

# The Role of Educational Values in Enhancing Intellectual Security among Students at Jordanian and Saudi Universities

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**Abstract:** The current study aimed to explore the correlation between educational values and intellectual security in university students at Jordanian and Saudi universities. The descriptive correlational approach was used. An electronic questionnaire was administered to a sample of (1102) male and female students in Jordanian and Saudi universities. The findings yielded a high degree of educational value among the subjects. A statistically significant correlation was observed between educational values and intellectual security. Statistically significant differences were found in educational values attributable to gender variables favoring males and the academic level favoring the category postgraduates. However, no statistically significant differences were observed in intellectual security due to gender or academic level.

**Keywords:** education, values, intellectual security.

## 1 Introduction

Values are considered one of the basic grounds on which education is founded. Values shape the individual authentic self, attitudes, behaviors, and how he leads his life. Values education is mainly shaped in the early stages of an individual's growth and later influences his actions and behaviors. Naturally, every person is exposed to different moral, immoral, or political attitudes throughout life. These attitudes can strongly influence his behavior and actions towards his society. Therefore, sound values education is a joint responsibility of parents, schools, universities, and the community [1].

Educational institutions play a substantial role in fostering students' proper values developing their intellectual ability and decision making. No one can deny that students' positive attitudes and abilities to set proper goals and clear behavioral standards and identify their identity will positively affect their society's well-being. Nevertheless, this ideal picture may be distorted by various factors. For example, uncontrolled openness to the Internet and ease of access to social media led to the penetration of negative intellectual trends within societies, affecting individuals' intellectual security [2].

Intellectual security has received great consideration due to the intellectual, cultural, and political developments the world has witnessed, especially in the Islamic and Arab world. Individuals' intellectual security is affected by several external factors, such as ideological ideas, the media, psychological wars, the flourishing of information, the development of communications, the formation of extremist groups, and economic conditions [3]. All these factors have posed real challenges to intellectual security in societies, leading to the emergence of intellectual deviation, considered one of the

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most serious conflicts facing the individual and his patriotism. This necessitates developing the concept of intellectual security and strengthening it among individuals to judge and confront contradictory intellectual changes in a way commensurate with society's culture and to protect it [4].

### 1.1. Problem Statement

Values serve as an essential foundation for the revival of nations and the protection of their cultural identity and ethical norms against intellectual deviations. Numerous factors have played a critical role in the destabilization of this base. For instance, consecutive educational challenges, openness, cultural invasion, and digital revolution.

These challenges and changes have triggered societies and educational institutions to work collectively to ensure achieving students' intellectual stability, developing their ability to distinguish between competing intellectual currents, and selecting concepts that suit their personal beliefs and the norms of their society. Therefore, this study sought to explore the impact of education values in developing university students' intellectual security.

### 1.2. Study Questions:

The current study will investigate the following main hypothesis: "There is a correlation between educational values and intellectual security among university students in Jordanian and Saudi Universities. By answering the following questions:

1. To what degree do Jordanian and Saudi University students practice educational values from their viewpoint?
2. What level of intellectual security do Jordanian and Saudi university students have from their viewpoint?
3. Are there statistically significant differences at the level of significance ( $\alpha \geq 0.05$ ) in the means scores of the responses of Jordanian and Saudi university students about the degree of their practice of educational values attributable to the variables of academic level and specialization?
4. Are there statistically significant differences at the significance level ( $\alpha \geq 0.05$ ) in the mean scores of the responses of Jordanian and Saudi university students about the level of intellectual security they have attributable to the variable of the academic level and specialization?
5. Is there a statistically significant correlation at the level of significance ( $\alpha \geq 0.05$ ) between the level of educational values and intellectual security among Jordanian and Saudi university students from their viewpoint?

### 1.3. Study Objectives

This study explores the relationship between educational values and intellectual security among Jordanian and Saudi university students. It also seeks to investigate the following sub-objectives:

1. Identifying the degree of practicing educational values among Jordanian and Saudi university students from their viewpoint.
2. Determining the level of intellectual security among Jordanian and Saudi university students from their viewpoint.
3. Determining whether there are statistically significant differences at the significance level ( $\alpha \geq 0.05$ ) in the Jordanian and Saudi university students' responses to the factor practicing educational values attributable to academic level and specialization.
4. Determining whether there are statistically significant differences at the significance level ( $\alpha \geq 0.05$ ) in the Jordanian and Saudi university students' responses to intellectual security attributable to academic level and specialization.
5. Investigating the correlation between the level of educational values and intellectual security among Jordanian and Saudi university students from their viewpoint.

### 1.4. Significance of the study

This study stems its significance from the following facts:

1. The crucial role of educational values and intellectual security in directing the individual's behavior.
2. The study dealt with an important variable in the personality of individuals in all fields and aspects and various ages: educational values.
3. This study will enrich scientific knowledge of Jordanian and Saudi universities' educational values and intellectual security. It is hoped that it will also provide a database for stakeholders in the educational field in both Jordanian - and Saudi universities that they may use when drawing future plans and programs for the university student.
4. According to the best of the researcher's knowledge, it is one of the rare studies that investigates the associations

between educational values and intellectual security in Jordanian and Saudi universities. Most previous studies focused on measuring each variable separately without linking them.

5. Interested researchers can benefit from the study tools in identifying the relationship between educational values and intellectual security.
6. Benefitting from the study recommendations in developing educational values and intellectual security in Jordanian and Saudi universities.

#### 1.5. Study Limits:

1. **Objective limits:** The study was limited to identifying the relationship between educational values and intellectual security among students at Jordanian and Saudi universities.
2. **Human limits:** The study was limited to a sample of Jordanian and Saudi university students.
3. **Spatial Limits:** The study was applied in Jordanian and Saudi universities.
4. **Time limits:** This study was applied during 1444 AH, corresponding to 2023 AD.

## 2. Theoretical Literature

### 2.1. Educational values

The concept of values is one of the concepts commonly used in the humanities and social sciences. However, scholars have not granted a specific definition of values because of the diversity of intellectual perspectives and fields of study. Al-Dosari [5]. defined educational values as a set of experiences, ideas, and beliefs that are instilled in individuals, influence their behavior, appear in different situations, and adapt to the environment surrounding them". Ahmed [6] also defined it as a set of behaviors, ideals, and principles that are intended to be imparted to individuals and emanating from the goals of education, which are honesty, trustworthiness, respect, cooperation, loyalty, mastery of work, adherence to religious belief, cleanliness, and order."

Zaher [7] describes educational values as a set of normative provisions related to realistic contents that the individual develops through interaction with different situations and experiences. One of its conditions is gaining acceptance from a specific social group until they become a part of the individual's behavioral contexts, attitudes, and interests". Al-Hasmuti [8] sees educational values as criteria and standards used to judge ideas, people, actions, and topics and evaluate people's positive or negative behaviors, whether valuable or worthless, acceptable or rejected.

Furthermore, it is described as "the set of sentiments, attitudes, and behaviors that may be altered that reflect what is acceptable or rejected in society and contains a set of criteria through which what is right and wrong is determined. It serves as a benchmark for judging something's significance as well. "And establishing a fundamental standard on which the person relies to assess his actions" [9]. The importance of values is demonstrated through the functions they perform at the individual or societal level. For instance, the most important of these functions are described below [10].

#### At the individual level

1. It decides the individual's behaviors and paths in life.
2. It develops the individual's positivity and avoids negativity.
3. It shields people from uncertainty in their decisions regarding other people, maintaining the person's psychological stability.
4. It helps mold and develop people's beliefs and views about various challenges and situations.

#### At the society level

1. It aids in society's survival and continuity because societies' progress and continuity are built on the moral principles and values they uphold, which are more important than material standards in determining a society's survival and continuity.
2. Values contribute to society maintaining its distinct identity from other societies.
3. It defends society against moral and social vices. Members of society can discern between hazardous and desirable attitudes based on the norms of the culture they adhere to if they have the proper value system.
4. Values provide social systems with a conceptual basis that becomes a belief in the minds of the people of society who belong to this culture, as well as connecting the components of a society's culture to appear consistent and

## 2.2. The characteristics of values

Values can be characterized as follows [11]:

1. Values are a double-edged sword: They are either positive or negative, leading to action or opposing it (good-evil, true-false, good-ugly).
2. Social values: Values are shaped by societal conventions and are the product of cultural heritage and human sciences' insights. They represent the collective understanding within a society, guided by its established norms.
3. Values are acquired: Individuals acquire their values through social education and socialization within their societal group.
4. Values are arranged hierarchically: each person puts the values in order of relevance to them, from most essential to least important, in descending order. The individual is assumed to determine the importance of each one.
5. Values are abstract: they do not signify a specific thing. They are general, comprehensive, and devoid of trends and direct topics.
6. Values are subjective and personal: Values are closely linked to the individual's personality and self and appear in different forms, such as interests, preferences, needs, choices, judgments, and attitudes, which makes them subjective and personal issues. Individuals differ regarding the degree of importance of values and their representation depending on their personalities, and they affect and are affected by the individual's personality, self, inclinations, interests, desires, and the nature of his taste and reflections.
7. Values are relative: Values are not fixed at all times and places and differ from one culture to another, from time to time, and from one individual to another.
8. Values are a relative matter: People assign worth to objects, and their attitudes and perspectives determine the significance of these objects.

## 2.3. Intellectual Security

The term "intellectual security" is one of the contemporary terms. It is a broad concept encompassing various concepts related to different aspects of individuals' and society's lives. Among the definitions of intellectual security are the following:

Aqenini [12] defines intellectual security as "the shield of safety and the lifeline that must be taken care of to protect individuals from any intellectual piracy, cultural manipulation, acts of terrorism, and the infiltrations of globalization that shake principles, values, and constants." Atiya [13] describes intellectual security as "the relative absence of flawed thinking, incorrect beliefs, extremism, non-violation of social standards and human values, protecting the individual's mind, thoughts, innovations, knowledge, products, perspectives, and freedom of opinion from any external influence, and adopting a moderate approach in presenting ideas".

Meanwhile, Al-Kafiri [14] defined intellectual security as "protection from threats, dangers, sources, and causes that may lead to the shaking of intellectual convictions or religious constants in individuals". Additionally, Mawaddia and Kanaan [15] considered intellectual security as "the ability to preserve the integrity of correct thoughts and beliefs in individuals while providing them with research and knowledge tools and explaining proper thinking methods, complemented and enhanced by the path of literature, education, and effective communication". On the other hand, Jabr [16] described intellectual security as "the individual's commitment to what the community accepts within the framework of laws, customs, values, traditions, and principles, in addition to the constitution governing the movement of society."

## 2.4. Types of Intellectual Security

Intellectual security includes several types, as outlined by Al-Shihwan [17].

1. Preventive Intellectual Security: This is achieved through various methods, including demonstrating the moderation, mediation, and balance of Islam and fostering a sense of belonging among individuals. It involves fortifying individuals against deviant thoughts, providing opportunities for open and sound dialogue within the same society, and emphasizing education.
2. Therapeutic Intellectual Security: It can be reached through several means, including avoiding unproductive approaches, correcting one's mistakes, and rectifying the thoughts of those who have deviated intellectually to prevent them from jeopardizing the intellectual security of the community. This includes distancing oneself from those with intellectual deviations and differentiating between intellectual deviation that results in actions and individuals whose

actions disrupt the harmony within society.

### 2.5. Characteristics of Intellectual Security

Intellectual security is characterized by a set of qualities [18].

1. Relative: that is, it is affected by the spatial, temporal, and social changes surrounding the individual, and all societies compete to develop their capabilities to maintain their security.
2. Changeable: It is not static, as it is influenced by internal and external factors and conditions within the state. It is closely connected to various variables, including political leanings, religious convictions, and the state's culture, all aimed at shaping and managing the framework of intellectual security for the entire society.
3. Dynamic and evolving: This means it is in constant flux, adapting and evolving to align with technological advancements, the emergence of cybercrime, and other factors relevant to the security of nations, their territories, and the broader human society.
4. Intricately woven and intricate: It is intricately linked to thoughts, rationality, wisdom, or misguided beliefs, and distinguishing between them is no simple task, requiring active thinking and a keen intellect, qualities possessed by suitably qualified.
5. Well-structured: It operates according to established rules rooted in religious doctrines known for their systematic and enduring nature.
6. Adaptable: This trait pertains to individuals' willingness to present their ideas in contrast to others' positions and opinions through dialogues characterized by openness to different perspectives, all in pursuit of discovering the ultimate truth and the correct path.

### 2.6. Previous Studies

In a recent study, Al-Bilal [19] examined the relationship between psychological needs and social values among basic-stage teachers in the Tabuk region using the descriptive analytical approach. The study sample consisted of (171) male and female teachers. The questionnaire was relied upon as a data collection tool. The results found that the level of psychological needs was high and that the level of social values was also high. The results yielded a positive correlation between psychological needs and social values and the absence of statistically significant differences in psychological needs and social values due to the study's variables (gender, specialization, and years of experience).

Another recent study [6] sought to examine the relationship between the responsibility of the secondary school in achieving intellectual security and promoting the values of global citizenship among students. The descriptive approach was used, and a questionnaire was delivered to (500) male and female students in the general secondary stage. It was observed that academic curricula have a moderate impact on achieving intellectual security and promoting the values of global citizenship. There is a weakness in the relationship between school activities in achieving intellectual security and promoting the values of global citizenship.

Al-Haddad et al. [20] study aimed to investigate the level of social values among students of the Faculty of Education at Tishreen University. The descriptive analytical approach was used. The study sample consisted of (122) male and female students. The study results showed that the students' social values were at a high level and that there were no differences. Statistically significant for the level of social values as a whole, the differences were on the assuming responsibility dimension in favor of the psychological counseling branch and the cooperation dimension in favor of females.

Al-Shammari et al. [21] aimed to determine the relationship of citizenship values to social responsibility and intellectual security among secondary school students in Hail, the Kingdom of Saudi Arabia. The descriptive, correlational approach was used. The study sample consisted of (400) male and female students, and the questionnaire was relied upon to collect data. The study showed that citizenship values were moderate, social responsibility was high, and intellectual security was high. A positive correlation between citizenship values and social responsibility was observed, and a positive correlation between citizenship values and intellectual security was found. It was concluded that there is a correlation between social responsibility and intellectual security.

A study by Awad et al. [22], which aimed to identify the level of educational values and their relationship to the social variables of swimming coaches, found that educational values among the coaches were high. The study applied the descriptive approach to a sample of (130) coaches using a questionnaire to collect data.

Al-Omari and Khalifa [23] aimed to determine the relationship between the five personality factors and intellectual security among students at King Abdulaziz University in Jeddah. The descriptive, correlational approach was used. The study sample comprises (203) male and female students. The findings showed that the level of personal factors was low.

The level of intellectual security was high, and there was a negative correlation between the five personality factors and intellectual security. Statistically significant differences were evident in the study subjects' responses regarding the five personality factors attributable to the gender variable (females). Furthermore, statistically significant differences related to intellectual security were found due to the impact of educational level (master's degree).

Using the descriptive approach, Azazi and Ali [24] studied the relationship between intellectual security and psychological defeat among university students. A total of (620) individuals participated in the study from Egyptian and Saudi universities. The questionnaire was used as a tool for collecting data. The results showed a high degree of Intellectual security among participants and a low level of psychological defeat. The results also revealed a statistically significant negative correlation between intellectual security and psychological defeat. However, due to the variable gender and academic specialization, no statistical significance was found in intellectual security and psychological defeat.

Al-Zoubi & Al-Omari [25] examined the prevailing value system among Jordanian university students in the faculties of educational sciences using a descriptive survey of a sample of (795) male and female students. The questionnaire was used to collect data. The results revealed that the value system was high among subjects in the following order: cognitive, religious, moral, aesthetic, economic, political, and social. The results also showed statistically significant gender differences in all dimensions, where females outperformed males, and that there were differences due to the university favoring Mu'tah University and differences due to the impact of the academic level favoring first-year students.

### 3. Methods

#### 3.1. research design

The descriptive comparative approach was selected as the overall design for this study. This approach is described as "one of the descriptive approaches, used to identify the correlation between two variables (independent and dependent variable), and determine whether this relationship is positive or negative, and then predicting a certain level of significance in a digital form," will be used based on the nature of this research, the objectives it seeks to achieve, and the data to be obtained [26].

#### 3.2. Population and Sample

The study population comprises all students in Jordanian and Saudi universities of both genders for the academic year 2023. The study sample consisted of (1102) male and female students, who were selected by stratified random sampling method. The sample size was determined by using the Steven K. Thompson equation.

**Table 1:** Distribution of the study subjects by gender and academic level

Variables	Category	Frequency	%
Gender	Male	415	37.7
	Female	687	62.3
Academic level	Bachelor	768	69.7
	Postgraduate studies	334	30.3
Total		1102	100

#### 3.3. Study Instrument

The researchers conducted a comprehensive literature review to develop their research instrument, drawing insights and knowledge from previous studies in the field to help them answer the study questions. The instrument included three axes as follows:

The first axis comprises personal information such as gender and academic level. The second axis assesses educational values, encompassing 19 items distributed across four categories: moral, social, mental, and nationalism. The third axis evaluates Intellectual security and comprises 16 statements.

A five-point Likert scale was used to answer the questionnaire items. The study showed the criterion adopted in this study to rely mainly on the value of the arithmetic mean and determine the level of agreement on the items and axes of the questionnaire. The length of the arithmetic range was calculated to determine the highest value and lowest value. It's worth noting that the range is the maximum value in the five-point scale minus the minimum value ( $5-1=4$ ), resulting in an arithmetic mean range of ( $4/5=0.80$ ). Hence, the results of each questionnaire item, each dimension of the study, and each axis were ultimately established.

**Table 2:** Rating system

Degree	Rank	Level
1	1-1.80	Very low

2	>1.80-2.60	low
3	> 260-3.40	medium
4	>3.40-4.20	high
5	>4.20-5	Very high

The questionnaire was presented in its initial form to a panel of specialists in pedagogy, educational leadership, educational administration, psychology, and Sharia in Jordanian and Saudi universities to assess the appropriateness of the questionnaire and its statement for achieving the study's objectives and linguistic integrity. Arbitrators' suggestions were considered, some statements were paraphrased, and others were omitted.

Pearson correlation coefficients were calculated between the score of each item of the dimension with the total score of the dimension to which it belongs, indicating the significance level.

**First: The internal consistency of the dimensions of "Educational Values."**

**Table 3:** Correlation coefficients between each item and the total score of the dimension to which it belongs

Dimension 1: Moral values		Dimension 2: Social values		Dimension 3: Mental values		Dimension 4: National values	
t	Correlation coefficients	t	Correlation coefficients	t	Correlation coefficients	t	Correlation coefficients
1	.891**	1	.810**	1	.779**	1	.710**
2	.905**	2	.799**	2	.839**	2	.761**
3	.874**	3	.852**	3	.801**	3	.825**
4	.813**	4	.859**	4	.884**	4	.873**
5	.846**			5	.833**		
				6	.879**		

Table (3) shows the correlation coefficient between each item of the Educational Values dimension with the total score of the dimension to which it belongs. It shows that the correlation coefficients are significant at the significance level ( $\alpha \geq 0.01$ ), indicating its validity.

**Second: Internal consistency of Intellectual Security**

**Table 4:** Correlation coefficients between each item and the total score of the dimension it belongs to

t	Correlation coefficients	t	Correlation coefficients	t	Correlation coefficients
1	.877**	7	.771**	13	.775**
2	.915**	8	.749**	14	.917**
3	.850**	9	.790**	15	.824**
4	.813**	10	.873**	16	.798**
5	.869**	11	.769**		
6	.888**	12	.848**		

The reliability of the study instrument was verified using Cronbach's Alpha coefficient, as shown in Table (5).

**Table 5:** Correlation coefficients between each item and the total score of the dimension it belongs to

Dimension 1	Items	Cronbach's Alpha
Educational values	19	.958
Moral	5	.851
Social	4	.837
Mental	6	.859
National	4	.906
Dimension 2: Intellectual Security	16	.853

Table (5) shows the results of Cronbach's alpha coefficients. The Cronbach's alpha coefficients for the dimensions of the educational values ranged from (.906-.837). The Cronbach's alpha coefficient values for the overall axis reached (.958), showing a high value. The Cronbach's alpha coefficient for the dimension of Intellectual security is (.853), indicating a high value. These results indicate that the questionnaire is highly reliable and can be applied to the study subjects.

**3.4. Statistical Analysis**

The Statistical Package for the Social Sciences (SPSS) program was used to analyze the data obtained from the subjects' responses and reach the desired results. The following statistical methods were used:

1. Descriptive statistics: frequencies, percentages, arithmetic means, and standard deviations.
2. Cronbach's Alpha coefficient.
3. Pearson Correlation Coefficient to measure the degree of relationship between two variables and calculate internal consistency.
4. Independent Samples T-test to see if there are statistically significant differences between two data sets.

#### 4. Results and Discussion

1. To what degree do Jordanian and Saudi University students practice educational values from their viewpoint? To answer this question, descriptive analysis was computed (mean, standard deviations) and ranked in descending order according to their significance. Results are shown in Table (6).

**Table 6:** Arithmetic means and standard deviations for Educational Values Dimension

Dimension	Mean	St.	Level
Moral values	4.06	.785	High
Social values	4.05	.806	High
National values	3.88	.711	High
Mental values	3.78	.744	High
Total	3.94	.682	High

The arithmetic averages for the dimensions of educational values ranged between (4.06-3.78). Moral values ranked first with the highest mean of (4.06), followed by social values (4.05) and national values with a mean of (3.88). Mental values came last with a mean of (3.78). The overall mean was (3.94). These results are consistent with other studies [19, 20, 22, 24].

This result can be explained by the fact that Jordanian and Saudi universities are well aware of the importance of their role in society; therefore, they develop teaching courses and offer training programs that help enhance educational values, shape students' culture, and determine their behaviors. This result is also attributed to the student's awareness of the rapid changes and transformations that occur in societies in general and Saudi society in particular and the impact of these factors in changing the inherent values, customs, and traditions. At the same time, it demonstrates that students distinguish between favorable and unfavorable values that spread over society, and they persist in protecting those values and integrating them into their behaviors and actions inside and outside the university.

The arithmetic means and standard deviations of the subjects' responses were calculated for each domain item separately. The items were arranged in descending order as follows in Table (7):

##### 4.1. Moral Values:

**Table 7:** Means and standard deviations for items in the moral values field in descending order

Items	Mean	Std,	Level
I care about my physical appearance	4.31	.903	Very high
I am honest in my words and actions	4.21	.912	Very high
I choose positive words when interacting with others	4.15	.939	high
I treat everyone with tolerance	3.93	.936	high
I acquire moral values through the courses offered by the university	3.71	.985	high
Total	4.06	.785	high

The overall mean of moral values was (4.06) indicating that Jordanian and Saudi university students have high moral values. The statement "I care about my physical appearance" came in first place (mean=4.31), whereas the statement "I acquire moral values through the courses offered by the university" came in last place (mean= 3.71).

##### 4.2. Social Values

**Table 8:** Means and standard deviations for Social Values dimension, arranged in descending order

Dimension	Mean	Std,	Level
I promote contentment, optimism, and reassurance in others in all circumstances	4.30	.904	Very high
I respect others' privacy	4.07	.914	high
Mend relationships among people	3.92	.968	high



I choose a moderate-minded friend	3.91	.806	high
Total	4.05	.785	high

Table (8) shows that the overall mean for the Social Values dimension was (4.05). It exhibited that Jordanian and Saudi university students have high social values. The statement, "I promote contentment, optimism, and reassurance in others in all circumstances," gained a very high degree (mean= 4.30), and the statement, " I choose a moderate-minded friend," came in last place (mean=3.91).

4.3. Mental Values

**Table 9:** Means and standard deviations for Mental Values dimension, arranged in descending order

Dimension	Mean	Std,	Level
I can face difficult situations and produce satisfactory results	3.96	.969	High
I take into account the beneficial suggestions provided by faculty members	3.95	.956	High
I care about intellectual development from both aspects (knowledge and science)	3.85	.927	High
I do not tell something without knowledge	3.83	.965	High
I make a specific plan for every job I intend to do	3.62	.700	High
I realize scientific facts by deduction	3.49	.723	
Total	3.78	.785	High

The overall mean for the Mental Values dimension was (3.78). The result in Table 9 indicates that Jordanian and Saudi university students have high mental value. The statement, "I can face difficult situations and produce satisfactory results," topped the responses with the highest degree (mean, 3.96), and the statement, "I realize scientific facts by deduction," came in last place (mean, 3.49).

4.4. National Values

**Table 10:** Means and standard deviations for National Values dimension, arranged in descending order

Dimensions	Mean	Std,	Level
I feel reassured when I adhere to the regulations	4.17	.980	high
I reject intolerance towards a particular group	4.13	.948	high
I am confident that the use of force is necessary to restrain those who violate the national policy	3.65	.693	high
I feel a strong bond with my homeland.	3.57	.785	high
Total	3.88	.785	high

The overall mean for the National Values dimension reached (3.88). This indicates that national values among Jordanian and Saudi university students are high. The statement "I feel reassured when adhering to regulations" ranked first (mean, 4.17), and the statement " I feel a strong bond with my homeland " came in last place (mean, 3.49).

2. What level of intellectual security do Jordanian and Saudi university students have from their viewpoint?

To answer this question, a descriptive analysis was conducted.

**Table 11:** Means and standard deviations for the Intellectual Security axis arranged in descending order

Dimension	Mean	Std,	Level
I employ logical explanation for exploring any phenomena, not superstition	4.23	.893	Very high
I adopt different types of thinking to solve the problems I face	4.98	.964	high
I can confront deviant thought	3.97	.991	high
I avoid imitating others without thinking about the consequences	3.96	.950	high
I endure learning about other cultures in line with the values of my community	3.94	.995	high
I avoid sectarian fanaticism	3.89	.967	high
I do not search for abstract matters that are specific to God alone	3.88	.963	high
I warn my friends against the dangers of negative intellectual dependency coming from outside our society	3.76	.964	high
I can foresee long-term events	3.73	1.048	high
I don't compare myself to others	3.69	.662	high
I resist negative thoughts	3.60	.665	high
I try to develop my conversational skills through training courses	3.53	.740	high
I believe that my religious reference is the Qur'an and the Sunnah	3.45	.915	high
I apply what I study in my life because it increases my intellectual security	3.39	.890	medium

I take my time in making decisions regarding different situations	3.38	.779	medium
I strive to defend my sound point of view	2.92	.846	medium
Total	3.68	.604	high

Table (11) demonstrates that the overall average for the intellectual security axis was (3.68). The result indicates that students at Jordanian and Saudi universities have a high degree of intellectual awareness. The statement "I employ logical explanation for exploring any phenomena, not superstition" came first (mean, 4.23), and the statement "I strive to defend my sound point of view" came in last place (mean, 2.92). This result is consistent with other studies [21, 23, 24].

This result can be explained by the fact that students at Jordanian and Saudi universities enjoy a high degree of education and awareness. The university follows and encourages the moderate and centrist intellectual approach. University students adopt a rational approach to confront emerging problems in Saudi society resulting from the changes, developments, and openness it has witnessed recently. This result also indicates that despite using modern technology, students possess a set of intellectual and religious convictions that protect them from the negative ideas and cultures they are exposed to in the virtual world. We also find that the university is keen to instill good morals in students' hearts as an important method for achieving their intellectual security and protecting them from any intellectual deviations.

3. Are there statistically significant differences at the level of significance ( $\alpha \geq 0.05$ ) in the means scores of the responses of Jordanian and Saudi university students about the degree of their practice of educational values attributable to the variables of academic level and specialization?

A comparison was conducted between the study subjects' responses regarding the level of educational values among them by the variables academic level and gender using (T-test). Results are shown in Table (12).

**Table 12:** Results of the T-test by the variables (academic level, gender).

Variables	Category	Mean	Std,	T	P
Gender	male	3.49	.776	5.324	.000
	female	4.26	.409		
Academic level	B. A	3.81	.740	3.289	.000
	Postgraduate	4.18	.493		

Table (12) shows:

1. Statistically significant gender differences at the significance level ( $\alpha \geq 0.05$ ) in subjects' level of educational values as indicated by the (T) value (5.324). Where male students outperformed females.
2. Statistically significant differences at the significance level ( $\alpha \geq 0.05$ ) in subjects' degree of educational values due to the academic level variable as shown by (T), which reached (3.289) and favored postgraduate.

4. Are there statistically significant differences at the significance level ( $\alpha \geq 0.05$ ) in the mean scores of the responses of Jordanian and Saudi university students about the level of intellectual security attributable to the variable of gender and the academic level?

A T-test was conducted to answer this question. See Table (13).

**Table 13:** T-test results by gender and academic level

Variables	Category	Mean	Std,	T value	P value
Gender	male	3.67	.567	.929	.495
	female	3.71	.559		
Academic level	B. A	3.74	.591	.683	.643
	Postgraduate	3.78	.579		

Results in Table (13) Yielded:

1. No statistically significant gender differences at the significance level ( $\alpha \geq 0.05$ ) were evident for the level of intellectual security among subjects, as shown by the value of (T), which reached (.929.)
2. No statistically significant differences at the significance level ( $\alpha \geq 0.05$ ) due to academic level were shown in the level of intellectual security. As (T) was (.683).
5. Is there a statistically significant correlation at the level of significance ( $\alpha \geq 0.05$ ) between the level of educational values and intellectual security among Jordanian and Saudi university students from their viewpoint?

The Pearson correlation coefficient was used to determine the relationship between the dimensions of educational values (moral values, social values, mental values, national values) and intellectual security. See Table (14)

**Table 14:** Results of Pearson correlation coefficient between educational values and intellectual security

Dimensions	Intellectual security	
	correlation	P value
1. Moral values	.818	.000
2. Social values	.850	.000
3. Mental values	.837	.000
4. National values	.849	.000
Educational values	..884	.000

Data in Table (14) demonstrate a positive, statistically significant relationship at the level of significance ( $\alpha \geq 0.05$ ) between the degree of educational values in all its dimensions and the level of intellectual security among students at Jordanian and Saudi universities. This result indicates that the higher the educational values among students at Jordanian and Saudi universities, the more intellectual security they have.

## 5. Recommendations

**In light of the previous results, the research recommends the following points:**

1. Promoting intellectual security among university students using various media and educational institutions.
2. Consolidating values of all kinds in students' hearts by broadcasting programs, courses, seminars, and conferences that introduce them to their identity and the need to be proud of it.
3. Adopting scientific research projects concerning issues of educational values and intellectual security and showing their critical role in maintaining the security and stability of society.
4. Offering courses that enhance intellectual security among students and highlight the role of educational values in achieving this.
5. Establishing communication channels and collective work between the university administration, academics, and various community institutions to strengthen educational values and intellectual security among students.

## Limitations

The results of this study were limited to its selected sample and the research design. The study was applied to some Jordanian and Saudi universities in 2022. The results were also limited to the sincerity of the responses of the sample to the selected instrument.

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## Conflict of interest

The authors declare that there is no conflict regarding the publication of this paper.

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