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The extent to which faculty members at the College of Education, Najran University, practice educational values in the Kingdom of Saudi Arabia's vision 2030 from their students' perspective

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ABSTRACT

This study identifies the extent to which faculty members at the College of Education, Najran University, practice and integrate educational values—particularly those emphasized in Saudi Arabia's Vision 2030—in their teaching, as perceived by their students. It also responds to the growing emphasis on values education and previous indications of weak implementation in higher education contexts. The study employed a descriptive survey method, and the sample consisted of 325 male and female students randomly selected from the College of Education. The researcher designed, validated, and tested a questionnaire for reliability. The results show that the study sample rated the extent to which faculty members practice the educational values stated in Vision 2030 as high. Among the values, "religious values" ranks first, while "political values" ranks last. The findings also show statistically significant differences in mean scores for faculty members' practice of these values by gender (in favor of female students) and academic level (in favor of fourth-year students). The study emphasizes the need to strengthen the comprehensive educational values among faculty members to support the achievement of Vision 2030 objectives.

Keywords: educational values, faculty practice, student perspective, higher education

INTRODUCTION

Values are an essential part of human life; they give meaning and direction to behavior and life, serving as a driving force for individuals. Because of their importance in individuals' and societies' lives, values shape an individual's style and behavior within a given culture. These values vary from one culture to another and may even contradict each other within the same society. They are also among the most important sources of educational goals' value and among the most prominent pillars for achieving those goals. This makes them a key factor in giving educational objectives great importance, as university faculty bear the responsibility of teaching students these diverse values and instilling them in their hearts and minds. Therefore, universities are important educational institutions that focus on building and cultivating values in the hearts and minds of their students.

Values are a defining characteristic of human society; no human society exists without values and a social process concerned with humanity in general. The importance and functions of values stem from their presence in society, which makes it more cohesive and interconnected. Values, in general, form a frame of reference that governs individual and societal behavior; thus, they shape an individual's personality and cognitive framework and help form national or ethnic identity (Sharma, 2017).

Al-Zoubi and Al-Omari (2018) point out that universities are among the most important educational institutions in society and are expected to recognize their mission and responsibilities. Their role goes beyond providing knowledge and information to prepare students for careers and professions needed for societal progress. They also serve broader social, cultural, political, economic, and advisory functions. Universities are therefore responsible for equipping students with values that guide their behavior, linking theoretical knowledge with practice, and translating concepts into behavior and values. Accordingly, educational values are essential for shaping university students' lives and futures.

The educational process itself is rooted in a system of values, since it is based on making choices and preferences among alternatives in various domains such as science, knowledge, ethics, and social behaviors learned by members of society. Hence, values are a broad concept that includes deep meanings such as beliefs, regulations, and standards that govern and direct a person's behavior, thoughts, customs, and traditions (Al-Khawaldeh, 2003).

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As future teachers, students in the College of Education at Najran University are expected to play an important role in promoting the educational values emphasized in Saudi Vision 2030. Therefore, faculty members in the college bear a particular responsibility not only for transmitting knowledge but also for modeling and reinforcing these values through their teaching practices and interactions with students. By fostering such values among prospective teachers, faculty members contribute directly to the preparation of graduates capable of supporting the educational and societal goals of Vision 2030 (Al-Abdul Karim, 2018).

Faculty members at the College of Education, Najran University, strive to instill educational values such as integrity, responsibility, respect, cooperation, and national belonging in their students. These values form a strong foundation for developing students' character and strengthening their national identity in alignment with the goals and aspirations of Saudi Vision 2030 (Saudi Vision 2030, 2016). Education aims to build a generation capable of competing globally while preserving its values and identity. To emphasize the importance of educational values as a fundamental pillar for achieving the Vision's goals, the document clarifies that education plays a pivotal role in building individuals and developing society. It also focuses on building a solid educational foundation for all, instilling values from an early age and preparing young people for the future local and global job market (Saudi Vision 2030, 2016).

Values are central to social psychology, as they unify individual behavior and foster unity of thought, judgment, and conduct in social life (Al-Atoum & Daraghmeh, 2014). Saudi Arabia's Vision 2030 emphasizes the centrality of values in shaping the Saudi individual. It stems from an Islamic and national framework, recognizing values as the foundation for achieving sustainable development and building a prosperous society and economy. The Vision stipulates that instilling positive values and desirable behaviors is a prerequisite for the success of development plans, and that the absence of a clear value system would hinder the achievement of desired national goals (Saudi Vision 2030, 2016).

According to Al-Bustani (2024), educational values are central to individual behavior; they are the starting point that influences personal conduct. Values shape how people relate to the world around them. Through values, particularly educational values, individuals can judge behavior, work, and interaction—including critical thinking skills, artistic appreciation, and aesthetic judgment. Values guide how people understand, act, and interact, making them central to human engagement with their environment and society.

Although the concepts of values education and moral education are sometimes used interchangeably, we use values education as an overarching concept encompassing notions such as moral education, character education, and citizenship education (Taylor, 2006). Two types of values education can be distinguished: explicit and implicit. Explicit values education refers to the formal curriculum in schools and universities regarding what and how values and ethics are taught, including teachers' methods and practices. Implicit values education relates to a hidden curriculum and implicit values embedded in academic practices and classrooms (Thornberg, 2013).

Suyatno et al. (2019) argue that educational values occupy a prominent place in all aspects of life and science. They form the solid foundation for all human learning and adaptation processes, contributing to the progress and prosperity of society and humanity in general, and fostering the integration and balance of national and ethnic identity. Values play a crucial role in shaping and refining students' personalities and enhancing their intellectual and cognitive abilities. Furthermore, values education is often complex, encompassing a number of overlapping topics closely linked to the historical and ideological development of each country. Every individual in this life behaves and acts according to their own value system.

Values form the framework that governs an individual's behavior and actions. Educational values express a set of rules, principles, and standards that endure over time. They encompass normative judgments that regulate individuals' diverse desires and inclinations, by which they judge their beliefs and behaviors. These values are acquired from the social environment with which individuals interact and are viewed as a harmonious relationship between the individual and the universe. They also affirm and elevate humanity, and it is impossible to imagine the existence of the individual and humanity without values, including educational values (Al-Raqqad, 2022).

Educational values are defined as a set of normative judgments rooted in reality, reinforced by individual experiences, situations, and emotions. Acceptance of these values requires collective social approval, ensuring they are reflected in individuals' verbal and behavioral patterns, attitudes, and interests (Robbins, 2001). Abu Zaid and Al-Zayoud (2007, p. 9) defined them as

> "a standard for judging what society believes in and that influences individual behavior. They determine how individuals evaluate their personalities, thoughts, beliefs, goals, and aspirations. They may be adopted explicitly or implicitly and are reflected in behavior, shaping life and personality."

Al-Harbi (2018) described them as the concepts, principles, standards, and educational ideals students use to make value judgments or engage in activities, depending on their intellectual or scientific variables. Al-Bustani (2024) referred to them as evaluative judgments of things, situations, ideas, and actions, as well as preferential judgments of behavior or activities. Through them, individuals feel justified by the standards they acquire from society.

Accordingly to scholars such Ibrahim and Al-Sadiq (2015) and Shukri (2002), educational values are characterized by their human nature; they pertain solely to human beings and are not bound to specific time periods such as the past, present, or future. They serve as a standard of judgment, measured, evaluated, and interpreted through human behavior. They are also relatively stable but not absolute. They vary from one society to another depending on factors such as place, time, culture, geography, and ideology. People acquire or learn them from the environment; they are not inherited. They are subjective, meaning that the weight and importance of a value differ from one individual to another. Moreover, they are socially structured and hierarchical,

interconnected and interdependent, and form a prominent part of both individual and societal culture. They influence opinions, attitudes, ideas, and behavioral patterns.

Abu Manshar (2022) classified educational values into:

1. **Political values:** focus on the individual's problems through loyalty, belonging, and the application of the principles of consultation and democracy.
2. **Religious values:** focus on developing the principles of Islam among students, enabling them to adhere to and abide by them.
3. **Social values:** include loving, interacting with, and participating with others.
4. **Cognitive values:** These are values that focus on developing the mind, uncovering its potential, and acquiring intellectual skills.
5. **Economic values:** These focus on economics, economic transactions, and how to invest and utilize these within a value system.

Saudi Vision 2030 seeks to instill positive values in citizens' personalities, equipping them with desirable behaviors alongside knowledge and skills. The Vision represents a practical embodiment of Islamic and national values. It stresses that a lack of values would hinder ambitious national plans. It also highlights the importance of a comprehensive view of values as foundations for social cohesion and socio-economic development, drawn from authentic Islamic and national cultural sources (Saudi Vision 2030, 2016).

The Vision emphasizes cultural heritage, pride in national identity, and a diverse system of values such as perfection, discipline, justice, and transparency. These serve as pillars of development across all fields and become key references for Saudi culture and values (Saudi Vision 2030, 2016, p. 16).

Vision 2030 emphasizes that education is a key tool for building human capital and developing society. Developing education is not limited to modernizing curricula or improving infrastructure; it also includes instilling values that promote excellence, responsibility, fairness, transparency, and teamwork. Therefore, examining the extent to which faculty members practice the educational values outlined in the Vision is a crucial way to evaluate the university's role in achieving the Vision's objectives and to reveal how these values translate into practical educational practices (Saudi Vision 2030, 2016).

Study Problem

This study stems from growing global attention to teaching educational values, which has become a central priority at national and strategic educational levels across all stages of education (Arweck et al., 2005). This importance also stems from universities' key role in preparing students intellectually, socially, emotionally, and cognitively, equipping them with knowledge, skills, and competencies that provide a values system regulating their behavior and actions (Al-Shaib, 2014).

This study also addresses the problem identified by Al-Harbi (2020) and Al-Arini (2016). Their research highlighted the limited role of faculty members in developing and reinforcing values among students, and the lack of inclusion of these values in university courses and activities. In addition, Al-Saud (2014) and Al-Arini (2016) recommended faculty participation in teaching and instilling educational values in university students, and integrating these values into curricula, activities, and academic content.

Brady (2011) argued that failure in teaching values may stem from teachers' roles, as their personal values and how they express them in classrooms are often overlooked. Hadi (2015) noted that this issue may also result from teachers' insufficient skills in integrating values into classroom learning, or from curricula and academic content that are not aligned with values education. Suyatno et al. (2019) added that in many cases, schools and universities focus on teaching about values rather than teaching through values.

Inspired by Vision 2030, which calls for reconsidering the educational concepts and methods used in institutions, there is a pressing need to assess faculty members' educational and professional values. This helps identify weaknesses to improve and strengths to reinforce, since Vision 2030 highlights values as among the most important foundations for building society. Accordingly, this study seeks to answer the following questions:

RQ1 To what extent do faculty members at the College of Education, Najran University, practice the educational values stated in Saudi Arabia's Vision 2030 from their students' perspective?

RQ2 Are there statistically significant differences at the level of ($\alpha = 0.05$) in faculty members' practice of these values attributed to students' gender and academic level?

Significance of the Study

The significance of the present study can be divided into two main aspects, *Scientific significance* and *Practical significance*.

Scientific significance

The significance of the current study lies in the importance of its variables, focusing on the educational values of faculty members at Najran University, and emphasizing the most important educational values they possess that help them develop their own abilities as well as those of their students, and achieve their educational goals using the best methods and strategic approaches. It also positions the university professor as an active element and a fundamental pillar of the educational process. Moreover, it represents a research effort to implement Vision 2030, which has become a formal document and a key reference for the educational system at all levels. This study may raise a topic with a significant impact on the culture of educational institutions, as it can assist higher education decision-makers and draw their attention to the importance of educational values for faculty

members, students, and the teaching and learning process, in order to achieve a better understanding, integration, and application of these values within curricula.

Practical significance

The study's results are expected to help faculty members identify strengths and weaknesses in their educational values, thereby supporting Najran University's administration in planning and designing programs to develop these values among faculty. These programs would encourage faculty to enhance and apply educational values in curricula and academic content, and provide methods and strategies that enable them to use, teach, and instill these values in students' minds, as well as integrate them into their daily lives. This study also aims to provide a tool for measuring the practice of educational values for future research and to assist researchers, specialists, and those interested in educational values in achieving Vision 2030.

REVIEW OF LITERATURE

Kawiani and Bouhamama (2015) conducted a study to identify the extent to which university students practice educational values and the effect of gender and academic level on these values. They used the descriptive survey method with a sample of 200 male and female students from the College of Education at Kuwait University. They used a questionnaire to collect data. The results showed that students' practice of educational values was weak. Statistically significant differences in students' practice of values attributed to gender favored females, while no significant differences were found by academic level.

Al-Essa (2018) examined the degree to which faculty members at Jordan University of Science and Technology practiced social educational values from students' perspectives. The study used the descriptive survey method and included 514 male and female students. The study used a questionnaire to collect data. The results indicated that faculty members' practice of social educational values was moderate. Significant differences were found by academic year, favoring third-, fourth-, and fifth-year students, while gender showed no significant differences.

Al-Zoubi and Al-Omari (2018) investigated the prevailing values system among students in the Colleges of Educational Sciences at Jordanian universities. Using the descriptive survey method, the study included a sample of 759 male and female students. A questionnaire was administered for data collection. The results showed high values among students, with significant gender differences across all dimensions (favoring females) and academic-level differences (favoring first-year students).

Al-Harbi (2018) explored the educational values practiced by students at Al-Majma'ah University in Saudi Arabia. Using a descriptive survey method, the study sample included 645 male and female students. The study used an educational values practice scale. The findings showed that students practiced educational values at a high level, with no significant differences attributed to gender or academic level.

Smith et al. (2021) analyzed faculty members' educational values practices in European universities. The sample included 400 faculty members from 15 universities. The results revealed that European faculty members placed great importance on values such as equality, justice, and respect for cultural diversity. The study recommended disseminating best practices in promoting educational values internationally.

Berkowitz and Bier (2021) conducted a study to present a comprehensive vision of effective practices in teaching educational values. Their study analyzed data from 50 previous studies involving over 1,000 participants, including students and faculty in various educational institutions. The results highlighted that interactive activities and group projects, along with professors serving as role models, were among the most effective methods for reinforcing values. The study also emphasized the importance of training programs focused on academic integrity and ethical responsibility. This study serves as an important reference for educational institutions seeking to promote educational values within their academic environment.

Johnson (2022) evaluated the role of faculty members in promoting educational values in American universities, focusing on how effectively their practices reinforced values such as autonomy and personal responsibility among students. The sample included 300 faculty members from ten American universities. The findings showed that faculty members effectively practiced educational values, especially autonomy and responsibility. Students exposed to such practices displayed higher levels of academic commitment and social responsibility. However, some faculty members reported challenges such as workload pressure and insufficient training. The study recommended increased collaboration among American universities to exchange best practices in reinforcing values.

Abu Manshar (2022) studied the educational values practiced by students in the Faculty of Education at Hebron University in Palestine. Using the descriptive survey method, the study included 183 students. The results indicated that students practiced educational values to a high degree. Statistically significant differences favored psychology majors and fourth-year students.

Across the reviewed studies, objectives, results, tools, and samples varied. For example, Al-Zoubi and Al-Omari (2018), Al-Harbi (2018), and Abu Manshar (2022) found strong educational values in their samples. However, this differed from Kawiani and Bouhamama (2015), who reported weak levels of values. Most studies focused on students' perspectives on their own values or faculty perspectives, except Al-Essa (2018), which examined faculty members' practices from the students' point of view—similar to the current study's focus.

It is also evident that numerous studies have addressed educational values in the university environment, examining the degree of their practice and the factors influencing them (Abu Manshar, 2022; Al-Essa, 2018; Al-Harbi, 2018). However, most previous studies have focused on educational values as a general concept without attempting to link them to the national framework from which they originate (Berkowitz & Bier, 2021; Kawiani & Bouhamama, 2015; Saudi Vision 2030, 2016).

Table 1. Distribution of the study sample by gender and academic year

Variable	Category	Number	Percentage
Gender	Female	213	65.54%
	Male	112	34.46%
Year	First	74	22.77%
	Second	80	24.62%
	Third	90	27.69%
	Fourth	81	24.92%
Total		325	100%

Most previous studies have focused on students' practice of educational values , as in the studies by Kawiani and Bouhamama (2015), Al-Harbi (2018), and Abu Manshar (2022). However, this study examines how faculty members at Najran University act as active educators in shaping university students' value systems, in line with modern trends that emphasize the pivotal role of university professors in building this system. Therefore, this study is based on the premise that faculty members' practices at Najran University are a crucial factor in instilling values. They also serve as professional and ethical models that help shape students' awareness and attitudes.

Studies such as those by Al-Essa (2018) and Johnson (2022) have examined faculty practices related to educational values. However, these studies lacked a specific national strategic framework or reference point for these values. They addressed values in general terms without linking them to the content of Saudi Arabia's Vision 2030. Foreign studies, such as those by Smith et al. (2021) and Johnson (2022), were applied within different cultural and value contexts, focusing on values such as multiculturalism, individual autonomy, morality, equality, and diversity. Therefore, the current study examines the extent to which educational values are practiced in light of a comprehensive national document that serves as a key reference for educational policies. It also highlights another aspect: the integration of religious, national, and political values as outlined in Vision 2030. The study specifically examines how these values are applied at Najran University, reflecting the community's unique characteristics and values and its Arab and Islamic context, which reinforces the need for this research.

Based on the foregoing, this study is significant because it seeks to understand educational practices in light of a strategic national vision (Saudi Vision 2030, 2016). Its significance also lies in evaluating faculty behavior from the students' perspective, within a university context that has not been the subject of such independent research. This significance lends the findings scientific and practical value, which can be used to develop educational policies at Najran University. Furthermore, it can inform the design of faculty development programs and deepen the scientific understanding of the Saudi university's role in achieving the Vision's objectives and cultivating the desired ethical and values-based individual. This study is considered a pioneering work in this field. Consequently, it is expected to gain considerable traction within existing research and encourage further studies on these variables and the selected sample. Accordingly, this study aims to examine the extent to which faculty members practice educational values in line with Saudi Vision 2030 (2016), from the perspective of students at the College of Education.

METHODOLOGY

Research Design

The descriptive survey method was employed, commonly used in studies that collect descriptive data about a phenomenon without interfering with or manipulating it. This approach suits understanding reality as it exists, analyzing its characteristics, and identifying relationships between variables (Creswell, 2018).

Population of the Study

The study population consisted of all students enrolled in the College of Education at Najran University during the second semester of the academic year 2025–2026 (1447H), totaling 860 male and female students, according to university admission and registration records.

Sample of the Study

The study sample included 325 students from the College of Education at Najran University, enrolled in the second semester of the 2025/2026 (1447H) academic year across various academic levels. The researchers selected them using a random sampling method. **Table 1** shows the distribution of the study sample by student gender and academic level.

Instrument

To examine the extent to which faculty members at the College of Education at Najran University practice the educational values outlined in the Kingdom of Saudi Arabia’s Vision 2030 from their students’ perspective, the researcher developed a questionnaire for this purpose after reviewing relevant references and studies, including Abu Manshar (2022), Al-Essa (2018), Al-Raqqad (2022), and Kawiani and Bouhamama (2015). The initial version of the questionnaire consisted of 40 items distributed across six domains: cognitive values, social values, political values, religious values, aesthetic values, and academic values.

The researcher developed a questionnaire to measure the extent to which faculty members practice the educational values outlined in Vision 2030. The questionnaire is a primary data collection tool and the most efficient methodological instrument for measuring evaluative opinions and impressions among a broad sample of students, thus achieving the study's objectives. It also

Table 2. Correlation coefficients between the questionnaire items and both the score of their respective domain and the total questionnaire score

No.	Correlation with Domain	Correlation with Total Score	No.	Correlation with Domain	Correlation with Total Score	No.	Correlation with Domain	Correlation with Total Score
1	0.82*	0.63*	15	0.64*	0.49*	29	0.70*	0.66*
2	0.74*	0.59*	16	0.59*	0.47*	30	0.68*	0.53*
3	0.64*	0.47*	17	0.77*	0.69*	31	0.59*	0.48*
4	0.63*	0.48*	18	0.55*	0.49*	32	0.69*	0.60*
5	0.73*	0.53*	19	0.69*	0.56*	33	0.78*	0.68*
6	0.55*	0.47*	20	0.51*	0.40*	34	0.64*	0.54*
7	0.67*	0.53*	21	0.58*	0.42*	35	0.77*	0.67*
8	0.68*	0.59*	22	0.67*	0.45*	36	0.64*	0.53*
9	0.63*	0.55*	23	0.76*	0.53*	37	0.70*	0.66*
10	0.76*	0.66*	24	0.69*	0.50*	38	0.63*	0.57*
11	0.79*	0.68*	25	0.74*	0.51*	39	0.61*	0.50*
12	0.74*	0.64*	26	0.68*	0.53*	40	0.57*	0.48*
13	0.70*	0.62*	27	0.49*	0.40*			
14	0.68*	0.59*	28	0.50*	0.49*			

* Statistically significant at α = 0.05.

Table 3. Cronbach's Alpha Coefficient for the domains of the questionnaire

Domain	Number of Items	Cronbach's Alpha
Religious values	8	0.91
Social values	8	0.88
Economic values	6	0.85
Political values	6	0.83
Knowledge values	8	0.89
Total	36	0.92

covers the six study areas in a standardized and uniform manner. In addition, the questionnaire ensures the confidentiality of student responses when evaluating their professors' practices. This confidentiality enhances objectivity and transparency in data collection and facilitates statistical processing for accurate answers to the study's questions.

Validity of the Instrument

The questionnaire's face validity was verified by presenting its initial version to a group of ten expert reviewers, including faculty members specializing in Educational Administration and Foundations of Education at Saudi universities. They focused their feedback on the accuracy and appropriateness of the questionnaire's content. The researcher made necessary modifications, primarily to the wording of certain items. As a result, the final version of the questionnaire retained 40 items distributed across six domains: the cognitive values domain with 7 items, the social values domain with 7 items, the political values domain with 7 items, the religious values domain with 7 items, the aesthetic values domain with 6 items, and the academic values domain with 6 items.

Table 2 shows that the correlation coefficients of the questionnaire items ranged from 0.49 to 0.82 with their respective domains and from 0.40 to 0.69 with the total questionnaire score. All items correlated with both their domain score and the total score above 0.20, and all were statistically significant at α = 0.05. These values are considered acceptable for retaining items in the questionnaire according to Awda (2010). Thus, the questionnaire remained composed of 40 items distributed across six domains.

Reliability of the instrument

The construct validity of the questionnaire was verified by administering it to a pilot sample of 30 students from the study population but outside the main sample. Indicators of construct validity were calculated using the Pearson correlation coefficient to determine the correlation of each item with the total score of its respective domain and with the overall questionnaire score. **Table 3** illustrates these results.

Table 3 shows that the questionnaire's test–retest reliability was 0.87, while domain reliabilities ranged from 0.77 to 0.85. The entire questionnaire had an internal consistency reliability of 0.84, with domain values ranging from 0.75 to 0.81. These values are considered acceptable for the current study.

Data Analysis

The statistical analyses of the data in this study were conducted using the Statistical Package for the Social Sciences (SPSS) as follows:

-To answer the first research question, means and standard deviations were calculated for the extent to which faculty members at the College of Education at Najran University practice the educational values outlined in the Kingdom of Saudi Arabia's Vision 2030, both for the overall score and for its subdomains.

- To answer the second question, two-way ANOVA was utilized to examine the effect of the student's gender and academic level on the questionnaire's overall score. Two-way MANOVA was also used to examine the effect of the two variables on the questionnaire's subdomains.

Table 4. Means and standard deviations of the questionnaire domains arranged in descending order according to their means

Rank	Domain	Mean	Standard Deviation	Level of Practice
1	Religious Values	4.08	0.61	High
2	Cognitive Values	3.89	0.80	High
3	Academic Values	3.85	0.54	High
4	Aesthetic Values	3.81	0.60	High
5	Social Values	3.74	0.87	High
6	Political Values	3.23	0.79	Medium
Overall Educational Values		3.77	0.60	High

Table 5. Results of the Independent-Samples t-test for the differences between the mean scores of faculty members' practice of educational values at Najran University according to student gender and academic level

Variable	Category	Statistic	Cognitive Values	Social Values	Political Values	Religious Values	Aesthetic Values	Academic Values	Educational Values (Overall)
Student Gender	Female	Mean	3.96	3.86	3.30	4.19	3.98	4.00	3.88
		Std. Deviation	0.82	0.84	0.83	0.60	0.54	0.49	0.58
	Male	Mean	3.73	3.50	3.07	3.83	3.44	3.51	3.51
		Std. Deviation	0.74	0.88	0.67	0.55	0.57	0.49	0.56
Academic Level	First Year	Mean	3.73	3.62	3.10	3.96	3.66	3.71	3.63
		Std. Deviation	0.80	0.88	0.80	0.61	0.55	0.52	0.59
	Second Year	Mean	3.87	3.68	3.20	4.02	3.77	3.78	3.72
		Std. Deviation	0.74	0.88	0.82	0.69	0.72	0.63	0.63
	Third Year	Mean	3.96	3.79	3.33	4.18	3.87	3.93	3.84
		Std. Deviation	0.78	0.83	0.66	0.56	0.53	0.50	0.54
	Fourth Year	Mean	4.27	4.14	3.51	4.35	4.24	4.21	4.12
		Std. Deviation	0.81	0.78	0.84	0.45	0.46	0.33	0.50

* Statistically significant at $\alpha = 0.05$

RESULTS

First question: To what extent do faculty members at the college of education, najran university, practice the educational values stated in Saudi Arabia's vision 2030 from their students' perspective?

The study calculated the means and standard deviations of the study sample's responses to the questionnaire designed for this purpose, arranging the questionnaire domains in descending order by mean, as shown in **Table 4**.

Table 4 shows that students perceived faculty members' overall practice of educational values at the College of Education at Najran University as high, with a mean of 3.77 and a standard deviation of 0.60. The mean scores across the questionnaire domains ranged from 3.23 to 4.08.

Second Question: Are There Statistically Significant Differences at the Level ($\alpha = 0.05$) in Faculty Members' Practice of Educational Values Attributed to Students' Gender and Academic Level?

The means and standard deviations of faculty members' practice of the educational values outlined in Vision 2030 at the College of Education, Najran University, were calculated by students' gender. An independent-samples t-test was used to examine statistically significant differences between mean overall practice scores and subdomain scores by gender and academic level. **Table 5** shows the results.

Table 5 shows apparent differences in mean scores among faculty members at the College of Education, Najran University, regarding students' perceptions of the educational values outlined in Vision 2030. These differences are attributed to the students' gender and academic level. To test whether these differences in mean scores for educational values (overall) are significant, a two-way ANOVA was conducted, as shown in **Table 6**.

Table 6. Results of the Two-Way ANOVA for the degree to which Najran University faculty members practice the educational values included in Saudi Vision 2030 (overall), according to student gender and academic level

Source of Variance	Sum of Squares	df	Mean Square	F Value	Sig.	Effect Size (Level)
Student Gender	8.862	1	8.862	29.117	*0.000	0.083 (Medium)
Academic Level	8.050	3	2.683	8.816	*0.000	0.076 (Medium)
Error	97.394	320	0.304	—	—	—
Total	115.163	324	—	—	—	—

* Statistically significant at the (0.05) level

Table 7. Results of the Scheffé Post Hoc test for the degree to which Najran University faculty members practice the educational values in Saudi Vision 2030 (Overall), according to academic level

Educational Values (Overall)	Academic Level	Mean	First Year	Second Year	Third Year
	First Year	3.631	—	—	—
	Second Year	3.721	-0.089	—	—
	Third Year	3.843	-0.212	-0.122	—
	Fourth Year	4.121	-0.490*	-0.400*	-0.278*

* Statistically significant at the (0.05) level

Table 6 shows statistically significant differences (α=0.05) between the mean scores of faculty members at the College of Education, Najran University, regarding their adherence to the educational values outlined in Vision 2030. These differences are attributed to the faculty members' gender, favoring female faculty members. **Table 5** further illustrates this, with an effect size of 0.083, which Cohen (1988) considers moderate.

Similarly, statistically significant differences (α=0.05) were also found between the mean scores of faculty members at the College of Education, Najran University, regarding their adherence to the educational values outlined in Vision 2030. These differences are attributed to students' academic level, with an effect size of 0.076, which Cohen (1988) considers moderate. Further analysis is needed to determine whether these mean-score differences by academic level are significant. The researcher performed the Scheffé test for multiple post-hoc comparisons, as shown in **Table 7**.

Table 7 shows statistically significant differences at α = 0.05 in the overall mean scores of faculty members' practice of educational values by students' academic level, favoring fourth-year students over first-, second-, and third-year students.

A two-way MANOVA was also conducted to examine significant differences in mean scores for faculty members' practice of the six domains of educational values according to students' gender and academic level, as shown in **Table 8**.

Table 8. Results of the Two-Way MANOVA for the degree to which Najran University faculty members practice the educational values included in Saudi Vision 2030 according to student gender and academic level

Source of Variance	Multivariate Test	Dependent Variable	Sum of Squares	df	Mean Square	F	Sig.	Effect Size (Level)
Student Gender	Hotelling's Trace = 0.299	—	—	—	—	—	*0.000	—
		Cognitive Values	3.080	1	3.080	5.039	*0.025	0.016 (Small)
		Social Values	7.470	1	7.470	10.578	*0.001	0.032 (Small)
		Political Values	3.555	1	3.555	5.916	*0.016	0.018 (Small)
		Religious Values	9.444	1	9.444	29.074	*0.000	0.083 (Medium)
		Aesthetic Values	18.731	1	18.731	68.492	*0.000	0.176 (Large)
		Academic Values	16.702	1	16.702	77.115	*0.000	0.194 (Large)
Academic Level	Wilks' Lambda = 0.854	—	—	—	—	—	*0.000	—
		Cognitive Values	9.600	3	3.200	5.236	*0.002	0.047 (Small)
		Social Values	8.446	3	2.815	3.987	*0.008	0.036 (Small)
		Political Values	6.521	3	2.174	3.617	*0.014	0.033 (Small)
		Religious Values	6.340	3	2.113	6.506	*0.000	0.057 (Small)
		Aesthetic Values	10.125	3	3.375	12.341	*0.000	0.104 (Medium)
		Academic Values	8.571	3	2.857	13.192	*0.000	0.110 (Medium)
Error	—	Cognitive Values	195.584	320	0.611	—	—	—
		Social Values	225.986	320	0.706	—	—	—
		Political Values	192.281	320	0.601	—	—	—
		Religious Values	103.944	320	0.325	—	—	—
		Aesthetic Values	87.510	320	0.273	—	—	—
		Academic Values	69.308	320	0.217	—	—	—
Total	—	Cognitive Values	209.115	324	—	—	—	—
		Social Values	243.326	324	—	—	—	—
		Political Values	202.602	324	—	—	—	—
		Religious Values	119.696	324	—	—	—	—
		Aesthetic Values	118.264	324	—	—	—	—
		Academic Values	95.358	324	—	—	—	—

* Statistically significant at the (0.05) level

Table 8 shows statistically significant differences (at the α=0.05 level) between the mean scores of faculty members at the College of Education, Najran University, regarding their students' perceptions of the educational values outlined in Vision 2030, attributable to students' gender. These differences favored females, as shown in **Table 5**. The effect size ranged from 0.016 to 0.194, falling between small and large according to Cohen's (1988) classifications.

As shown in **Table 8**, there were statistically significant differences (α = 0.05) between the mean scores of faculty members at the College of Education, Najran University. This concerned students' perceptions of the extent to which faculty members practice the educational values outlined in Vision 2030, as it relates to students' academic level. The effect size ranged from 0.033 to 0.110, which falls between small and medium according to Cohen's (1988) classifications. To determine whether the mean scores differed significantly, we conducted Scheffé's multiple post hoc test, as shown in **Table 9**.

Table 9. Results of the Scheffé Post Hoc test for the degree to which faculty members in the College of Education at Najran University practice the educational values in Saudi Vision 2030 according to students' academic level

Domain	Academic Level	Mean	First Year	Second Year	Third Year
Cognitive Values	First Year	3.733	—	—	—
	Second Year	3.868	-0.134	—	—
	Third Year	3.965	-0.232	-0.097	—
	Fourth Year	4.267	-0.534*	-0.400*	-0.303*
Social Values	First Year	3.616	—	—	—
	Second Year	3.685	-0.069	—	—
	Third Year	3.792	-0.176	-0.107	—
	Fourth Year	4.138	-0.523*	-0.454*	-0.346*
Political Values	First Year	3.099	—	—	—
	Second Year	3.203	-0.104	—	—
	Third Year	3.327	-0.228	-0.124	—
	Fourth Year	3.511	-0.412*	-0.308*	-0.184*
Religious Values	First Year	3.962	—	—	—
	Second Year	4.018	-0.056	—	—
	Third Year	4.177	-0.215	-0.159	—
	Fourth Year	4.353	-0.391*	-0.335*	-0.176*
Aesthetic Values	First Year	3.663	—	—	—
	Second Year	3.767	-0.104	—	—
	Third Year	3.868	-0.205	-0.102	—
	Fourth Year	4.243	-0.580*	-0.476*	-0.375*
Academic Values	First Year	3.714	—	—	—
	Second Year	3.784	-0.069	—	—
	Third Year	3.928	-0.213	-0.144	—
	Fourth Year	4.212	-0.498*	-0.429*	-0.284*

* Statistically significant at the (0.05) level

Table 9 shows statistically significant differences (α=0.05) between the mean scores of faculty members at the College of Education, Najran University, regarding their students' practice of the educational values outlined in Vision 2030, attributable to the academic year variable. These differences favored fourth-year students over first-, second-, and third-year students in all areas: cognitive values, social values, aesthetic values, academic values, political values, and religious values.

DISCUSSION

Discussion of the Findings of the First Research Question

The researcher attributes the prominence of religious values to the significant emphasis faculty members at the College of Education, Najran University, place on them in their educational practices. This emphasis aligns with Saudi culture, which prioritizes Islamic values and makes them central to the educational process, focusing on Islamic identity. Saudi universities emphasize values development as an integral part of Islamic and national identity. In addition, the College of Education curriculum reinforces religious values more strongly than other values.

The researcher believes that the high level of religious values practiced by faculty members in the College of Education, as perceived by their students, is an expected outcome. This is because the Saudi environment and its cultural context are based on religious values as a firmly established Islamic reference point, forming the value framework for various educational practices. Furthermore, religious values are among the most prominent pillars of the Kingdom's Vision 2030, which emphasizes consolidating Islamic identity and promoting ethical values in various educational institutions. This is a positive indicator of achieving one of Vision 2030's goals: developing well-rounded students with balanced values and knowledge.

This finding may be attributed to the nature of the university, and the College of Education in particular, in line with its future vision and comprehensive mission to cultivate and prepare a generation committed to religious and moral values. Their role extends beyond preparing students academically, recognizing them as the future generation and future leaders. This may also stem from the faculty's awareness of their crucial role as educational role models. Religious values are among the most evident in their academic conduct and daily interactions, making students more adept at observing and evaluating them, given their pivotal role in shaping student character and their positive impact on student behavior, learning, and academic performance.

This finding also indicates the extent to which the College of Education has achieved its goals in instilling religious values as the foundation of educational work. This finding aligns with the objectives of Vision 2030, as it affirms that Islamic values are the foundation on which all other national, academic, and political values are built. They constitute the frame of reference that guides students' behavior in various educational situations and events.

This finding aligns with the studies by Abu Manshar (2022), Al-Harbi (2018), Al-Zoubi and Al-Omari (2018), and Smith et al. (2021). All of these studies confirmed high levels of religious and moral values among faculty and students in conservative university environments. However, this finding differs from Kawiani and Bouhamama (2015) and Al-Essa (2018), which showed only moderate student assessments of faculty members' adherence to educational and religious values. It also contrasts with

Smith et al. (2021), which found that faculty members in European universities place great importance on values such as equality, justice, and respect for cultural diversity. This discrepancy can be attributed to differences in the study environment, the context of the educational institutions where the studies were conducted, and the sample's characteristics.

The researcher attributes the low ranking of political values, and their moderate and lesser prominence compared to other values, to the sensitivity of political topics within the Saudi academic environment. The focus is on values that promote national unity and stability. Furthermore, the conservative academic environment of Saudi universities may avoid direct emphasis on political values to prevent any negative impact on students. Faculty members dedicate their time to learning, acquiring knowledge, information, and methodologies, and training in scientific writing. Their academic work focuses on designing educational content and activities, preparing and planning content delivery, building an engaging learning environment, ensuring student instruction, and writing academic books. This diverts their attention from current political and global events.

Furthermore, the unique nature of the university environment, characterized by institutional discipline and a reluctance to engage in political issues or practices, with a focus on academic and educational roles, has impacted the extent to which faculty members practice these values. These values are not directly reflected in their daily classroom behavior. They strive for neutrality in the educational process and avoid influencing students' beliefs or political orientations. This, in turn, leads to lower student awareness of these values. Another contributing factor may be a lack of sufficient skills among faculty members to integrate political values into the classroom (Hadi, 2015).

This finding may reflect a limited student awareness of political concepts and their application within the university context. They perceive political values as confined to formal political institutions rather than being relevant to academic practices and work. While the Kingdom's Vision 2030 includes values related to governance, accountability, and political participation, how these values are embodied in educational practices may be less clear, both theoretically and practically. These factors explain its moderate ranking.

This finding highlights the need to strengthen awareness of political values in educational practices and to provide students with political experiences and opportunities. There is also a need to offer them opportunities for political participation through diverse student forums, using methods that align with the nature of university education and are consistent with the goals and aspirations of the Kingdom's Vision 2030. This finding is consistent with Abu Manshar's (2022) study, which showed that political values ranked last among educational values.

This finding aligns with Abu Manshar's (2022) study, which found differences attributable to the academic year variable, favoring fourth-year students. However, it differs from Kawiani and Bouhamama's (2015) study, which found no differences in university students' practice of educational values based on the academic year variable. It also contradicts Al-Zoubi and Al-Omari's (2018) study, which showed differences favoring first-year students. Furthermore, it does not align with Al-Harbi's (2018) study, which demonstrated no differences in the impact of the academic year variable on the practice of educational values. This difference can be explained by the initial enthusiasm and exploration of first-year students, which may inflate their initial assessments compared to their peers.

Discussion of the Findings of the Second Research Question

The researcher explains this result by noting differences in perceptions and expectations. Female students may have higher expectations or more positive perceptions of faculty members' practice of educational values compared to male students. Differences may also stem from interaction patterns between instructors and female students versus male students, where females may feel more supported or cared for. This difference could also be related to communication style, as females may be more open in expressing their opinions about educational practices, leading to higher evaluations. Personal values may also influence evaluations; females may place greater importance on certain educational values, such as cooperation, social responsibility, and critical thinking, than males, resulting in higher evaluations of faculty performance in these areas.

This finding aligns with the results of the studies by Kawiani and Bouhamama (2015) and Al-Zoubi and Al-Omari (2018), which demonstrated differences in the practice of educational values favoring females. Abu Manshar (2022) found differences in favor of fourth-year students. However, it differs from the findings of the studies by Al-Essa (2018) and Al-Harbi (2018), which found no differences in the impact of gender on the practice of educational values. This discrepancy is attributed to the variation in educational philosophies and academic systems across societies.

The researcher explains this result by pointing to differences in perceptions and expectations, attributed to the student's gender, favoring females. Females may have higher expectations or more positive perceptions of faculty members' practices regarding educational values compared to males. The difference may also stem from the interaction patterns between professors and female students compared to male students. Females may feel more supported or cared for, and this difference could be attributed to the nature of the communication. In addition, females may be more open in expressing their opinions about educational practices, leading to higher evaluations. Furthermore, differences in personal values can influence evaluation. Females may place greater importance on certain educational values (such as cooperation, social responsibility, and critical thinking) than males, resulting in higher evaluations of professors' performance in these areas.

The result of the academic year favoring fourth-year students can be attributed to the accumulated academic experience of fourth-year students. They possess broader and longer experience interacting with faculty members and understanding methods for promoting educational values. They may be better equipped to critically and analytically evaluate educational practices and recognize their importance compared to first-year students. This may be due to their longer exposure to learning and teaching, their acquisition of educational practices, and their interaction with faculty. This experience has given them a greater opportunity to observe and appreciate efforts to promote educational values and a deeper awareness of how these values impact their

academic and professional lives. Furthermore, fourth-year students possess a higher degree of academic and personal maturity than first-year students, making them more capable of understanding and appreciating educational values and their influence.

CONCLUSION

In conclusion, the study found that faculty members at the College of Education, Najran University, reported high levels of practice of the educational values outlined in the Kingdom of Saudi Arabia's Vision 2030. The "religious values" domain ranked first, while "political values" ranked last. The results also showed statistically significant differences in faculty members' mean scores for these values, attributable to gender (favoring females) and academic year (favoring fourth-year students).

Based on these findings, the study recommends strengthening political values by integrating them into the curriculum and student activities, thereby increasing students' awareness of their importance and role in building society. It also suggests reinforcing educational values from the first year to ensure that all students benefit equally. Furthermore, it recommends improving faculty interaction with male students to enhance their educational experience. Finally, it emphasizes the need to raise awareness of the importance of educational values among both students and faculty.

The following constraints limit the study's findings: it focused solely on the educational values of faculty members at the College of Education, Najran University, in accordance with the Kingdom of Saudi Arabia's Vision 2030. The study included students enrolled in the second semester of the 1447 AH academic year at the College of Education, Najran University, based on statistics from the Deanship of Admissions and Registration at Najran University. Therefore, the researcher urges further studies to understand the reasons behind differences in evaluations of faculty practices by gender and academic year.

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