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Level of Availability of the Value System in the Curricula of Martial Arts Courses and Physical Education Curricula from the Students' Point of View

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Abstract

The study aimed to identify the level of availability of the value system in the curricula of martial arts courses and physical education curricula from the students' point of view. The researchers using the Descriptive curriculum was used. The study population consisted of (1800) students from the Faculty of Physical Education at Yarmouk University, and the study sample consisted of (365) male and female students during the second semester of the university academic year 2022/2023. The study instrument, consisted of (40) items, distributed over four domains: (social values system, health values system, sports value system, and scientific value system). The reliability of the study instrument was calculated using the test-retest method. The reliability coefficient was calculated using the Cronbach Alpha method, where the repeat reliability of the domains ranged between (0.87-0.92), while the tool as a whole ranged between (0.91-0.92). The results of the study showed that the level of availability of the value system in the curricula of martial arts courses and physical education curricula from the students' point of view, was at an average level. The results also showed that there were no statistically significant differences ($\alpha \leq 0.05$) due to the effect of Gender, academic year level, and cumulative GPA estimate.

Keyword: Availability of the Value System, Martial Arts, Physical Education Curricula.

Introduction

The value systems are one of the basic components in building the human in the emotional value field. The social values, health values, sports value system, and scientific values contribute to refining the learner's personality by demonstrating life skills as a main method of dealing with the members of the society. The person who possesses positive values is characterized by having good morals, which Islam urges in terms of organizing the relation between him and the surrounding community members, such as the family members, work or study environments with their different levels.

The importance of the value system appeared in all the scientific and life walks, as it is one of the general foundations of education and human adaptation processes. Even, it plays an important role in the individual's life and community, as it is the guide and control of the human behavior. It further plays an important role in achieving the psychological and social harmony. Therefore, the communities throughout history, especially the Arab community, were keenly interested in inheriting these values and transmit them from one generation to another, being of the most important features that characterize their personality. Every community should place care on its values to preserve its distinction. The community that possesses

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a value system, possesses keys of advancement and progress that enable it face the age challenges, and help it predict the behavior of its members in the light of their value structure (Jaim, 2016).

Values are verbal and motor behaviors, in addition to actions within the university environment that reflect the level of culture and education of a person. Al-Rawash (2022) defines them as a set of morals, behavioral representations, and fixed or variable principles that are positively related to the human personality. Thus, his being, nature, and identity are determined based on the sum of his performative, emotional, and practical dispositions. They are the social behaviors standards that are derived from the social interaction, and acceptable as fundamental facts of the social structure. Values are deemed things desired by social conditions and culturally determined objectives that entail the feelings and the importance that comprises the reference to be reached (Norwine et al, 2000).

Some workers in the field of education see the importance of instilling and developing good values in the souls of students through the educational process. Because of their wide effect in the individuals' behaviors, values work to integrate the individual's personality and balance of his behavior. They develop with him ability to face and resist the negative values, and equilibrium between his personal interests and needs. As for at the group levels, values develop in the person preference of the general interest over the personal interest. They further assist the community to preserve its culture, identity, originality, and strength of the changes that occur in it (Al-Jabour, 2019).

The recent scientific developments, which directly affected the education curricula made all the countries work toward developing the curricula to suit the developments. They began changing the education objectives and purposes through revealing new trends related to the individual's nature and his growth process, in addition to developing the education process per se. The function of the educational curricula was to prepare the educational, cultural, social and sporting experiences, which are prepared by the educational institutes, so that the learner will grow in a comprehensive way, and to amend its behavior according to the educational objectives. This will be achieved through a set of information, facts, concepts and judgments that the student studies in the form of study materials. Supposedly, the curricula must be closely related to the educational objectives by translating its vocabulary into behavioral habits and skills among individuals (Al-Rubaie, 2016).

Salam (2009) points out to that what surprises the educational administration, the educator or the community, is the occurrence of a behavior in the personalities of these students, which were not noticeable in the objectives; rather, they may conflict with these objectives. This calls for contemplation: How did these behaviors exist? What are the factors that led to them? Among these behaviors, that we talk about, are the spread of smoking among the students, although the teacher warns them about it; eating the fast foods and taking gaseous drinks, although the curricula shows the right food concepts; and, taking the stimulant pills under the pretense of achievement and obtaining a high average. These cases called the researchers to differentiate between two types of curricula. The first is the official, and the second is the hidden or concealed, which is one of the independent variables in this study, as well as its negative and positive effects on certain related scientific facts.

Because of the criticism directed to the traditional curriculum and the bad educational effects of applying the narrow concept of the traditional curriculum; its focus on the study material; separating the school from the work life and society; its focus on developing the mental aspects and avoiding the other aspects in the learner's personality; and because of the appearance of many recent educational theories, and the progress of the psychological thought and attention to the development and growth of all the aspects of the learner's personality in a manner to take up with the community needs and philosophy, a desire came to adopt a modern concept of a curriculum that will be more comprehensive. Such curriculum will take into account the scientific and technological developments, as well as the contemporary problems that face the individuals and community in the age of the cognitive economy and globalization (Al-Hayek, 2018).

Jaim (2016) asserts the importance of taking up with the scientific advancement through modernization

of the educational systems and the various teaching strategies to prepare the human and the communities ethically and behaviorally for the life; as well as bearing the required role to develop the value system and the thinking skills that lead to the improvement of the behavior among the students. Thereafter, rearranging the bases and rules required to deal with the educational process through focus on developing the students' skills and values. Al-Dulaimi and Al-Hashimi (2008) define the curriculum for the physical education as a set of organized educational activities and experiences that are applied inside the educational environment to achieve a comprehensive and integrative balance growth of the learner's personality, in a manner that realizes the planned educational objectives.

The researchers believe that the curricula of the courses for martial arts, and modern physical education curricula, are distinguished by the fact that they address the refinement of the learner's personality and the strengthening of the value system, of all its Islamic, scientific, health, social and sports aspects. However, this will not be achieved unless they are given to the learners so that they will be a suitable and active factor to the success of the educational process and to reach the achievement of the goals and objectives of both the general and special curricula.

Significance of the Study

Self-defense courses curricula and physical education courses, with their contents of values, became an important axis of the modern educational curricula in the faculties of physical education. They contribute to providing students with skills, bases and values that fit their needs, and develop their personalities in a proportionate and balanced manner, so that they will be able to adapt to the requirements and challenges of modern life by dealing effectively with the challenges of the daily life in the work environment.

Talk about the values increases, particularly as we live a changing world in the scientific advancement age in the areas of electronic communications and satellite channels. Therefore, it was necessary for those who are keenly careful about the society to take care of studying its values and principles and develop solutions thereof. Most modern trends among specialists in curricula emphasize that there must be a positive impact on students' understanding and comprehension of what they learn. The more the teaching is built on the modern curricula, acquiring of skills and values, and the students' activity, the more it is clear and easy; and the more possible the acquiring of the values and teaching skills is. In this regard, the significance of the study stems from the following:

- 1- Identifying the modern curricula of the faculties of physical education curricula courses, and what they include of effect on enhancing the values and self-confidence system among the learners.
- 2- Building an ethical value system in the modern curricula concurrent to the mechanism of the curricula development, which is under study.
- 3- Increasing the students' abilities to cooperate among themselves to develop the students' or teacher's skills.
- 4- Drawing a road map to protect students from practices that lead them to acquire some unwanted behaviors or ideas; developing the values, dealing skills, and accepting the other; enhancing and supporting the positive behaviors; and encouraging the students about them so that they become the learner's culture inside and outside the educational environment.

The Study Problem

Through the overview of the researchers of certain studies (Thronberg, 2008; Simadi & Kamali, 2004), their keen and follow-up of the students' skills and values, through their practices of the educational performance in the Faculty of Physical Education, Al-Yarmouk University, they noticed, among some students, a decrease in the general values system. Such decline is due to that some students are affected by each others' behavior and their tendency toward wrong behavior, violence, excessive nervousness, and inability at times to communicate and interact constructively between themselves and the faculty

members in the Faculty of Physical Education. Some behaviors were monitored, such as engaging in physical conflict and practicing wrong habits, such as smoking in all its forms, in addition to taking various types of common pills. Furthermore, some students practice unacceptable social or health behaviors, with their negative effects on the behaviors and actions of the students.

Hence, the researchers delved into studying the extent of the availability of the value system in the curricula of martial arts courses and the physical education curricula, in order to identify the level of the availability of values of all kinds due to their great importance on students' behavior as well as their ramifications on the society in the future.

The Study Objectives

The study aimed to identify the following:

- 1- Availability level of the value system in the martial arts courses curricula and the physical education curricula from the students' point of view.
- 2- Differences of the availability level of the value system in the martial arts courses curricula, and the physical education curricula, as viewed by the students, according to the (gender, academic year level, and cumulative average rating) variables.

The Study Questions

- 1- What is the availability level of the value system in the martial arts courses curricula and the physical education curricula from the students' point of view?
- 2- What are the differences between the availability levels of the value system in the martial arts courses curricula, and the physical education curricula, as viewed by the students, according to the (gender, academic year level, and cumulative average rating) variables?

Study Limitations

- Temporal Domain: The study was applied during the second semester of the university academic year 2022/2023.
- Spatial Domain: The study was carried out in the Faculty of Physical Education, Al-Yarmouk University.
- Human Domain: The study was applied on the students of the Faculty of Physical Education, Al-Yarmouk University, who completed the self-defense courses study and physical education curricula.

Method and Procedures

The descriptive method was applied in this study due to its suitability to its nature, procedures and objectives. The study population comprised the Faculty of Physical Education students, Al-Yarmouk University (n=1800). The sample consisted of (365) male and female students who completed the study of the self-defense courses and physical education curricula, in the Faculty of Physical Education, Al-Yarmouk University. The sample participants were distributed according to the (gender, academic year level, and cumulative average rating) variables, as displayed in Table (1).

Table 1: The Frequencies and Percentages According to the Study Variables.

	0	Frequency	Percentage
Gender	Male	209	57.3
	Female	156	42.7
Academic Year Level	2 nd Year Level and Below	113	31.0
	3 rd Year level	130	35.6
	4 th Year Level	122	33.4
Cumulative Average Rating	Good and Below	158	43.3
	Very Good and Above	207	56.7
Total	365	100.0	

Study Instrument

The study instruments of Al-Rawash (2022) and Al-Ghamdi (2021) were developed to fit the objectives of this study, to measure the availability level of the value system in the curricula of the self-defense courses and physical education courses, from the students' point of view. The study instrument, in its final form, consisted of (40) items, distributed over four domains: (social values system, health values system, sports value system, and scientific value system). The researchers applied the statistical standards to define the availability level of the value system in the curricula of the self-defense courses and physical education courses, from the students' point of view, for every item, as follows: (1.00-less than 1.80= very low), (1.80-less than 2.60= low), (2.60- less than 3.40= medium), (3.40-less than 4.20= high), and (4.20-5.00= very high).

The Study Validity

The questionnaire was presented to (7) experienced and specialized arbitrates of the faculty members in the faculties of physical education in the Jordanian universities (University of Jordan, Al-Yarmouk University, the Hashemite University, and Muta University) to obtain their views about suitability of the instrument to the nature of the study.

The Study Reliability

The reliability of the study was confirmed by (test-retest) method within two weeks, on a sample consisting of (36) students. Pearson Correlation Coefficient was calculated among their ratings. The reliability coefficient was also calculated through Cronbach Alfa method; the repetition reliability for the domains ranged between (0.87-0.92), while for the tool as a whole it ranged between (0.91-0.92).

Study Variables

Independent variables: Gender (male, female), academic year (second, third or fourth), and accumulative average rating (good and below, very good and more).

Dependant Variables: Availability level of the value system in the self-defense courses curricula and physical education curricula.

Statistical Processing

The following statistical methods were applied: means, standard deviations, and multiple Three-way ANOVA.

Results

Q1: What is the availability level of the value system in the martial arts courses curricula and the physical education curricula from the students' point of view? To answer this question, the researchers extracted the means and standard deviations of the availability level of the value system in the curricula of the self-defense courses and physical education courses, from the students' point of view, as shown in Table (2).

Table 2: Means and standard deviations of the availability level of the value system in the curricula of the self-defense courses and physical education courses, from the students' point of view.

No.	Domain	M	SD	Degree
1	Social values system	3.38	0.670	Medium
2	Health values system	3.20	0.475	Medium
3	Sports values system	3.14	0.430	Medium
4	Scientific values system	3.01	0.535	Medium
Overall average		3.20	0.415	Medium

The data of Table (2) indicate that the means ranged between (3.01-3.38), as the social values

system ranked first with highest mean (3.74). Meanwhile, the scientific values system ranked fourth and last with (3.01) mean. The mean of the value system availability level as a whole was (3.20).

Q2: What are the differences between the availability levels of the value system in the martial arts courses curricula, and the physical education curricula, as viewed by the students, according to the (gender, academic year level, and cumulative average rating) variables? To answer this question, the researchers extracted the means and standard deviations of the availability level of the value system in the curricula of the self-defense courses and physical education courses, from the students' point of view, according to the (gender, academic year level, and the cumulative average rating) variables, as shown in Table (3).

Table 3: Means And Standard Deviations of the Availability Level of the Value System In the Curricula of the Self-Defense Courses and Physical Education Courses, From the Students' Point of View, According to the (Gender, Academic Year Level, and the Cumulative Average Rating) Variables.

Variable	Scientific Values	Social Values	Sports Values	Health Values	Value availability Level	
Gender	Male	M	2.98	3.73	3.12	3.213.17
		SD	0.51	0.68	0.39	0.480.38
	Female	M	3.06	3.75	3.19	3.193.23
		SD	0.57	0.66	0.48	0.470.46
Academic year level	Second and below	M	2.99	3.36	3.13	3.133.17
		SD	0.50	0.60	0.29	0.340.31
	Third year	M	3.05	3.34	3.14	3.173.22
		SD	0.60	0.78	0.54	0.630.52
	Fourth year	M	3.00	3.32	3.16	3.193.19
		SD	0.50	0.61	0.41	0.360.37
Cumulative Average Rating	Good and below	M	2.95	3.26	3.08	3.113.16
		SD	0.56	0.75	0.49	0.460.46
	Very good and more	M	3.06	3.29	3.13	3.193.23
		SD	0.52	0.60	0.38	0.480.37

Data of Table (3) indicate an apparent variance in the means and standard deviations of the availability level of the value system in the curricula of the self-defense courses and physical education courses, from the students' point of view, according to the (gender, academic year level, and the cumulative average rating) variables. To confirm the existence of the differences between the means, the multiple Three-way ANOVA was employed for the domains and the Three-way ANOVA for the instrument as a whole, as shown in tables (4) and (5).

Table 4: Multiple Three-Way Anova for the Effect of the Gender, Academic Year Level, and the Cumulative Average Rating on the Domains of the Value System Level.

Variance Source	Domains	Total Squares	Freedom Degrees	Squares Mean	F Value	Sig
Gender	Scientific Values	0.21	1	0.20	2.72	0.000
	Social Values	0.01	1	0.11	1.25	0.000
	Sports Values	0.29	1	0.30	1.15	0.000
	Health Values	0.08	1	0.08	0.37	1.000
Academic Year Level	Scientific Values	0.16	2	0.82	3.28	0.000
	Social Values	0.10	2	0.05	1.10	0.000
	Sports Values	0.34	2	0.20	3.09	1.000
	Health Values	0.69	2	0.34	2.56	0.000
Cumulative Average Ranking	Scientific Values	0.46	1	0.46	1.59	0.000
	Social Values	0.78	1	0.78	2.71	1.000
	Sports Values	0.35	1	0.35	1.89	0.000
	Health Values	0.11	1	0.11	3.99	1.000
Error	Scientific Values	46.15	160	0.29		
	Social Values	72.80	160	0.46		
	Sports Values	29.67	160	0.19		
	Health Values	35.33	160	0.22		
Overall	Scientific Values	46.96	164			
	Social Values	38.60	164			
	Sports Values	30.37	164			
	Health Values	37.02	164			

The data of Table (4) indicate that there are no statistically significant differences at ($\alpha \leq 0.05$) level that may be attributed to the effect of gender, academic year level, and level of the accumulative rating, in all the domains.

Table 5: Three-Way Anova of the Effect of Gender, Academic Year Level, and Cumulative Average Rating, on the Domains of the Value System Level, as A Whole.

Variance Source	Total Squares	Freedom Degrees	Squares Mean	F Value	Sig
Gender	0.99	1	0.99	0.48	0.001
Academic Year Level	0.13	2	0.63	0.37	0.000
Cumulative Average Rating	0.58	1	0.58	0.023	0.067
Error	27.43	160	0.17		
Overall	28.21	164			

The data of Table (5) indicate that there are no statistically significant differences at ($\alpha \leq 0.05$) level that may be attributed to the effect of gender, academic year level, and level of the accumulative rating, in all the domains.

Discussion of the Results

The researchers attribute the results in Table (2) to that the levels of the value systems, with its different domains (social values system, health values system, sports values system, and scientific values system), in the curricula of martial arts courses and the physical education curricula are equal at a medium degree, in terms of availability. This is due to the similarity of the practical and theoretical goals according to the cognitive, psychomotor, and emotional domains. As a result, the need arises for supporting and enhancing these courses in the value system in the different domains. Furthermore, this is quite apparent through the similarity of the results of the physical education students' evaluation of the availability of the value system, which is also due to the similarity of the cognitive source among them, with the unification of the study plans of these courses in terms of the contents of the martial arts curriculum and physical education curricula.

This study is in line with Al-Hamouri (2019), Al-Zayot (2014), and Al-Atrash (2008) in that there is an urgent need to support the study plans of the courses curricula with more knowledge about the value system. It is also in line with Clatthorn (2004) in the necessity to focus on directing the students in both the theoretical and practical fields, and providing administrative facilities that the teachers and students need to develop these aspects, in a manner that enhances and serves the value system. And, at the same time, maintaining the content of the social values system because it obtained the highest level. This study was unique in its main axes (social values system, health values system, sports values system, and scientific values system).

As for the results of tables (3, 4 and 5), the researchers attribute the nonexistence of statistically significant differences of the effect of gender (males, females) to the similarity of the influences on the value system among the students, especially, the satellite channels, internet influences, modern electronic communication media and the social relations among the students. All these factors have effects on the knowledge levels with them about the value system (social values system, health values system, sports values system and scientific values system). It was found that the value indicators were clear and similar with both genders. These results are in line with those of Al-Ghamdi (2021) and Simadi & Kamali (2004).

The researchers attribute the nonexistence of statistically significant differences in the effect of the academic year level to the willingness of the faculty of physical education students to register in self-defense courses as well as the physical education curricula since the first academic year. This provided them knowledge about the value system level, and ability to diagnose the reality of the value system level in the courses of the curricula of the subjects they study. In addition, there are similar influences among the students in terms of imitating certain behaviors in words and actions, not paying attention to the negatives of imitation. The results of this variable are in agreement with the study of Nazam & Akbar (2016).

As for the nonexistence of statistically significant differences of the effect of the accumulative average rating, the researches ascribe it to the clarity of the contents of the martial arts course curricula and the physical education curricula, which include the value system, namely: (social values system, health values system, sports values system, and scientific values system). Therefore, we find that the students' views about the average ratings are similar about the availability level of the value system that the students notice during their study of the course. This is quite apparent in the martial arts courses and physical education curricula, as these courses are favorable and likable by the students because they contain theoretical and practical knowledge that cover the three domains (cognitive, psychomotor and emotional) of the particular objectives of the martial arts courses and physical education curricula. The results of this variable are similar to those of Al-Khasawneh (2018). Furthermore, these results were asserted by Al-Tawalbeh (2019) in that the sports activities are highly effective in consolidating moral values and good citizenship, raising the national spirit, and strengthening national identity.

Conclusions

- 1- The martial arts course and physical education curricula are among the favorable subjects with the students due to their contents of both the theoretical and practical knowledge.
- 2- The sports activities are highly effective in rooting the moral values, good citizenship, raising the national spirit, and enhancing the national identity.

Recommendations

- 1- Strengthening and raising the level of the social, sports, health and scientific values in the curricula of the self-defense courses and physical education curricula in the faculties of physical education.
- 2- Placing care in preparing the study plans of the faculties of physical education that include concepts and values that integrate with the domestic and regional communities.

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