of our knowledge, concepts and values on life (Atiyeh & Tlalfha, 2013).

Values are one of the issues that have revolved around a great deal of controversy as a result of the changes and developments in the modern era, especially with the growing waves of globalization, and the accompanying tremendous developments in the field of

informatics. This has had a significant impact on the social system and the culture of society.

The value system is and still the major issue facing contemporary education in all its fields. It is being discussed at the national, regional and global levels, as calls and waking cries rise to take care of the value system and reshape it for contemporary man. What is observed from the dominance of material and individual values over his lifestyle, thinking and behavior, including randomness, aggression and discontent with life, extremism and deviation from the standards of proper moral behavior, deepening material life and neglecting the standards of truth and virtue (Al-Jallad, 2013).

The contemplator on the manifestations of contemporary life notes the size of the void and the depth of the gap between the material, technological and informational progress achieved by man, and between the prevailing patterns of values and behavior. Actually, contemporary man lives in a state of tension, anxiety, conflict and loss between human values as long as he clings to their promise as his ideal and sanctuary, which preserves his being, survival and happiness, and between new values that have arisen in his life, upsetting the scales and transgressing the borders, and evading what man considers a forbidden circle that is prohibited to approach. This led to the emergence of tyranny of crushing material values, the fading of religious, spiritual and moral values, and the domination of individualism and exploitation over the values of truth and virtue (Al-Jallad, 2008).

Whereas the future of any society depends more on the values it chooses than on increasing technological progress; because man in this era needs a deep sense of his identity and belonging to his country, due to what is seen of openness and civil revolution that led to the collapse of the values that governed the behavior of human beings, individuals and groups (Hamadna & Al-Mughid, 2011).

It also plays an important role in achieving cohesion between the individual and the environment in which he lives. The society depends in achieving its social structure on values, especially the general values whose scope expands among the members of society, the stronger and coherent the unity of the society increases, and the narrower its range among them, the weaker that unity and the dissolution of social structure of the society (Al-Shahrani & Al-Khawalida, 2007).

The Most Prominent Features of Contemporary Global Changes

For the purposes of this study, it will be limited to three features of contemporary global changes, on which most theorists agree, namely, the phenomenon of Modernity, the phenomenon of Globalization and Information & Communication Technology (ICT).

(I): Phenomenon of Modernity:

Modernity means: every civilized or intellectual mode or style that calls for renewal, development and change, or any style that contradicts traditions (Obeidat, 2000).

The most important concepts from which modernity emerged: that the individual is the basis of society. The individual is the axis around which activities and interests must revolve (i.e. the basic axis of all human activity, for man is the measure of all things, and the individual is measured by his achievement, creativity and production regardless of his gender, color, country and race. It is also based on the sanctity of individual ownership, as it is a right that cannot be violated).

As the years progressed since the formulation of modernity models and the start of large-scale modernization processes, all the results were disappointing. In fact, the modernization processes did not produce a modernity like the ones that appeared, but rather produced a special type of modernity, which is the unoriginal modernity that take cares in appearance without substance and the adoption of material frameworks without mental frameworks, and their manifestations are expressed in consumer images rather than behavioral images.

Hosni Ayesh, who was mentioned in a study of (AL-zoud & Oweidat, 2004) stresses in this regard that *'modernity has made itself an enemy of tradition, as the hostility to tradition was one of the roots of the enlightenment process'*.

Among the most prominent forms of modernity on the social and cultural aspects are family disintegration and the family's loss of stability as a value and moral reference due to the

emergence of new sources for the production of values. Also, the father's authority over the behavior of children with regard to choosing friends, choosing modest dress and taking into account public taste has also declined. Some young people's temperaments were unified with regard to the way they cut hair and songs, and their high rates of staying up late in front of computer screens, as well as the disorder of religious beliefs and the decline of religious determination, and for some of them religion became just an outward ritual that has nothing to do with daily behavior (AL-salihat, 2014).

(II) Phenomenon of Globalization

In light of the global economic system that relies on open markets and the removal of restrictions and barriers, the concept of globalization emerged. It seeks to replace utilitarian economic values stemming from pragmatic philosophy instead of any other values, even if they are moral values. Hence, it is clear that the impact of globalization does not depend only on the economic aspect, but also affects the souls of individuals and their social and economic behaviour. The prevailing economic aspect of globalization extended its negative effects to society, as it led to dismantling and weakening of social relations, attenuation of national affiliations, transformation everything into life into a commodity that is sold and bought at the expense of human values, and substitution of the possession of wealth and profit in the place of culture and awareness, self-realization and self-confidence (Ammar , 2000).

Looking at globalization as a technological and communicative revolution may lead to the neglect of the problems it produces, especially with regard to values. Due to the intensity and danger of cultural penetration to which the system of values and the system of symbols production in Arab society is exposed, the institutions of society and traditional culture, namely, the family and the school, are no longer capable of according to their current performance on protecting the cultural security of the community, and meeting the needs of its members in terms of values, standards and references that are being formulated outside the boundaries of geography, society and national culture (Abu Halawa, 2001).

(III): Information & Communication Technology (ICT)

Through the global communication network, the world, east and west, has turned into a small village under the control and dominance of dense networks of communications, networks at various cosmic levels inside the globe, and outside it in the vast space of the universe. Some of the negative effects of this revolution, which represented in the media dominance of the major countries over the media systems in the world, appeared. Then, through these media, it is easy to impose the cultural identity they want on the peoples of the world, despite the cultural specificity of each society. Media dominance has led to the spread of programs that promote the Western lifestyle, in its capitalist cultural framework, in addition to the emergence of many different websites, which send messages and contents that carry values that are inconsistent with Arab, Islamic and societal values. Therefore, they have had a very important impact on social and cultural behaviors and values (Al-Zayd, 2017).

The study of (Abdullah, 2009) and (Al-Dabaa, 2008) confirmed that the information revolution and the political and economic changes in the world led to value changes that affected the formation of ideas, tastes, fashion and moral and aesthetic values. Young men and girls, victims of conflicts and fashions.

In this aspect, Al-Ayed (2002) mentioned that the media and cultural aspect, with which young age groups spend enjoyable hours without fatigue, trouble or boredom; it is the one that controls our minds, instills new values, and destroys the system of social and moral values among the new Arab youth.

Larson (2002) confirmed in his analytical study of some of the rapid changes that affected the values of young people, and brought about many transformations, whether negative or positive, namely the globalization of the economy and culture, and the oppositional trends that appeared against it, in addition to the political and democratic changes that took place on the one hand. On the other hand, the effectiveness of the ruling authority and the resulting loss of confidence and rupture. As for the positive changes, we find them in non-profit institutions that pay attention to the rights of young people and their developmental needs.

Below we review the most important effects resulting from contemporary changes on values in the social field, the intellectual cultural field, the economic field and the political field:

First: The most important effects resulting from contemporary changes on values in the social field, as mentioned by (Al-Zayoud, 2004; Al-Ayed 2002; & Hijazi, 2001) in:

- The role of the family in upbringing has declined in favor of the media and modern technologies such as satellite television and the Internet.

- Individualism and selfishness dominate the behavior of individuals, as the children's entertainment expenses increase at the expense of the family budget.

- Declining of the father's (family) authority to control the behavior of children.

- Changing the perception of women and their value in society, as the media shows them as a commodity and as an object of lust only.

- Unifying and stereotyping the tastes of young people, especially in hairstyle, food, and songs, etc.

- Increasing the complaint of parents about the high rates of children staying up watching satellite stations, or sitting in front of the computer and the Internet.

Second: The most important effects resulting from contemporary changes on values in the intellectual cultural field, as mentioned by (Abdul-Daem, 2000; (Hassan & Kelish, 2002; Abu Halawa, 2001).

- The supremacy of the English language (the language of science & technology) and pride in it, with a clear decline in the use of the Arabic language.

- Instilling new concepts through the media or school curricula, such as the right of the three religions to exist, terrorism, civilized violence, etc.

- Attempting to market and imposing Western culture to shape the consciousness of young people.

- Attempting to make young people mere consumers and keeping them away from achievement, creativity and innovation, and monopolizing it for the benefit of the central countries.

Third: The most important effects resulting from contemporary changes on values in the economic field, as mentioned by (Abdul-Daem, 2000; Mohieddin, 2001).

- Increasing manifestations of consumerism, especially among the youth group.

- Attempting to instill a spirit of dependency that is seen through everyday life and through the growth of companies that provide services to homes.

- Attempting to spread the values of quick profit at the expense of the values of work, creativity and production through the media (competition programs, betting...).

- The persistence of the private sector in raising prices and manipulating the of citizens' living.

- As result the state has lifted its hand from subsidizing basic commodities for the citizen; this led to an increase in poverty rates.

Fourth: The most important effects resulting from contemporary changes on values in the political field, as mentioned (Al-Hawat, 2002).

- The value of patriotism has diminished from the heart and conscience of young people, and the homeland has become any place that achieves prosperity and wealth for them.

- Attempting to remove national symbols from the mind and conscience of young people, and to replace them with global symbols.

- Attempting to remove jihadist and militant values, and link them to violence and terrorism.

- Increasing the influence of NGOs in government decisions and legislation.

- Increasing rates of political awareness among people through what is broadcast 24

hours a day and to see what is happening globally.

-        Interfering in the affairs of governments and states under the slogan of democratic reforms and the fight against terrorism.

In light of the foregoing, the importance of paying attention and research to the reality of higher education, especially as it is the main source of human capital, and a fundamental pillar for the progress of any society. It provides the high-level professional, technical and administrative elite with a fundamental role in leading the development movement in society, but rather it is not only a source of science and knowledge for the learner, nor a means to provide the scientific and professional skills required for society. But in addition, it gives the learner broad-mindedness and the ability to acquire new and spacious visions and values for the present and future of their society, and they develop the necessary motives to transform these visions into a lived reality.

Hence, universities have a large and important role in society as a center for criticism and evaluation. They are the institutions that are most suitable for questioning traditional beliefs, and the most capable of adopting new and not popular ideas, and thus paving the way for social and economic development. In other words, higher education, if it has the components of a good educational system, can be a highly important mechanism of development and progress in society. Moreover, the failure of this education to achieve these components may turn it into a mechanism for sustaining underdevelopment and preserving the existing societal structure (Malas & Al-Rushdan, 2005).

Since the university youth is one of the most important and segments of society, as well as they are often in the stage before personality stability, as this stage is the stage of gaining social consensus and the stage before complete personal independence, but this stage is not without crises and problems of incompatibility that may show socially unacceptable behaviors and value conflicts. Given that Jordanian society and universities are going through a stage of major radical transformations in their internal and external environment. Therefore, the external environment is no longer dependent on the local environment, but transcends it to the cosmic environment, these changes have affected the values and behavior system of students (Al-Badayna, 2009).

The disparate and contradictory situation between what is inherited and what exists exposes young people, especially first-year university students, to different types of these values, and different, and sometimes contradictory references, which is believed to be reflected in the values they hold in determining their behavioral patterns, attitudes and tendencies towards some family issues and attitudes. This happens because they have grown up today in an era when conservative societies have been exposed to global changes in light of contemporary civilization and scientific and technological progress, which characterizes lifestyles and their means, which has left them confused and anxious.

Study Problem

In light of the above, it can be said that Arab youth, especially university students and first-year students, who are at the beginning of their intellectual, cultural and value maturity, and are at the beginning of a new stage in their lives. They live between two models, which are a conservative traditional model that sees the need to return to the origins, and another model that calls for modernity and marches according to the requirements of modernity and globalization. The prevalence of such a situation among them at the beginning of their integration into their small (university) society and with the beginning of the formation of new relationships and friendships from various circles led to value conflicts with themselves and their society due to the contradiction factors that worked to perpetuate confusion, hesitation, dependency and helplessness in their souls, and marked their behavior and practices with contradiction and duplication.

Al-Jallad (2008) found especially with his assertion that the most dangerous stages of value formation in a person are in the period of youth (15-23), as many studies confirm that an individual can change his moral judgments and practices at this stage, and that most of the change in values occurs in the early university stage, where he plans for himself a clear path in which ideas crystallize and desirable and undesirable behaviors are determined. Therefore, the youth stage (university stage) is

an important period in shaping students' values due to the considerations of the developmental stage they are going through, and what was confirmed by the study (Oufi & Tabshoush, 2015) that young people are the most social groups affected by the results of rapid changes, and that they are among the most sensitive stages to these changes.

From here, the problem of the current study emerges in its attempt to reveal this value crisis, by trying to investigate the phenomenon of value conflict, represented by the youth in general, and first-year university students in particular, in various fields, such as social, cultural, intellectual, economic and political, in order to know the degree of this conflict for this important group of Arab youth, and more specifically, this study attempts to investigate the degree of value conflict related to the aspect (social, cultural, intellectual, economic, political) among female students of the preparatory year at Imam Abdul Rahman bin Faisal University in the light of contemporary global changes.

Study Objectives & its Questions:

This study aims to investigate the degree of value conflict of the preparatory year students in the light of contemporary global changes, by answering the following questions:

-        What is the degree of value conflict related to the social aspect of the preparatory year female students in the light of contemporary global changes?

-        What is the degree of the value conflict related to the intellectual cultural aspect of the preparatory year female students in the light of contemporary global changes?

-        What is the degree of value conflict related to the economic aspect of the preparatory year female students in the light of contemporary global changes?

-        What is the degree of the value conflict related to the political aspect of the preparatory year female students in the light of contemporary global changes?

Study Importance:

The importance of this study lies in the theoretical side that stems from:

-        It addresses the issue of the value conflict among university youth, especially preparatory year students, in the light of new phenomena and changes, such as the phenomenon of modernity, globalization, and ITC.

-        It shows its importance in the practical aspect through:

o   Developing and strengthening counseling and advocacy programs in universities, to immunize their students against superficial intellectual and material invasion.

o   Assisting decision-makers in setting development plans for the future in all its dimensions, which are educational, media, cultural, and social to be able to deal with these changes and developments with the new reality.

Terminology of Study

●   **Values**: *"are the moral principles and beliefs that are accepted and agreed upon by the individual and the group"* (Al-Osaili & Aboud, 2002: 21). They are also *"general beliefs that determine right from wrong, and preferable things from unfavorable"* (Hofstad, 1990:286).

●   **Conflict**: *"a direct and intentional conflict between individuals and groups for one goal, and the defeat of the opponent is a necessary condition to reach the goal, and due to the development of strong aggressive feelings, achieving the goal at times is considered secondary to the defeat of the other party"* (Ghaith, 2006).

●   **Value Conflict**: *"The tension resulting from the difficulty of organizing and defining values, and the difference between what an individual believes in and what he lives in life"* (Abu Al-Nour & Mohammad, 2017: 10).

Moreover, the two researchers define the procedural **value conflict** as *"the contradiction that appears in some trends, opinions and behavior patterns among the preparatory year female students through the response of the sample members to the study tool in the light of its fields".*

● **Contemporary Global Changes:** *"Shifts in values, customs and traditions as a result of globalization and openness to the media, communication and technological innovations in their various forms"* (Al-Zayd, 2017: 264).

The changes in this study refer to modernity, globalization and ITC.

Limits of the Study:

The results of this study are determined by the following:

● **Time Limitations:** The results of this study are limited to the time period during which the study tool was applied to collect information from the sample of the study population, during the 2nd semester of the academic year of 2018/2019, corresponding to 1440/1441 AH.

● **Spatial Limitations**: The results of this study are limited to preparatory year female students at Imam Abdul Rahman bin Faisal University.

Relevant Studies:

The results of this study are determined by the following:

-        Romain (2021) study, which is entitled *"The Struggle of Educational Values for Arab Social Work Students in Israel: A Multicultural Approach"*. In this study, the sample consisted of (30) Arab social work students undergoing academic socialization in Israeli higher education. The results showed that the process of academic socialization of Arab students is a complex process, and that there is importance to consider the cultural and political identity of students and to promote a multicultural approach in social work education. The study discussed the implications of social work education with minority students.

-        Whereas, Çaliskan et. al. (2020) study, which is entitled *"Analysis of the Frequency of Motivational Work Conflict for Turkish High School Students in Terms of Value Orientation,"* seeks to investigate the relationship between the frequency of motivational action conflict and value orientation as well as the socio-demographic correlates of value orientation among high school students. It was applied to (846) students in different high schools from Marmara region in Turkey. The results showed that students have a medium orientation to the value of well-being and a low orientation to the value of achievement and production, and there are no statistically significant differences between achievement and production and orientation to the value of well-being, while there are differences in the students' achievement and orientation of well-being values in the light of the variables of gender and daily study times. There are no significant differences in the direction of the value in terms of grade level.

-        Hamadat (2018) study, which is entitled *"The Educational Value Conflict in Jordan, its Causes & Consequences",* where the study sample consisted of (134) educational leaders, for the academic year 2015/2016. The study tool included (20) items divided into two areas: the first related to the conflict between the value system of educational leaders, and between the organizational value system, and it included (8) items, and the second related to the value conflict between the value system of educational supervisors and the value system of managers, and it included (12) items. The results of the study showed that the degree of educational value conflict in Jordan was (medium). Also, the results showed a statistically significant difference for the estimates of the study sample members (educational leaders in the Jordanian Directorate of Education) on the value conflict as a whole, attributed to the variable gender and in favor of females, and to the variable number of years of experience and for those with experience (10) years or more.

-        Al-Zayd (2017) study, which sought to reveal the impact of societal variables on moral values and the role of the Islamic da'wah to confront them. The questionnaire was used as a tool for the study, which was directed to a sample of (164) male and female faculty members, according to the scientific ranks of an Assistant Professor, Associate Professor, and Professor. The results showed that there are many challenges that faculty members see facing moral values and affecting them. Furthermore, they also see that there are many roles that Islamic da'wah can play in facing these challenges, and their impact on moral values.

- As for Swalqa (2016) study, it aimed to reveal "*social change and the value conflict among educated women in Jordanian society*" in the light of variables of (the educational level of the educated woman, age, region, work status, mother's education level, father's education level, monthly income, social status). The study sample consisted of (920) women who were chosen in a purposive way, from all women who obtained a bachelor's degree or more from one of the Jordanian public and private universities from the year (2007-2015), and their number was (3,649) women. Among the most important results of the study, from one hand, the level of manifestations of social change that occurred in the social conditions of educated women in Jordanian society was high, while the level of manifestations of value conflict among educated women in Jordanian society was medium. From the other hand, the manifestations of economic conflict ranked first among educated women in Jordanian society, followed by manifestations of political conflict, then manifestations of social conflict, while manifestations of cultural conflict ranked last.

- While the study of Oufi & Tabshoush (2015) aimed to reveal the *'Family & Value Conflict among Youth'* in Algeria. One of the most important findings of the study was that young people are considered the most affected groups of society by the results of rapid social changes, as the youth period is the most sensitive stage of life to these changes. It makes them feel that the society to which they belong does not give them appropriate guidance for rational choice. Therefore, these changes may create a contradiction between the values and trends of different generations, as they usually lie behind value conflicts between the young generation and the adult generation, or between youth values on one hand and the value system of society on the other hand, which creates a real crisis of values, which makes young people live in a state of social, economic and cultural value conflict.

- Abu Tayeh & Al Mahadeen (2015) conducted a study entitled *"Internal Control & Value Conflict and their Relationship to Youth Deviance in the Bedouin Family in Jordan"*, which aimed to identify the most important values and internal control mechanisms that the Bedouin family focuses on in controlling the behavior of its young children, and the extent of

their compliance with values and control mechanisms used in the family. In addition to revealing the manifestations of value conflict among young people in the Bedouin family and its relationship to deviation. The study population consisted of young people within the age group (18-30) years of the population of the Southern Badia region, which numbered about (23,228) young men and women, according to the official figures of the Department of Statistics for the year (2014). The questionnaire was used as a tool for the study in and the interview, as well. The findings of the study found that the manifestations of value conflict among the youth were of a medium degree, but appeared in a high degree in the cultural field with an arithmetic mean above (3.50), while the deviant behavior of the youth in the Bedouin family came to a low degree.

- Al-Sulayhat (2014) study conducted to reveal the perceptions of the students of Al-Balqa Applied University in Jordan to the degree to which the university environment contributes to the value conflict in the light of contemporary global changes, in each of the social, cultural, political and economic fields, and its relationship to gender, type of college, and place of residence. The questionnaire was used as a tool for the study, and it was applied to a sample of (900) male and female students. The results showed that the perceptions of the students of Al-Balqa Applied University to the degree of contribution of the university environment to the value conflict were high, and the social field got the first rank, while the political field got the fourth and last rank. While their perceptions differed according to gender in the cultural and economic fields, and the differences were in favor of males. Also, their perceptions differed according to their colleges in the political field only, and the differences were in favor of the humanities colleges, and their perceptions differed according to their place of residence in all fields and in favor of the city.

- As for the study of Guan & Richard (2011) that aimed at researching the relationship between cultural communication and value conflict. This study was conducted to compare the value orientations of Chinese students studying in the USA, and Chinese students in the Republic of China, as well as between the same Chinese students who have spent two years or more with their peers who have spent less than

two years in the USA. The results of the study indicated that cultural communication is related to the change in the value orientations of Chinese students, where the students who have cultural contact believed that local cultural values are less important than global cultural values, and students who have been more than two years in the USA are less resistant to cultural change of those who have been in the USA for less than two years. It was also found that Chinese students in China resist cultural change more than Chinese students in America, and that female students from China who study in the USA suffer from a high level of cultural conflict, and prefer isolation out of concern for cultural principles.

- The study of Al-Zayoud & Oweidat (2004) aimed to reveal the value conflict among university youth in Jordan in the light of contemporary global changes, and to reveal their perceptions of the degree to which the university environment contributed to their value conflict, in each of the social, cultural, intellectual, economic, and political fields, and its relationship by specialty, gender, place of residence, university. The researcher used the questionnaire to achieve the goal of the study and it consisted of (64) items, the first part of which consisted of (32) items to measure the degree of value conflict in the light of contemporary global changes within the four previously mentioned areas, and (32) items to measure the university youth's perceptions of the degree of the contribution of the university environment to their value conflict. The study community may have been students of public and private Jordanian universities, who are at the level of the last year of the bachelor's stage, during the year 2003/2004. The sample of the study amounted to (1,699) male and female students, and one of the most important results was the existence of a value conflict with a high degree among university youth in Jordan in the fields of study. The intellectual cultural field ranked first, followed by the social field, then the political field, and finally the economic. As the results showed there is a correlation between the degree of value conflict among university youth in Jordan, and the degree of the university environment's contribution to their value conflict.

- Huyzen (2001) conducted a study on the value conflict of the indigenous people of Canada with the values of the people of European origin from the point of view of school students. The questionnaire was applied to a sample of (12) individuals to find out their view of how the value conflict occurred. One of the most important reasons for the occurrence of value conflict in schools is the failure to satisfy the needs, and the failure to achieve a balance between the values of the indigenous population, and the values of the population of European origin, which means that the educational environment has a major role in the occurrence of the value conflict.

By referring to the relevant studies, it can be said that this study has agreed with it by addressing in essence the phenomenon of value conflict, whether in relation to the educational field, such as (Romain, 2021) and (Hamadat, 2018), or through the conflict in light of the educational level such as , (Swalqa, 2016), or the value conflict in schools, such as (Huyzen, 2001) or by cultural contact, such as (Guan & Richard, 2011), or with the family such as (Oufi & Tabshoush, 2015), or by deviation within the family, such as (Abu Tayeh & Al-Mahadin, 2015), or by addressing the conflict from the economic side, such as (Çaliskan et. al ,2020).

It also agreed with some of them by studying them by restricting them to females in the gender aspect, such as (Swalqa, 2016), and by addressing the university student community, such as (Al-Sulayhat, 2014), (Guan & Richard, 2011), (Al-Zayoud & Oweidat, 2004), as well as it agreed with (Al-Sulayhat, 2014), (Al-Zayoud & Oweidat, 2004) and (Al-Zayd, 2017) that they dealt with contemporary global changes, without other studies.

Although (Al-Zayoud & Oweidat, 2004) study dealt with university students, it paid attention to students in the last year of the bachelor's level, in addition to that it was concerned with the students of the Jordanian society, such as the study of (Al- Al-Sulayhat, 2014). Although the study of (Guan & Richard, 2011) in one aspect of it was concerned with university students who spent less than two years in their university studies, but it was concerned with Chinese students, whether in the USA or the Republic of China. In light of the foregoing, the two researchers did not find - in the light of their knowledge - a study dealing with first-year

university students, especially in the KSA, in which this stage should be given special importance. It is the stage of preparing students for university life and their integration into the university community, and what if going on in this stage of the emergence of conflict is clear, as confirmed by the study of (Oufi & Tabshoush, 2015), considering the stage of youth is one of the most sensitive stages and affected by rapid social changes, and this is what distinguishes this study.

Method & Procedure

Study Methodology: The current study took the descriptive analytical approach, due to its suitability for the purposes of this study.

Study Population & Sample: The study population consists of all the preparatory year female students in the humanitarian track at Imam Abdul Rahman bin Faisal University, whose number is (1,200), while the study sample consisted of (240) female students who were chosen randomly, with a rate of approximately (20%) from the study population, and after completing the distribution of the tool to the female students in the sample, the number of respondents reached (212) female students, with a rate of (88.3%) of the target sample.

Study Tool: The questionnaire was used as a tool to reveal the degree of value conflict among female students of the preparatory year in the humanitarian track at Imam Abdul Rahman bin Faisal University, in the light of contemporary global changes. The questionnaire consisted of (32) items, divided into four areas, as follows:

● The first field: measures the value conflict related to the social aspect, and includes (8) items.

● The second field: measures the value conflict related to the political aspect, and includes (8) items.

● The third field: measures the value conflict related to the economic aspect, and includes (8) items.

● The fourth field: measures the value conflict related to the intellectual cultural aspect, and includes (8) items.

The response was designed on the items in the tool according to the five-point Likert model (Strongly Agree = 5 degrees, Agree = 4 degrees, Neutral = 3 degrees, Disagree = 2 degrees, Strongly Disagree = 1 degree).

Validity & Reliability of the Tool: The questionnaire was presented in its initial form to a group of specialized arbitrators to judge the extent to which the items belong to the areas identified. In light of the observations, some items were reformulated and items were added, so that the questionnaire remained in its final form consisting of (32) items. The internal consistency validity of the items in each field of the study tool was verified; by applying the tool to an exploratory sample consisting of (30) female students in the preparatory year, and then extract the correlation coefficients for each item with the total score of the field to which it belongs, and table (1) shows that.

Table (1): Results of Measuring the Internal Consistency Validity of the Items of the Tool with the Total Score of the Field to which it Belongs (n = 30)

Social Field		Political Field		Economic Field		Intellectual Cultural Field	
Item No.	Correlation Coefficient	Item No.	Correlation Coefficient	Item No.	Correlation Coefficient	Item No.	Correlation Coefficient
1	0.676**	1	0.739**	1	0.679**	1	0.644**

2	0.711**	2	0.628**	2	0.669**	2	0.619**
3	0.703**	3	0.615**	3	0.734**	3	0.789**
4	0.760**	4	0.777**	4	0.768**	4	0.797**
5	0.551**	5	0.772**	5	0.818**	5	0.827**
6	0.682**	6	0.565**	6	0.751**	6	0.700**
7	0.679**	7	0.688**	7	0.575**	7	0.710**
8	0.629**	8	0.714**	8	0.739**	8	0.601**

** Statistically significant at the level (0.01≥ α).

The data in table (1) show that all items had a high correlation coefficient with the total score of the field they belonged to, and all correlation coefficients were statistically significant at the significance level (α ≥ 0.05), which makes the two researchers reassuring to apply the tool to the study sample for its statistical validity.

The reliability coefficient of the tool and its four fields were also calculated, by applying Cronbach's Alpha equation, and table (2) shows that.

Table (2): Reliability Coefficients of the Study Tool & its Fields Using Cronbach's Alpha Equation (n = 30)

Fields	Items No.	Reliability Coefficient
Social Field	8	0.829
Political Field	8	0.837
Economic Field	8	0.861
Intellectual Cultural Field	8	0.862
Tool (Total)	32	0.941

It is clear from table (2) that the value of the reliability coefficient of the tool as a whole was (0.941), and the values of the reliability coefficients for the four tool fields ranged between (0.829 - 0.861), which makes the two researchers reassuring about the reliability of the tool, and the applicability of it to the study sample.

To answer the main question and the sub-questions, a *Descriptive Statistic Scale* was used to extract the arithmetic mean (AM), standard deviation (SD), and order of the responses, and the standard in table (3) was used to explain the arithmetic mean of the study sample responses about the degree of value conflict among the students.

Statistical Processing:

Table (3) The standard that Used to Judge the Degree of Value Conflict Among Female Students, According to the Responses

Response Levels	AM	Degree of Value Conflict
Strongly Agree	4.21 – 5.00	Very High

Agree	3.41 – 4.20	High
Neutral	2.61 – 3.40	Medium
Disagree	1.81 – 2.60	Low
Strongly Disagree	1 – 1.80	Very Low

Results:

Results of the main question: What is the degree of value conflict among the preparatory year female students in the humanitarian track at Imam Abdul Rahman bin Faisal University, in the light of contemporary global changes?

Arithmetic averages, standard deviations, and order of the responses of the preparatory year female students in the humanitarian track at Imam Abdul Rahman bin Faisal University were calculated on the four fields and the tool in general, and the result was as in table (4).

Table (4) Arithmetic Means (AMs), Standard Deviations (SDs), and Order of the Degree of Value Conflict Among the Preparatory Year Female Students in the Humanitarian Track at Imam Abdul Rahman bin Faisal University, in General

Field No.	Fields of Value Conflict	AM	SD	Rank	Degree of Conflict
1	Social Field	3.42	0.61	1	High
2	Political Field	3.34	0.60	2	Medium
3	Economic Field	3.09	0.70	4	Medium
4	Intellectual Cultural Field	3.19	0.69	3	Medium
Value Conflict (Total)		3.26	0.54	-	Medium

It is clear from table (4) that the value conflict among the female students of the preparatory year in the humanitarian track at Imam Abdul Rahman bin Faisal University, in the light of contemporary global changes, came to a medium degree in general (the tool as a whole), where the AM of the female students' responses to the tool as a whole was (3.26)), with a SD of (0.54). As for the female students' responses to the four fields of value conflict, the field of value conflict related to the social aspect ranked first, with an AM (3.42) and a SD (0.61), with a high degree. In the second rank was the field of value conflict related to the political aspect, with an AM (3.34) and a SD (0.60) with a medium degree, and in the third rank came for the field of value conflict related to the intellectual cultural aspect, with an AM (3.19) and a SD (0.69) with a medium degree, and came in the fourth and last rank the field of value conflict related to the economic aspect, with an AM (3.09), a SD (0.70), and a medium degree.

The impact of these fields on female students may be due to the role of the media, technological progress and the information revolution that allowed everyone, especially students, to move easily in this world, which has become like a small village.

However, the social aspect is the most attractive and interesting for everyone, especially the female students. It is related to customs, social taste, and communication with the surrounding community more than other political aspects related to humanitarian organizations, globalization and other issues that students did not reach enough political awareness to take care of, as well as economic issues because the female student is not required to access them significantly except to search for the prices of some products that are important to them and related to the social aspect, but they are not of great importance to them, as they do not bear the responsibility for spending.

The obtaining of cultural aspect on the third rank may be due to the fact that the female student is still at the beginning of her first university life and has not reached the intellectual maturity necessary to research about intellectual and cultural issues of her own, which need knowledge, mental abilities and intellectual skills for criticism and analysis, as her cultural personality has not yet crystallized.

Therefore, this study agrees with the study of (Al-Sulayhat, 2014) that the social field got the first rank, and with the study of (Al-Zayoud & Oweidat, 2004) that the economic field got the last rank. It differed with the study of (Swalqa, 2016), where the results of its study showed that the economic field ranked first. It also differed from the study of (Al-Zayoud & Oweidat, 2004) that the intellectual cultural field ranked first, and with the study of (Al- Al-Sulayhat, 2014) that the political field obtained the last rank and with A study (Abu Tayeh & Al Mahadeen, 2015) on the rise in the manifestations of value conflict among young people in the cultural field, in contrast to this study.

The results of the first sub-question: What is the degree of the value conflict related to the social aspect of the preparatory year female students in the humanitarian track at Imam Abdul Rahman bin Faisal University, in the light of contemporary global changes?

AMs, SDs, and order of the responses of the preparatory year female students in the humanitarian track at Imam Abdul Rahman bin Faisal University were calculated on the first field of the study tool (the social field), and table (5) shows the results.

Table (5) AMs, SDs, and Order of the Degree of Value Conflict Related to the Social Aspect of the Preparatory Year Female Students in the Humanitarian Track at Imam Abdul Rahman bin Faisal University

Item No	Social Value Conflict	AM	SD	Rank	Degree of Conflict
1	I hesitate to communicate and interact with the surrounding community. Therefore, I prefer to isolate from it.	3.70	1.08	4	High
2	I hesitate to accept the new roles of women in society in the areas of political, cultural and social life, due to the necessity of devoting herself to taking care of the affairs of her home and raising her children.	3.85	1.12	1	High
3	I am concerned about the lack of interaction with the family, through family sessions due to preoccupation with pursuing communication techniques.	3.15	1.16	7	Medium
4	I am confused between keeping up with everything new in dress, haircut, etc., on the one hand, and adhering to customs, traditions, and the prevailing general social taste on the other hand.	3.31	1.05	5	Medium
5	I suffer from a conflict between adherence to the teachings of religion and their application in daily behavior, or following my personal desires and tendencies.	3.77	1.05	2	High

6	I feel anxious and stressed between adherence to the family's teachings and family's control, or following my personal desires and tendencies.	3.76	1.06	3	High
7	I suffer from the prevalence of standards of utility and interest in relationships of some students, instead of prevalence of standards of honesty, transparency and clarity.	3.19	1.05	6	Medium
8	I am concerned about the widespread prevalence of individual values and selfishness among some community members, rather than the values of cooperation and social solidarity among the members of the community.	2.62	1.11	8	Medium
General Average of the Field of Social Value Conflict		3.42	0.61	-	High

The results in table (5) show that the value conflict related to the social aspect of the preparatory year female students in the humanitarian track at Imam Abdul Rahman bin Faisal University, in light of contemporary global changes, came in general (the field as a whole) to a high extent, as the AM of the female students' responses reached in this field was (3.42), with a SD of (0.61). The results also showed that the female students' responses to the items related to the value conflict related to the social aspect ranged from medium to high. Where (4) items obtained a medium degree of appreciation, which are the numbers (3, 4, 7, 8), where their AMs ranged between (2.62) and (3.31), and (4) items obtained a high degree of appreciation, which are the numbers (1, 2, 5, 6) and their AMs ranged between (3.70) and (3.85). With regard to the most important indicators indicating the value conflict related to the social aspect of the preparatory year female students in the humanitarian track at Imam Abdul Rahman bin Faisal University, in light of contemporary global changes, the indicator contained in item (2) came *"I hesitate to accept the new roles of women in society in the areas of political, cultural and social life, due to the necessity of devoting herself to taking care of the affairs of her home and raising her children'*, is in the first rank, with an AM (3.85) and a SD (1.12), with a high degree. This may be due to the changing conditions of life and sometimes its difficulty. Previously, the woman's main task revolved almost entirely around her home and taking care of her children, but now she has new roles that require the woman to work with her husband to

secure a decent life. In addition to what the media broadcasts of the call to empower women and to have a role in various fields, the importance of their participation in the labor market, and their assumption of sovereign positions, especially when they obtain higher educational degrees that enable them to exercise these functions. In addition to the existence of successful models in performing their role, which may carry additional burdens and generate this conflict between them, between performing their pivotal role and their role in achieving positions in society, especially since the female student is at a stage that qualifies her for marriage and the beginning of a family life. So, this issue is important to her. This was confirmed by the study of Al-Ayed (2002) that the media and cultural aspect, with which young age groups spend enjoyable hours without fatigue, trouble or boredom; which affects our minds and instills new values.

While the indicator in item (8) *"I am concerned about the widespread prevalence of individual values and selfishness among some community members, rather than the values of cooperation and social solidarity among the members of the community"* came in the last rank, with an AM (2.62) and a SD (1.11), with a degree of medium.

This may be due to the nature of the Saudi state and society and its keenness to implement the law of Allah and the Sunnah of the Noble Messenger - PBUH - by achieving social solidarity and sharing in various areas of life. This appears in charitable projects and institutions, one of whose objectives is to pay off

the debt for the debtor and to ensure the widows, divorced women and people with special circumstances who have no breadwinners, as well as the nature of the Arab peoples in general and the Saudis in particular, to provide assistance to the needy, relief the needy, protect the weak, and ward off harm and damage from them.

The results of the second sub-question: What is the degree of the value conflict related to the political aspect of the preparatory year female students in the humanitarian track at Imam Abdul Rahman bin Faisal University, in the light of contemporary global changes?

AMs, SDs, and order of the responses of the preparatory year female students in the humanitarian track at Imam Abdul Rahman bin Faisal University were calculated on the second field of the study tool (the political field), and table (6) shows the results.

Table (6) AMs, SDs, and Order of the Degree of Value Conflict related to the Political Aspect of the Preparatory Year Female Students in the Humanitarian Track at Imam Abdul Rahman bin Faisal University

Item No.	Political Value Conflict	AM	SD	Rank	Degree of Conflict
1	I am concerned about the role of NGOs (Human Rights Organizations, Women's Organizations), because they do not seek to defend human and women's rights as they claim, but rather seek to change the cultural heritage in our society.	3.12	1.12	7	Medium
2	I hesitate to view globalization as not seriously seeking to achieve its declared goals (such as spreading justice, protecting human rights, spreading democracy, dialogue among civilizations), but because it exploits these slogans in order to interfere in our internal affairs.	3.11	1.03	8	Medium
3	I think that achieving Arab unity is just a dream that will not come true.	3.67	0.90	1	High
4	I feel the conflict between interacting with current issues and current events on the Arab arena by trying to participate and express opinion or to remain silent.	3.29	0.97	4	Medium
5	I am confused between trusting the sources of guidance and local political awareness or trusting global sources.	3.20	0.92	6	Medium
6	I suffer from trying to spread and promote global symbols in the hearts of young people, rather than religious, national and patriotic symbols.	3.58	0.97	2	High
7	I am not confused about linking terrorism with Arabs & Muslims because it is it is intended to question our national and religious rewards.	3.24	1.12	5	Medium
8	I am confused about the feeling of global citizenship, or the feeling of local citizenship and responsibility towards it.	3.48	0.94	3	High

General Average of the Field of Political Value Conflict	3.34	0.60	-	Medium

The results in table (6) indicate that the value conflict related to the political aspect of the preparatory year female students in the humanitarian track at Imam Abdul Rahman bin Faisal University, in light of contemporary global changes, came in general (the field as a whole) to a medium degree, as the AM of the students' responses reached on this field (3.34), with a SD of (0.60).

The results also showed that the students' responses to the items related to the value conflict related to the political aspect ranged from medium to high. Where (5) items obtained a medium degree of appreciation, which are the numbers (1, 2, 4, 5, 7) whose AMs ranged between (3.11) and (3.29), while (3) items obtained a high degree of appreciation, which are the numbers (3, 6, 8) and their AMs ranged between (3.48) and (3.67).

The most important indicators of the value conflict related to the political aspect of the preparatory year female students in the humanitarian track at Imam Abdul Rahman bin Faisal University, in the light of contemporary global changes, were what was stated in the indicator contained in item (3) *"I think that achieving Arab unity is just a dream that will not come true"*, in the first rank, with an AM of (3.67) and a SD of (0.90), with a high degree.

This may be due to the weakness and humiliation of some Arab countries, and the division, fragmentation and disagreements they suffer from, the West's control of the capabilities of these countries and the spread of wars, as well as the decline in the level of cooperation between Arab countries as a result of disagreements some of them and the preoccupation of others with internal divisions and sectarian differences, which led the female students to feel that achieving Arab unity is just a dream at the present time.

While the indicator mentioned in item (2), *'I hesitate to view globalization as not seriously seeking to achieve its declared goals (such as spreading justice, protecting human rights, spreading democracy, dialogue among civilizations), but because it exploits these slogans in order to interfere in our internal affairs'* in the last rank, with an AM (3.11) and a SD (1.03), with a medium degree.

Perhaps this may be due to the role of the media in promoting and beautifying globalization, taking advantage of scientific and technical developments from achievements in the field of communications, satellite channels, information and calls for state's attention to justice and human rights, especially in developing countries. Larson (2002) confirmed on his analytical study of some of the rapid changes that affected the values of youth, and brought about many transformations, both negative and positive, including the globalization of the economy and culture.

The results of the third sub-question: What is the degree of the value conflict related to the economic aspect of the preparatory year female students in the humanitarian track at Imam Abdul Rahman bin Faisal University, in the light of contemporary global changes?

AMs, SDs, and order of the responses of the preparatory year female students in the humanitarian track at Imam Abdul Rahman bin Faisal University were calculated on the third field of the study tool (the economic field), and table (7) shows the results.

Table (7) AMs, SDs, and Order of the Degree of Value Conflict Related to the Economic Aspect of the Preparatory Year Students in the Humanitarian Track at Imam Abdul Rahman bin Faisal University

Item No.	Economic Value Conflict	AM	SD	Rank	Degree of Conflict

1	I suffer as a result of the prevalence of a culture of consumption through media that creates a kind of link between obtaining a good or service and achieving happiness instead of the values of production, work and achievement.	3.05	1.04	5	Medium
2	I am confused between going to buy national products and local industries or going to buy a foreign commodity.	3.32	0.96	1	Medium
3	I am concerned that competition is more common in markets, work and life in general rather than cooperation.	3.08	0.97	4	Medium
4	I am confused about the private sector as it provides services better and faster or as it takes advantage of the citizen's need for a good or service and controls prices.	3.02	1.07	6	Medium
5	I suffer as a result of the prevalence of quick profit values, rather than values of work, creativity and production.	2.99	1.02	7	Medium
6	I feel turbulence and confused about international economic agreements such as GATT, Free Trade Agreement and Donor Institutions such as the International Monetary Fund, for example as providing support to the nation's economy, or as seeking to dominate the national economy.	3.23	0.87	2	Medium
7	I suffer from increased manifestations of dependence in people and their inaction rather than self-reliance.	2.80	1.06	8	Medium
8	I am concerned about economic correction programs as external pressures, not national agendas that seek to improve the state of the national economy as it claims.	3.21	0.88	3	Medium
General Average of the Field of Economic Value Conflict		3.09	0.70	-	Medium

The results in table (7) indicate that the value conflict related to the economic aspect of the preparatory year female students in the humanitarian track at Imam Abdul Rahman bin Faisal University, in light of contemporary global changes, came in general (the field as a whole) to a medium degree, as the AM of the female students' responses reached on this field (3.09), and with a SD (0.70).

The students' responses to all items related to the value conflict related to the economic aspect were high degree, as their AMs ranged between (2.80) and (3.32). Where the indicator mentioned in item (2) *'I confused between going to buy national products and local industries or going to buy a foreign commodity'* ranked first, with an AM (3.32) and a SD (0.96), with a medium degree.

This may be due to the fact that KSA, despite the great importance it attached to industrial products and provided them with all means of support and encouragement to increase the confidence of the Saudi citizen. (*MADE IN SAUDI ARABIA*) is one of the economic plans and programs that have been developed to compete with major industrial countries, support

local industrial products and enhance citizen's affiliation and confidence in the local product. Despite, the electronic purchase and the promotion of foreign goods, which sometimes may be less expensive than the national product, caused the female student's confusion, as we still feel defeatist towards ourselves and glorify everything that is foreign, which requires more confidence towards the national product.

This was confirmed by the study (Al-Zayd, 2017) of the dominance of the media of major countries over the media systems in the world, and then it is easy through these media to impose the cultural identity they want on the peoples of the world.

Whereas the indicator mentioned in item (7) *"I suffer from increased manifestations of dependency among people and their inaction to work instead of self-reliance"* came in the last rank, with an AM (2.80) and a SD (1.06) with a medium degree.

The result of the trends may be due to the necessity of *SAUDIZATION* as a distinct approach to enable citizens to address the task of developing their country, and to enable them to perform their national roles desired from them, to rely on themselves by working in various works and getting rid of the culture of shame.

Moreover, work was not limited to the male society only, but also included the female society and her quest to develop herself and engage in the labor market in what suits her and preserve her values. Thus, many of them got rid of the manifestations of dependence and waiting for jobs, and work in various fields. This was reflected in changing the view of work through seeing young men and girls in workplaces that take into account their circumstances and suit them and preserve their values and morals.

The results of the fourth sub-question: What is the degree of the value conflict related to the intellectual cultural aspect of the preparatory year female students in the humanitarian track at Imam Abdul Rahman bin Faisal University, in the light of contemporary global changes?

AMs, SDs, and order of the responses of the preparatory year female students in the humanitarian track at Imam Abdul Rahman bin Faisal University were calculated on the fourth field of the study tool (the intellectual cultural field), and table (8) shows the results.

Table (8) AMs, SDs, and Order of the Degree of Value Conflict Related to the Intellectual Cultural Aspect of the Preparatory Year Female Students in the Humanitarian Track at Imam Abdul Rahman bin Faisal University

Item No	Intellectual Cultural Value Conflict	AM	SD	Rank	Degree of Conflict
1	I suffer from wasting time in following modern techniques (satellite/internet) rather than being careful to investing it in study or reading.	2.84	1.13	8	Medium
2	I suffer from the attempt by the media (satellite stations, the Internet,,...) to shape the cultural identity of young people according to Western customs and traditions instead of Arab Islamic identity.	2.90	1.10	7	Medium
3	I am confused about new technologies (satellite, computer, Internet) as they contribute to changing the prevailing values and corrupting the morals of youth, not spreading knowledge, awareness and culture among the members of society.	3.11	1.02	5	Medium
4	I hesitate to consider knowledge as a commodity that can be bought and sold and it belongs to	3.09	0.94	6	Medium

	whoever produces it through the application of Intellectual property protection laws, or as public property that benefits from everyone.				
5	I am confused between openness to the other (foreign) and accepting his point of view, or not accepting him and rejecting his opinion.	3.32	0.93	3	Medium
6	I am confused between pride in the English language and using its vocabulary as the language of science and common culture in science, or pride in the Arabic language as the language of our Arab-Islamic culture.	3.33	1.08	2	Medium
7	I feel turbulence and confused between watching movies and songs (video clip) containing scenes of violence and excitement or refrain from them as contrary to our religious and social values.	3.13	1.08	4	Medium
8	I hesitate to consider her Arab-Islamic culture a culture of peace, openness and acceptance of the other, or considering it a culture of violence and terrorism, as the West claims.	3.83	1.05	1	High
General Average of the Field of Intellectual Cultural Value Conflict		3.19	0.69	-	Medium

The results in table (8) indicate that the value conflict related to the intellectual cultural aspect of the preparatory year female students in the humanitarian track at Imam Abdul Rahman bin Faisal University, in light of contemporary global changes, came in general (the field as a whole) to a medium degree, as the AM of the female students' responses reached on this field (3.19), and with a SD (0.69). The results of this study differ with the study of (Guan & Richard, 2011) in the USA in that the female students from China who study in the USA suffer from a high cultural conflict, they prefer isolation out of concern for cultural principles.

The results also showed that the female students' responses to the items related to the value conflict related to the intellectual cultural aspect ranged between a medium and a high degree. Where (7) items obtained a medium degree of appreciation, which are the numbers (1, 2, 3, 4, 5, 6, 7) and their AMs ranged between (2.84) and (3.13), while only one item received a high degree of appreciation. Item No. (8) that states *"I hesitate to consider her Arab-Islamic culture a culture of peace, openness and acceptance of the other, or considering it a culture of violence*

and terrorism, as the West claims", got an AM (3.83) and a SD (1.05) with a high degree of appreciation.

It may be due to the nature of Islamic education on which students in general and female students in particular grew up in a country whose religion is Islam and a society that believes in Allah and follows His Noble Messenger -PBUH- as female students since the first stage in world education study many courses directly related to the Islamic religion, such as the Holy Qur'an, the Prophet's biography, Islamic jurisprudence, monotheism, and interpretation…). They are aware of the truth and essence of the Islamic religion and its repudiation and rejection of all forms of violence and terrorism, and that appears clearly in the verses of the Noble Qur'an, the Sunnah of the Prophet Mohammad and his biography -PBUH - and the jurisprudential rulings on how to deal with Muslim with non-Muslim, as well as the historical facts and the Islamic conquests that confirmed this on the ground. They see the effects of Islam present and witness before their eyes and in its reality. Nevertheless, the female students fell hesitation because what some

enemies of Islam promote through the media intensively, in addition to the abuse of Islam by some Muslims and their carrying of a thought that does not contradict with the essence of Islamic thought.

This was confirmed by study of (Al-Jallad, 2008), which found that the contemporary human being lives in a state of tension, anxiety, conflict and loss between human values as long as he adheres to their promise, his ideals and sanctuary, which preserves his being, survival and happiness, and between new values that have occurred in his life, which have upset the scales and crossed the borders. In addition to the study of Al-Ayed (2002), which found that the media and cultural aspect with which the young age groups spend enjoyable hours without fatigue, trouble or boredom, has an important role in controlling the minds and values of contemporary youth. This was also confirmed by (Guan & Richard, 2011) in his study, which found that cultural communication is related to the change in value trends.

While the indicator mentioned in item (1) *"I suffer from wasting time in following modern techniques (satellite/internet) rather than being careful to investing it in study or reading",* came in the last rank, with an AM (2.84) and a SD (1.13), with a medium degree.

This may be due to the fact that the female students of the preparatory year have the ability to balance the scientific, social and recreational needs, especially that the preparatory year is of special importance to them, as it is in light of the cumulative average that the female students are specialized. Therefore, they realize that they have a lot of work to do and many goals that must be accomplished, rather modern technology can be used to support them to achieve better learning and invest it in their studies. Moreover, the ability to organize time is from the nature of the female society more than the male, as they tend to organize and arrange, especially with the increased burdens on them to do household chores, and their motivation to obtain the required rate of excellence in their academic and professional life.

Recommendations:

The study ended with a set of recommendations, which are as follows:

- The need for female students to balance between the new roles of women in society and the need for her to devote herself to taking care of the affairs of her home.

- Introducing students to the overall picture of globalization from its positive and negative aspects.

- Directing female students to purchase national products and local industries.

- Focusing on the fact that Islam is a religion that has nothing to do with terrorism, and what comes out of some Muslims is a product of thought that contradicts the essence and nature of Islam that it called for.

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