

A PROPOSED STRATEGY FOR MANAGING CHANGE IN VALUE SYSTEM AND KNOWLEDGE STRUCTURE: A CASE STUDY OF PRIVATE UNIVERSITY STUDENTS IN JORDAN

1.0 Abstract

Every nation depends on its knowledge framework and value system in order to survive. For this reason, this study was focused on identifying a proposed strategy for managing the change in the value system and the knowledge structure of private university students in Jordan. Also, to point out the need for students to own their procedures. The sample consisted of a random sample of 279 faculty members. The results of the study showed that the highest areas of the use of faculty members in the field of educational procedures have an average of 3.25 with a class of Medium, and the students' need for owning the measures of management changed significantly. The system of values and knowledge of the students in private universities in Jordan in the field of educational procedures have an average of 3.36. The study reached a proposed vision for building a strategy to manage the change in the value system and the knowledge structure of private university students in Jordan in an environment where students feel reassured and whereby tranquility affects their behavior, values, and attitudes.

Keywords: Proposed Strategy, Value System, Knowledge Framework, Private Universities, Jordan

2.0 Introduction

2.1 Background and Importance of the Study

Every nation has an inherited cultural reference system from which it constructs its knowledge pattern. This value and reference system with the knowledge framework is among the most important social systems upon which the survival, decline, and loss of a nation depend upon. Also, because they are based on human characteristics, they refer to a responsibility shared by all members of society and its institutions. Both scholars and intellectuals, past and present, are focusing on the development and instilling of values owing to the dire need for behavioral control and the deepening of the responsibility of members of society.

2.2 The Concept of Value

Values can be defined as "a social standard with a strong emotional character that relates to the moral levels of the group and is absorbed by the individual from his or her social and external environment and from which he establishes balances that justify his actions and take them as guidance" (Al-Bahi al-Sayyid, 2007, p 294). Al-Khatib (2013, p. 91) also pointed out that values are "criteria to judge the behavior of an individual in a society, which directs its behavior and determines its response in different life situations, and is acquired by the individual in terms of knowledge, skills, habits, and innovations."

2.3 Importance of Values in the University Environment

University students often interact with their colleagues based on their social and psychological characteristics in terms of customs, traditions, emotions, ideas, complexities, abilities, and interactive feelings. Consequently, the value system is a reference framework for the cognitive, emotional, and behavioral domains of social relations among students in the university environment. It also serves as a major aspect influencing the university culture. It helps to guide students' ideas, decisions, judgments, characteristics, preparedness, and responses in any situations to encounter in the university. Highlighted below are some of the limitations that have affected the value system and knowledge structure of Jordanian students.

- Influences from Western ideologies, after invading the minds of university youth, are known to limit their determination, inhibit their aspirations, and affect their values and knowledge (Sibai, 2014).
- The absence of examples and models to follow in the expression of their ambitions (Abul-Enein, 2016).
- The gap between the values, customs, and traditions of old which were observed by parents and grandparents and those of contemporary civilization as well as the contradiction between them (Asali, 2006).

3.0 Study Objectives

The main objective of this study is to identify the practicality of the procedures for managing the change in the value system and the knowledge structure of private university students in Jordan and the need for students to adopt these procedures. Some of the reasons behind building the value system and knowledge structure of students in a university environment include (Samadi, 2008):

- Building an integrated and balanced personality in students.
- The consolidating of contemporary values and modern civilization in a way that is consistent with the original values of old.
- Assessing the current values content, which emerges from backwardness and fragmentation, against a solid foundation of passed-down culture and legacy.
- Strengthening their sense of belonging to the nation and the promotion of self-culture.
- Communicating with the cultures of other people in light of the Arab-Islamic culture.
- Transferring the foundational knowledge and skills of Islam in order to transform their value system and knowledge structure.
- To adequately prepare and equip university students to become socially active members of the university environment.
- Developing constructive behavioral trends among university students.
- Straightening the adaptive responses of university students in light of the value system and the knowledge structure.
- Providing the average university student with the requisite emotional response, ideas, and abilities that will help them to be morally upright and socially excellent in their university environment.
- Ensuring unity and harmony between science and religion in light of the system of values and knowledge.

- Formation of systematic thought patterns among university students in order to develop and encourage the spirit of research among learners.
- Developing the ability to observe and reflect on the value system and cognitive framework to enable the university student to play an active role in the university environment.
- Introducing university students to the role of faculty members as well as their role in building and maintaining the value system and knowledge structure.
- Helping university students to develop psychologically, socially, and mentally.
- Helping university students to understand and assimilate the human thought patterns, recognize and appreciate the transformations of human civilizations, and the evolution of their value system.
- Helping university students to develop awareness about their rights and duties as contained in the value system and the cognitive framework.

Based on the researcher's knowledge of studies related to the research subject, the following works have been highlighted:

- In 2004, Khalifa took a study at Cairo University on the most occurring negative attitudes that emerged among the students, where 200 and 300 students were samples to the study. The research concluded that the negative attitudes identified were as a result of the neglect of positive values, which led to an imbalance in the value system.

- After Professor Hamdan (2004) studied three Palestinian Universities and their roles in building the personality of their youth from a value perspective in relation to gender and other variables, the results showed that students suffer more from economic, political, and cultural values, followed by social values and religious values. He also added that both faculty members and students of the university need to develop well-defined activities in order to nurture the values of the students.

- Similarly, Aseli (2006) studied to identify the values and cognitive change and its effect on the composition of Palestinian university youth. The study found that the responses of faculty

members on the negative and positive effects of the change in value and knowledge structure of the youth personality were moderate, 77.3, while the positive effects stood at 58.3. The main negative effect was the prevalence of unemployment, which causes young people to lose their sense of security. Whereas, the major positive effect was the youth's cultural activities which were conforming to new values that do not fit into the values of society.

- In 2007, Abuchear's study identified the value struggle and its relation to the academic adjustment of the students of the faculties of educational sciences in the official Jordanian universities. The study sample which was randomly selected showed that they suffered from the conflict of values to a degree between high and medium, and there was a statistically significant negative relationship between the value conflict and the adjustment of the students. Thus, the higher the degree of value conflicts, the lower the degree of adaptation of students.

From previous studies, such as that of Al-Asaily (2014) and Ramadan (2013), it is safe to conclude that there is a need to pay attention to the practical aspect of the change in the value system and the cognitive framework in the students' lives and to guide them to recognize how important their behaviors are affected by these. In view of how important the university stage is in building and maintaining value system and knowledge structure, as well as in protecting its system, the researcher did not find a procedural study proposing a strategy for managing change.

4.0 Study Problem and Questions

According to the researcher's observation, many students, who had come from diverse areas and did not adapt to the environment and integrate with others possessing distinct values and the cognitive frameworks, were isolated from the rest of their colleagues. Hence, the researcher came to answer the following questions:

- What is the practicality of the use of faculty members for the procedures of management of change in the value system and knowledge format among private university students in Jordan from their point of view?
- What is the degree of need for students of private universities in Jordan to manage the change in the value system and the cognitive format from their point of view?

- What is the proposed strategy for the procedures for managing the change in the value system and the cognitive format of students of private universities in Jordan?

5.0 Limitations of the Study

The study had the following limitations:

1. **Spatial Boundaries:** The application of the study was limited to only five private universities in Jordan (Jarash, Irbid, Petra, Ajloun National, and Isra).
2. **Objective Limits:** Managing the change in the value system and the cognitive framework of the students of the Faculty of Educational Sciences at the private universities in Jordan.

7.0 Study Determinants

The generalization of the results of the study depended on the degree of honesty and stability of the study instrument and its sample and method of testing.

Study Methodology: The study used the descriptive method to determine the degree to which teaching staff members and the students' need can be considered for the procedures of managing the change in the value system and the cognitive framework of the students of the private universities in Jordan.

The Study Society of the Research: The society of the study was composed of all faculty members in the Faculty of Educational Sciences and its students in the private universities in Jordan (Jerash, Irbid, Petra, Ajloun National, and Isra). For the academic year 2018/2019, the 453 people who made up the study sample were randomly selected from among 279 faculty members and 1,327 students of the studied society.

The Study Tool: After studying the theoretical literature and the previous studies related to the subject of the study, the researcher built the study tool – the questionnaire – in its initial form. It included 52 articles divided into four areas and academic procedures, which are:

Honesty: The study tool was presented in its initial form to a group of judges (13) and members of the teaching staff of the Jordanian universities who hold doctorate degrees in educational and psychological guidance, pedagogy, educational administration, measurement and evaluation,

educational psychology, curriculum and teaching, and the Arabic language to express an opinion on the appropriateness of its paragraphs and their relevance to the field of study, as well as for revision of the questionnaire, and to also give the degree of safety of the scale. After making the revisions recommended by the judges, the number of paragraphs of the tool was brought to about 48 items, which were divided into four areas, namely: self-procedures, religious procedures, social procedures, and academic procedures.

Stability: The scale was applied to a survey sample outside the study sample. It consisted of 45 faculty members from the teaching staff and 100 students, and their grades were monitored. After 15 days, the researcher re-applied the scale on the same two survey samples according to the Pearson equation, and it was characterized by a high degree of stability (88).

Statistical Analysis: The study used averages and standard deviations to determine the reality of the use of the faculty members for the procedures of managing the change in the value system and the cognitive structure of the students from their point of view. It also employed the degree of need of the students for these procedures, and to deal with the values of the arithmetic averages for their interpretation and judgment. The following measure was determined in light of the following equation:

$$\text{Range} = 5 - 1 = 4$$

$$4/3 = 1.33$$

- The lower average of 2.33 and below occurs where the degree of management is low.
- Where the average was between 2.34 - 3.67, the degree of management or treatment is medium.
- The averages of 3.68 and above indicate a high degree of management or treatment.

8.0 Results and Discussion of the Study

Results related to the first question were stated as follows:

Table 1 shows the arithmetical averages and standard deviations of the study tool paragraphs which are arranged in descending order according to the use of the faculty members for the procedures of managing the change of the value system from their point of view.

The First Area: Self Action	Sequence in the Field	Paragraph	Standard Arithmetic Mean	Standard Deviation	Class
	6	Conforming students' self-confidence in the integrity of their value system and their knowledge structure.	3.78	1.52	High
	9	Encouraging self-initiative to hold meetings and seminars on the risks of change in the value system and knowledge structure.	3.72	1.60	High
	2	Strengthening students' representation of the system of values and knowledge.	3.69	1.29	High
	12	Building self-confidence toward confronting destructive ideas and misguided beliefs through sound thinking.	3.49	1.04	Medium
	8	The formation of self-culture with the risk of abandoning the value system and cognitive framework.	3.45	1.63	Medium
	5	Deepening self-awareness with the ability to maintain the value system and knowledge.	3.43	1.99	Medium
	10	Strengthening self-immunity from the risks of integration and assimilation in erratic values.	3.40	1.51	Medium
	3	Building positive attitudes toward the value system and knowledge framework.	2.89	1.74	Medium
	7	Self-reliance in evaluating the value system of others and their knowledge.	2.48	1.03	Medium

The Second Area: Educational Procedure	4	Building negative attitudes toward extremism in the value system and knowledge-base framework.	2.39	1.03	Medium
	1	Creating self-respect for the freedom of values and knowledge of others.	2.34	1.57	Medium
	11	Self-caution toward the risk of values that try to monopolize the system of values and cognitive patterns.	2.25	0.92	Low
	6	Strengthening self-sense and perception of one's value system and knowledge structure and those of others.	2.22	1.23	Low
	Field as a Whole		3.09	1.42	Medium
	12	Learning lessons from the consequences of the deviation of values and the pattern of knowledge and misrepresentation of misguided nations.	3.84	1.13	High
	13	Paying attention to educational guidelines to preserve the integrity of the value system and knowledge.	3.80	1.05	High
	1	Maximizing the role of educational institutions in maintaining the sustainability of the value and knowledge system.	3.78	1.63	High
	4	Raising awareness of the seriousness of extremists' insurgency on the value system and knowledge.	3.75	1.46	High
	9	Demonstrating the role of colleges of education in establishing a system of values and knowledge.	3.69	1.13	High
	6	Emphasis on the role of teaching staff in correcting lost values and knowledge.	3.53	1.29	Medium
	10	Refuting misleading values and knowledge through educational	3.47	1.21	Medium

		dialogue and wise discussion.			
	8	Maximizing the role of the texts of the educational courses in the consolidation of the value system and cognitive framework.	3.41	1.51	Medium
	3	Holding educational conferences on the value system and knowledge structure.	3.24	1.12	Medium
	7	Educating new students about the dangers of the value system and knowledge structure.	2.91	1.19	Medium
	2	Diversity in instructional methods and technological means in defining the virtues of the value system and the cognitive framework.	2.82	1.39	Medium
	5	Preparation of educational bulletins and educational pamphlets on the dangers of abnormal values and extraneous knowledge.	2.53	1.23	Medium
	11	Activating the role of the Department of Educational Guidance and Mental Health in the faculties of educational sciences to address some of the value and cognitive deviations of students.	2.46	0.71	Medium
The Third Area: Social Action			3.25	1.24	Medium
	12	Awareness of how abnormal values and extraneous knowledge could lead to the division of the nation and fragmentation.	3.88	1.20	High
	8	Working on the students' adherence to the value system and knowledge structure leads to a close association with the nation's heritage.	3.84	1.16	High
	3	Communication with civil society organizations develops positive attitudes among students toward the value system and cognitive framework.	3.75	1.07	High

	9	To enable students to maintain their belonging to Arab progenies in light of the value system and knowledge framework.	3.71	1.44	High
	1	To emphasize that the contradiction between the values of individuals and those of their society leads to the fragmentation of society and the complexity of the identity of its members.	3.20	0.83	Medium
	6	To emphasize that harmony with the values and knowledge of the ideal society and its noble customs leads to reassurance and tranquility.	3.07	1.47	Medium
	7	The spirit of social responsibility toward the prevention of deviations of values and extraneous knowledge.	2.86	1.30	Medium
	11	To consolidate the spirit of belonging to the system of values and cognitive framework of society.	2.61	0.93	Medium
	4	To refute the prevalence of the dangers of values and extraneous knowledge among groups of society with sensitive social issues.	2.28	1.35	Low
	10	Working to build social relations among students with a systemic view of value and knowledge.	2.19	1.52	Low
	2	Creating value and knowledge convergences among students on the social communication system.	2.15	1.16	Low
	5	Enhancing belonging to collective societies to preserve the value system and knowledge structure.	2.08	1.42	Low
			2.81	1.30	Medium

Therefore, the results of this study are consistent with the responses of the faculty members and the teaching staff, and with those of Abu Shawir (2007), which showed that the subjects were divided by degrees ranging from High to Low. The arithmetical averages of the procedures for managing the change of the value system from the point of view of the teaching staff of the study journals came to the field of educational procedures with an average of 3.25 and a standard deviation of 1.24 and a Medium degree for faculty members in the field of education and its various branches which enriched the procedures for managing the change of the value system among students of their respective faculties.

Table 1 shows the arithmetical averages and standard deviations of each paragraph of each field as follows:

The First Area: Self-actions: Table 1 shows that the highest mean score for the field of self-actions came to the paragraph “Confirming students' self-confidence in the integrity of their value system and their knowledge.” at 3.78, a standard deviation of 1.52, and a high degree. This is due to the conviction of the faculty members that the self-conviction process reinforces one’s initiative to change or preserve the roots of their knowledge, followed by the paragraph “Encouraging self-initiative to hold meetings and seminars on the risks of change in the value system and knowledge structure” with an average of 3.72, a standard deviation of 1.60, and a high degree. This is due to the students’ strength of influence when their individual self-conviction leads to organized public awareness in seminars and conferences.

The Second Area: Educational Procedures: Table 1 shows that the highest mean of the field (pedagogical measures) came to the paragraph “Learning lessons from the consequences of the deviation of values and the pattern of knowledge and misrepresentation of misguided nations” at 3.84, a standard deviation of 1.13, and a high degree. This may be due to the effectiveness of the narrative of the loss of the stray nations by taking the lesson from the deviations of their behavior, followed by the paragraph “Paying attention to educational guidelines to preserve the integrity of the value system and knowledge” with a mean of 3.80, a standard deviation of 1.05, and a high degree, possibly due to teachers' belief that guidance is based on factual experience. Three students are convinced of its importance and the need for it.

The Third Area: Social Procedures: Table 1 shows that the highest average of the terms of the field (social actions) came to the paragraph “Awareness of how abnormal values and extraneous knowledge could lead to the division of the nation and fragmentation.” and reached an average mean of 3.88, a standard deviation of 1.20, and a high degree. The results of this study are in line with the outcome of the 2006 study on youth exposure to rapid behavioral change due to sudden cultural openness (globalization) and that the most important positive effects of change in value and knowledge are the youth's cultural activities to counteract the values that are new to society.

This may be attributed to the fact that the division of the Ummah and its rivalry is the result of the spread of mental illness and hatred among them, resulting from the contradiction of their values and cognitive patterns. The following paragraph was followed by “Working on the students' adherence to the value system and knowledge structure leads to a close association with the nation's heritage” with an average mean of 3.84, a standard deviation 1.16, and a high degree. This may be due to the fact that the nation's heritage stretches to the future by their adherence to its system of values and their knowledge of their nation's heritage.

Results Related to the Third Question

What is the degree of need for private university students in Jordan to manage the change of the value system from their point of view? To answer this question, the arithmetical averages, standard deviations, and degree of need, as in Table 2, are as follows:

Table 2. The statistical averages and standard deviations of the study tool paragraphs are ranked in descending order according to the need of private university students in Jordan for the procedures of managing the change of the value system from their point of view.

The First Area: Self Action	Sequence in the Field	Paragraph	Standard Arithmetic Mean	Standard Deviation	Class

2	Strengthening students' representation of the system of values and knowledge.	3.89	1.29	High
4	Building negative attitudes toward extremism in the value system and knowledge-base framework.	3.86	1.47	High
8	The formation of self-culture with the risk of abandoning the value system and cognitive framework.	3.85	1.23	High
10	Strengthening self-immunity against the risks of integration and assimilation into erratic values.	3.72	1.44	High
6	Strengthening self-sense and perception of one's value system and knowledge structure and those of others.	2.60	1.34	Medium
9	Encouraging self-initiative to hold meetings and seminars on the risks of change in the value system and knowledge structure.	3.51	1.08	Medium
7	Self-reliance in evaluating the value system of others and their knowledge.	3.48	1.33	Medium
6	Confirming students' self-confidence in the integrity of their value system and their knowledge.	3.38	1.42	Medium
3	Building positive attitudes toward the value system and the knowledge framework.	3.59	1.13	Low
1	To create self-respect for the freedom of values and knowledge of others.	2.87	1.66	Low
11	Self-caution toward the risk of values that try to monopolize the system of values and cognitive patterns.	2.25	0.92	Low
12	Building self-confidence toward confronting destructive ideas and misguided beliefs through sound thinking.	2.15	1.28	Low

	5	Deepening self-awareness with the ability to maintain the value system and knowledge.	2.11	1.36	Low
The Second Area: Educational Procedure			3.90	1.42	Medium
	2	Diversity in instructional methods and technological means in defining the virtues of the value system and the cognitive framework.	3.81	1.02	High
	1	Maximizing the role of educational institutions in furthering the sustainability of the value and knowledge system.	3.75	1.17	High
	3	Holding educational conferences on the value system and knowledge structure.	3.71	1.22	High
	13	Paying attention to educational guidelines to preserve the integrity of the value system and knowledge.	3.54	1.11	Medium
	12	Learning lessons from the consequences of the deviation of values and pattern of knowledge and misrepresentation of misguided nations.	3.60	1.34	Medium
	5	Preparation of educational bulletins and educational pamphlets on the dangers of abnormal values and extraneous knowledge.	3.51	1.30	Medium
	10	Refuting misleading values and knowledge through educational dialogue and wise discussion.	3.43	1.13	Medium
	8	Maximizing the role of the texts of the educational courses in the consolidation of the value system.	2.40	1.06	Medium
	9	Demonstrating the role of the colleges of education in establishing the system of normal values.	3.38	1.17	Medium
	7	Educating new students about the dangers of the value system	2.28	1.21	Low

		and knowledge structure.			
	11	Activating the role of the Department of Educational Guidance and Mental Health in the faculties of educational sciences to address some of the value and cognitive deviations of students.	2.24	1.39	Low
	6	Emphasis on the role of teaching staff in correcting lost values and knowledge.	2.19	1.13	Low
	4	Raising awareness of the seriousness of extremists' insurgency on the value system and knowledge.	2.13	0.89	Low
The Third Area: Social Action			3.36	1.13	Medium
	9	To enable students to maintain their belonging to humanitarian issues in light of the value system and knowledge.	3.83	1.29	High
	7	The spirit of social responsibility toward the prevention of deviations of values and extraneous knowledge.	3.81	1.45	High
	3	Communication with civil society organizations develops positive attitudes among students toward the value system and cognitive framework.	3.78	1.00	High
	2	Creating value and knowledge convergences among students on the social communication system.	3.70	1.34	High
	5	Enhancing belonging to collective societies to preserve the value system and knowledge structure.	3.11	1.12	Medium
	4	To refute the prevalence of the dangers of values and extraneous knowledge among groups of society with sensitive social issues.	2.78	1.20	Medium
	12	Awareness on how abnormal values and extraneous knowledge could lead to the division of the nation and fragmentation.	2.65	0.91	Medium

	8	Working on the students' adherence to the value system and knowledge structure leads to a close association with the nation's heritage.	3.00	1.40	Medium
	6	To emphasize that harmony with the values of the ideal society and its noble customs leads to reassurance and tranquility.	2.37	1.41	Medium
	1	To emphasize that a contradiction between the values of individuals and the values of their society leads to the fragmentation of society and the complexity of the identity of its members.	2.32	1.50	Low
	11	To consolidate the spirit of belonging to the system of values and the cognitive framework of society.	2.30	1.26	Low
	10	Working to build social relations among students with a systemic view of the value and knowledge.	2.21	1.30	Low
			2.81	1.30	Medium

Table 2 shows that most of the fields came in a medium degree. This may be attributed to the distribution of students' interest in the academic courses in the university in balance with their interest in the directives and guidelines of the faculty members to manage the trend toward knowledge. The results of this study are consistent with the results of the study of Abu Shawr (2007), which showed that the subjects were divided between the high and the middle, and the arithmetic mean of the students are higher from their point of view. They came to the field of educational procedures with an average mean of 3.36, a standard deviation of 1.33, and a Medium degree, which may be attributed to the precise specialization they belong to during their study of educational sciences.

Table 2 shows the arithmetical averages and standard deviations for each paragraph of each field as follows:

Field 1: Self-actions: Table 2 shows that the highest arithmetic average came to the paragraph “Strengthening students' representation of the system of values and knowledge”, with an average mean of 3.89, a standard deviation of 1.29, and a high degree. The result of the study of Professor Hamdan (2004), which emphasized the need for the university to develop a clear plan for the activities that develop the values of students, may be attributed to the need for students to help them to understand themselves and confirm their presence away from the intellectual currents that threaten their intellectual security. Followed by a paragraph “Building negative attitudes toward extremism in the value system and knowledge-base framework” it showed an average mean of 3.86, a standard deviation of 1.47, and a high degree. This result is consistent with the result of the study of Aseli (2006). The change of value and knowledge of young people to engage in cultural activities in order to meet up with modern values that do not fit into those of the society may be attributed to the fact that the excesses and extremism of opinion and thought lead to intransigence and rejection of the other, while the university environment contains a mixture of cultures and trends.

Field 2: Educational Procedures: Table 2 shows that the highest arithmetic average came to the paragraph “Diversity in instructional methods and technological means of defining the virtues of the value system and the cognitive framework”, with an average mean of 3.81, a standard deviation of 1.02, and a high degree. This may be attributed to the students' desire to learn new educational methods and technological means that enrich their experiences in their possession and in their interest in renewing their educational culture. This is followed by a paragraph “Maximizing the role of educational institutions in furthering the sustainability of the value and knowledge system”, with an average mean of 3.75, a standard deviation of 1.17, and a high degree. This may be due to the students seriously weighing and assessing the role of educational institutions and maximizing their role in building their thought only in systemic values and the knowledge they have. In addition, they aspire to live in a high-level educational environment in thought and culture.

Field 3: Social Actions: Table 2 shows that the highest arithmetic average came to the paragraph “To enable students to maintain their belonging to humanitarian issues in light of the value system and knowledge” with an average mean of 3.83, a standard deviation of 1.29, and a high degree. This may be due to the students' need for a sophisticated social university

environment in the development of human thought so that students can be in harmony with their human educational issues. The paragraph “The spirit of social responsibility toward the prevention of deviations of values and extraneous knowledge” has an average mean of 3.81, a standard deviation of 1.45, and a high degree. Also, it has a great effect on the availability of social responsibility in cooperation between the university team.

Results Related to the Third Question

What is the proposed strategy for the procedures for managing the change in the value system and the cognitive format of private university students in Jordan?

In response to this question, the data collection was done based on the degree to which faculty members used the procedures for managing the change in the value system and the knowledge structure of private university students in Jordan, and the reality of the needs of private university students in Jordan for the management of change in the value system and the cognitive framework from their point of view. Model 1 illustrates the proposed scenario for the proposed strategy and outlines the procedures for implementing the proposed strategy.

9.0 Model 1: Proposed Strategy

1. The Principles of the Proposed Strategy

1. Vision: To build a generation which has been properly educated on the value system and knowledge.

2. The Message: The quest for a strategic vision proposed in view of the management of the change in the value system and knowledge of the students in private universities in Jordan based on reality and looking forward to the emergence of proud values.

Second: Program Activities

3. Objectives: The staff members of the Jordanian private universities and their students, after learning the proposed strategy, are expected to be able to:

- Identify what the value system and knowledge formats are.
- Identify the threats of the value system and the knowledge and risk.

- Build a system of self-educational and social processes in order to manage the change in the system of values and knowledge of students in private universities in Jordan.
- Take active participation in cultural enrichment in light of the national controls of the nation through conferences, meetings, and seminars with themes on values and knowledge.
- Formation of positive trends toward the management of change in the value system and knowledge of students of private universities in Jordan without melting into others.

2. Content: Building academic content with areas of self, educational, and social procedure that show aspects of the development of the value system and the cognitive framework and ways of impact.

3. Methods and Activities: This is in view of the highest averages of the calculation of the reality of Faculty members and the reality of the needs of private university students in Jordan for the procedures of managing the change of the value system and knowledge structure. In light of the theoretical literature on the management of change in the system of coordination, the following educational methods were chosen:

1. Working papers and educational packages;
2. Educational techniques and means of education technology;
3. Lectures and discussions, and
4. Seminars, conferences, and individual and group scientific meetings.

4. Duration: One semester.

5. Calendar: Using the Self-Assessment Strategy: Monitoring Lists, Numerical Ladders, Ladders of Verbal Rating, Learning Progress Log, and Storybook.

10.0 Recommendations

In light of its findings, the study recommends the following:

- The inclusion of the topics of the system of values and knowledge in the university courses in general and the faculties of education colleges in particular.
- The inclusion of the proposed strategy in the courses of colleges of education.
- Convening of conferences on change management for the value system.
- Conducting further studies on the degree of change management practice in the value system in the university environment.

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