

JIRSEA Issue: Vol. 22 No. 3

Sept/Oct 2024

ISSN 1675-6061

<http://www.seairweb.info/journal/index.aspx>

## Submission Timeline

First submission: 16 February 2024

Revised submission: 1 August 2024

Final Submission: 20 October 2024

Acceptance: 29 October 2024

## Ethics, Values, and the Promotion of Life Skills Among University Students

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**CITE ARTICLE:** AlAhmad, et. al., . (2024). Ethics, Values, and the Promotion of Life Skills Among University Students. *Journal of Institutional Research South East Asia*, 22(3), 315-330



**Publisher: SEAIR Secretariat**

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## ETHICS, VALUES, AND THE PROMOTION OF LIFE SKILLS AMONG UNIVERSITY STUDENTS

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### ABSTRACT

This study explores students' awareness of life skills and highlights their importance across various academic specializations. While not directly acquired from specialized courses, life skills enhance student motivation and foster Creativity. The research investigates life skills awareness among students at the University of Jordan (UJ) by measuring students' awareness of life skills. A questionnaire was distributed to a random sample of 1,224 students enrolled in the Ethics and Human Values course, ensuring representation across gender, academic specialization, and academic level. The sample was selected to comprehensively cover the studied variables, with demographic characteristics such as age, gender, educational background, and geographic distribution detailed. Data were analyzed using SPSS, calculating arithmetic means and standard deviations and applying ANOVA to identify statistically significant differences between variables. The analysis focused on differences in life skills awareness based on gender, academic specialization, academic level, and the completion of the Ethics and Human Values course. The results revealed a high overall average score on the life skills scale, indicating a strong level of awareness among UJ students. Statistically significant differences were found between students who had completed the Ethics and Human Values course and those who had not, with the former group exhibiting higher levels of life skills awareness. This study emphasizes the need to develop learning activities, instructional approaches, and assessment methods to promote life skills acquisition. It highlights the importance of expanding curricular and extracurricular opportunities within the university, recognizing that life skills development extends beyond academic pursuits. The study fills a critical gap by providing insights into student life skills awareness and offers recommendations for enhancing these skills in university education.

**Keywords:** *Ethics, Human Values, Life Skills, University Requirements.*

## Introduction

Once overlooked in education, the concept of life skills gained prominence following UNESCO's "Education for All" conference in 1990 in Thailand, where the critical importance of teaching life skills was underscored. This focus was reinforced at UNESCO's 2000 conference in Senegal, where life skills were acknowledged as essential to modern education. Although largely unrecognized before the 1990s, interest in life skills can be traced back to the mental health field in the 1960s (Nasheeda et al., 2023). International organizations and scholars have since provided diverse definitions of life skills. UNESCO defines them as a "set of cognitive, personal, and interpersonal abilities" that enable individuals to make informed decisions, solve problems, think critically and creatively, communicate effectively, and build healthy relationships. The World Health Organization defines life skills as the "ability to adopt positive and adaptive behavior" in response to life's challenges.

Life skills encompass an array of psychological, behavioral, and social competencies that empower individuals to navigate life's demands, make sound decisions, communicate effectively, and foster a strong sense of self-esteem. These skills are influenced by culture, context, upbringing, and education (Na Ayudthaya et al., 2019). They include communication, problem-solving, leadership, teamwork, responsibility, self-confidence, diversity acceptance, and decision-making, forming the backbone of student personality development (Kumar, 2017). Acquiring life skills is critical for university students, directly affecting self-esteem and career preparedness (Kazemi et al., 2014). Knowledge alone is insufficient for success in today's rapidly evolving world. Creativity, problem-solving, and innovation are equally essential, enabling students to adapt and thrive in professional environments (Rahman, 2019). Extracurricular activities, cultural or sporting events, and volunteer work are pivotal in life skills development. Community service involvement equips students with good citizenship skills and empowers them to address societal challenges. While impacting the economy, universities must prioritize fostering social engagement and community awareness. By harnessing student energy through service initiatives, universities can profoundly influence societal well-being (Carl & Menter, 2021).

This study defines life skills as cognitive, personal, and interpersonal abilities that enable university students to manage daily challenges, take responsibility, and engage effectively in

both personal and professional environments. These skills include problem-solving, decision-making, Creativity, innovation, and personal traits like self-confidence, responsibility, and self-esteem. Interpersonal abilities such as communication, teamwork, and empathy also play a crucial role in helping students adapt, collaborate, and interact meaningfully with others.

This study aims to elevate awareness of life skills, targeting students and university administrators alike. It urges the integration of both curricular and extracurricular activities into academic programs. This initiative transcends the university under examination, extending to all higher education institutions. Developing life skills, beginning early in life, is fundamental to personal excellence and success.

### **Research problem**

The importance of life skills in students' transition to the job market is widely recognized. The number of university graduates is growing, and labor market comparisons among graduates are increasingly based on their skills. This poses a problem due to students' lack of sufficient awareness about the necessity of acquiring these skills from the first year of university enrollment. The study aims to explore this aspect to understand the reasons that limit students' possession of these skills, which is linked to some students' weak awareness of them. Additionally, the study seeks to enhance this awareness and motivate students to acquire more skills that complement practical knowledge, ensuring they are at least on par with others in competing for opportunities.

The University of Jordan offers courses addressing this aspect from the first year, utilizing a quantitative approach by using surveys to collect information from students enrolled in one of these mandatory courses, specifically the Ethics and Human Values course, which includes skill development and capacity building. Additionally, these findings can be shared with *universities for mutual benefit*.

### ***Research Questions***

The study poses the following:

1. What is the awareness level of students at the University of Jordan (UJ) about life skills?

2. Are there statistically significant differences at the level ( $\alpha = 0.05$ ) in the awareness level due to the student's gender, academic specialization, academic level, and enrollment in the Ethics and Human Values Course (EHVC)?

## Literature Review

This section defines life skills and identifies their importance for university students. It also highlights the significance of extracurricular and additional academic activities in fostering students' life skills in the educational context. The section presents previous studies on life skills, which generally serve the research topic.

### *Definition of Life Skills in general and life skills for University students in particular*

As outlined earlier, UNESCO characterizes life skills as a comprehensive set of cognitive, personal, and interpersonal competencies that empower individuals to make sound decisions, solve problems, think critically and creatively, communicate effectively, establish healthy relationships, and manage both their personal and social lives in a productive and balanced manner (Taute, 2007). Similarly, the World Health Organization describes life skills as the capacity to adopt constructive and adaptive behaviors that allow individuals to navigate the challenges of daily life with resilience.

Based on these definitions, the researchers view life skills for university students as a broad spectrum of behavioral, psychological, and social abilities. These competencies enable students to respond positively to life's demands, make informed decisions, communicate effectively, and cultivate healthy self-esteem and self-worth.

Life skills extend beyond the classroom, encompassing extracurricular activities (ECAs) and additional academic activities (EAAs), often called cultural activities. These voluntary and social engagements occur outside formal academic programs and typically involve peer collaboration. Under faculty supervision, students and staff often manage these activities, though in many cases, students initiate and lead their projects, such as independent campus publications. School administrators and faculty may also introduce these activities to foster holistic student development (Shaiju & John, 2018).

Furthermore, life skills can be effectively integrated into university curricula through dedicated courses like the "Ethics and Human Values" course at The University of Jordan.

This practical approach underscores the researchers' first-hand experience and highlights universities' critical role in equipping students with essential competencies for personal growth and professional success.

*The Importance of Life Skills for University Students*

Life skills are instrumental in the development of students, particularly university students, equipping them with essential competencies for academic success and personal growth. Studies such as Gim (2021) demonstrate that students involved in extracurricular activities (ECAs) outperform their non-participating peers academically. Moreover, Taute (2007) underscores the profound impact of ECAs in fostering a sense of community responsibility, which is integral to character building and personal growth. Alajmi (2019) further emphasizes the value of these activities in productively utilizing leisure time, fostering self-learning and continuous learning skills, and promoting physical health.

Extracurricular activities in educational settings cultivate students' physical, intellectual, and creative capabilities. They provide opportunities for building strong friendships, enhancing teamwork, and developing problem-solving skills. Additionally, ECAs contribute to emotional regulation, boost academic performance, and increase high school students' chances of being accepted into universities (Umamah & Hartono, 2020). These activities range from sports and scouting to performing arts, contributing to personal growth, self-confidence, and forming meaningful relationships (Shaiju & John, 2018; Alajmi, 2019).

Active involvement in community service also nurtures leadership skills and facilitates personal connections while positively influencing academic performance. Similarly, participation in academic clubs like sports, chess, and debate fosters intellectual engagement, deepens understanding of school subjects, and enhances cognitive abilities (Jaworski et al., 2022). Student councils, often established in higher education, empower students to elect representatives who advocate for their interests, teaching them the value of civic engagement and collective decision-making (Petrini, 2022).

Student-run media platforms, such as newspapers, literary magazines, and educational publications, are vital in familiarizing students with emerging technologies and opening doors to career opportunities post-graduation (Maddah et al., 2023). These activities enrich students' educational experiences and prepare them for future roles in an ever-evolving, tech-driven world.

One of the most significant advantages of life skills education is the enhancement of Creativity, an essential component of both cognitive and emotional development. Creativity is fundamental in innovative thinking processes, making it indispensable in academic and professional contexts (Melur Sukumar et al., 2023). It involves generating and applying new ideas, techniques, and perspectives, often through collaborative efforts and is crucial for fostering lifelong learning and self-directed education (Falconi, 2023; Yabunaka et al., 2023).

Encouraging Creativity in academic and extracurricular environments enables students to discover and hone their talents across various domains, enhancing their ability to think divergently and adapt to life's diverse challenges (Cecalupo & Di Donato, 2023). According to Russ & Fiorelli (2010), key success factors for nurturing Creativity include providing opportunities for children to explore diverse activities, creating supportive environments where unconventional ideas are valued, and promoting independence in problem-solving.

Kaufman & Beghetto (2009) identify four dimensions of Creativity:

1. *Cognitive Dimension (Learning for Knowledge)*: This dimension shapes learning outcomes through innovative and divergent thinking, analysis, and synthesis.
2. *Effective Dimension (Learning for Work)*: This dimension emphasizes collaboration, teamwork, productivity, and risk-taking, contributing to professional success.
3. *Individual Dimension (Learning for Self)*: This dimension prioritizes self-development, self-efficacy, and adaptability, building perseverance, self-respect, and self-esteem.
4. *Social Dimension (Learning for Living with Others)*: This dimension addresses problem-solving in social contexts, fostering comprehensive citizenship, self-development, and critical thinking for improved health and adaptability.

These dimensions highlight the multifaceted nature of Creativity as a life skill, underscoring its significance in shaping well-rounded, resilient, and successful individuals.

#### *Promoting Life Skills in Educational Contexts*

In today's rapidly evolving world, characterized by unprecedented knowledge advancement and technological breakthroughs, individuals face significant challenges that demand the

ability to adapt and stay aligned with global developments. Addressing these challenges necessitates elevating students' performance, as Valand et al. (2022) emphasized. Modern university systems have increasingly focused on developing life skills, viewing them as an essential combination of environmental awareness, knowledge acquisition, values, and attitudes. These skills are systematically taught and intentionally integrated into various practical applications and educational activities. The ultimate goal is to shape students into well-rounded, responsible citizens capable of meeting life's demands, navigating modern challenges, and cultivating meaningful social relationships (Rubino et al., 2023).

Around the world, many countries have adopted educational frameworks centered on life skills to prepare young people for emerging global challenges. As UNICEF notes, this type of education is crucial for fostering resilience and adaptability in students, making it one of the most critical forms of learning (Petrini, 2022). It is an interactive process aimed at imparting knowledge and shaping behavioral patterns. According to UNICEF (2022), two fundamental pillars define successful education systems based on life skills. First, they must focus on knowledge transfer and behavioral change, ensuring students are informed and equipped to act on that knowledge. Second, curriculum development must transcend traditional models of education, which focus solely on disseminating information. Instead, modern curricula should aim to change behavior alongside knowledge acquisition (Shtembari & Elgün, 2023).

Universities play a pivotal role in cultivating life skills among their students. This begins by identifying the essential psychological, social, and personal skills for young people to thrive. Educational institutions must ensure curricula balance knowledge, attitudes, and practical skills. Effective teaching methods, such as cooperative and active learning, are essential for engaging students in skill-based learning. Additionally, skill development techniques such as peer support, role-playing, and modeling are crucial in fostering students' capacity to apply these skills in real-world scenarios (Lu, 2023).

Lenzen, Buyck, and Bouvier (2023) argue that the essential life skills students must acquire today include problem-solving, self-directed learning, social relationship-building, responsibility-taking, decision-making, critical thinking, creative thinking, and technological proficiency. These competencies are increasingly viewed as non-negotiable for success in an interconnected and technologically driven world.



Several studies further emphasize the importance of life skills in higher education. Mona Omar's (2017) research, *The Role of the University in Developing the Life Skills of Its Students*, highlights that students exhibit strong communication skills, which play a vital role in conflict resolution. This underscores the university's role in enhancing students' social and personal competencies (Omar, 2017). Similarly, Nasser Al-Zahrani's (2021) study on the role of educational institutions in Saudi Arabia revealed that both public and university education institutions significantly contribute to developing students' social skills, equipping them for effective participation in society.

Wurdinger and Qureshi's (2015) exploration of project-based learning (PBL) further demonstrates the effectiveness of innovative pedagogical approaches in cultivating life skills. Their study, based on student surveys and interviews, revealed that with minimal changes in time management, collaboration, and work ethics, students showed marked improvement in responsibility, problem-solving, self-direction, communication, and Creativity. These findings suggest that PBL fosters a comprehensive skill set essential for students' future success.

Moreover, Marasi's (2019) research bridges the gap between academic knowledge and life skills, focusing on enhancing students' employability. Training on teamwork was particularly effective in building team dynamics and fostering positive attitudes toward collaboration. This highlights the role of life skills education in preparing students for the workforce and increasing their career success. Similarly, in computer programming, Sancho-Thomas et al. (2009) demonstrated the importance of integrating technical skills with essential life skills such as communication, leadership, and team management, preparing students for successful careers in software development.

Additionally, Lisa et al.'s (2019) study, *Comparison between Employers' and Students' Expectations in Respect of Employability Skills of University Graduates*, underscores a disconnect between what employers and students prioritize. While employers pointed out deficiencies in practical skills among graduates, students emphasized domain-specific knowledge and leadership. This expectation gap further reinforces the importance of life skills education in aligning students' competencies with workplace demands.

In light of this extensive research, it is evident that incorporating dedicated life skills courses in university curricula is crucial. Such courses benefit not only students but also employers

and society. Teaching life skills equips students with the tools they need to succeed in an increasingly complex and competitive world while also meeting the expectations of the modern workforce. Universities must continue to play an active role in fostering these critical competencies, ensuring that graduates are knowledgeable and capable of adapting, leading, and contributing to society.

## **Methodology**

The methodology employs a quantitative approach to gather information from students enrolled in the Ethics and Human Values course by asking multiple questions through a survey in the 2020/2021 academic year. This course was selected based on its blended format and appropriate content for studying the main objectives. One key goal of offering this course is to equip students with life skills by encouraging their participation through content that includes group initiatives and self-assessment.

## **Participants**

The survey included students enrolled in the Ethics and Human Values course, with each registered student allowed to complete the survey once. The sample comprised a suitable number of participants to achieve the study's objectives, selected using random sampling based on gender, academic specialization, and academic level to ensure a comprehensive representation of the studied variables. The study also detailed the sample's demographic characteristics regarding age, gender, educational background, and geographic distribution. A random sample of 1,224 student responses was collected.

## **Course description and evaluation methods**

The Ethics and Human Values course seeks to introduce students to the importance of morals and human values and their role in building positive behavior and constructive personality, as well as in promoting citizenship and belonging to the principle of rights and responsibilities. The course addresses the importance of the complementary relationship between laws and regulations on the one hand and ethics, values, and principles of transparency and integrity on the other hand. It also includes self-development, evaluation, character-building, and self-expression methods. The course also encourages students to succeed and promotes team spirit. It also encourages students to participate in initiatives and activities within and outside

the university to contribute to developing and building students' personalities on one side and contribute to the development and building of society on the other.

The ethics and human values course's evaluation methods encompass a comprehensive approach that includes self-evaluation, group initiatives, active participation, interactive assignments, and a final exam. Students will self-evaluate and reflect on their understanding and application of ethical principles, fostering personal growth and accountability. Group initiatives will encourage peer collaboration, allowing them to explore complex ethical dilemmas and present their findings. Active participation in discussions and activities will be essential, as it promotes critical thinking and the exchange of diverse perspectives. Interactive assignments will challenge students to apply ethical theories and concepts to real-world scenarios, enhancing their practical understanding of human values. Finally, the course will culminate in a final exam that assesses students' comprehension of the material, ensuring they can effectively integrate and articulate the core principles of ethics and human values.

### **Measurement Tools**

Measurement tools were specifically developed to measure students' life skills. The tools included (40 items) that measure several main life skills. A five-point Likert scale was used for response, where 1 reflects complete disagreement, and 5 reflects complete agreement. Skills were evaluated based on specific criteria for each skill, and scores were calculated according to the participants' responses. The tools used showed a high level of validity and reliability, as the psychometric properties were verified through previous studies that confirmed their reliability and validity.

The tool consists in its final form of (40) paragraphs, whereby the respondent puts a mark in front of each paragraph to indicate the extent to which what is stated in the paragraph matches what suits him on a scale consisting of five degrees according to the five-point Likert scale, which are: always, given (5) degrees, often, given (4) degrees, sometimes, given (3) degrees, rarely, given (2) degrees, never, given (1) degree, and vice versa for negative paragraphs. Accordingly, the highest degree the examinee obtains in each paragraph is (5). The lowest degree is (1), and to judge the level of the trend, which will be divided in this study into three levels, which are (high, medium, low), by subtracting the highest degree from the lowest degree, the result is (4), then dividing this degree by (3), which are the levels of the trend, the result becomes (1.33), and this number will be adopted as the length of the category that

determines the level of the trend, which is as in Table No. (3), and Table No. (4). Table No. (5) shows this.

Table 1: The level of the trend

Level	Score
Low	1-2.33
Medium	2.34-3.67
High	3.68-5

### *Research Instrument Life Skills Scale (LSS)*

This section explains how the study tool was designed and verified to demonstrate the validity and reliability of this study's procedures. Figure (2) shows how we will discuss this subject.

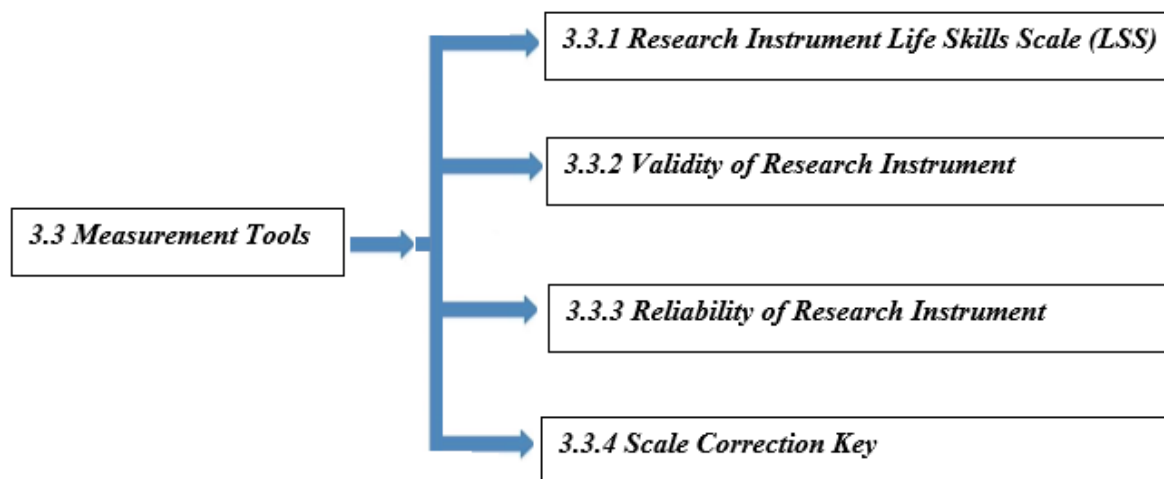


Figure. 1: Concept map for LSS (prepared by researchers)

### *Validity of Research Instrument*

#### *Face Validity*

The validity was checked by presenting it to a group of specialized academics at different Departments in the UJ to obtain their feedback, opinions, and comments on the appropriateness of the sub-domains of each scale, the clarity of language, the validity of the items in measuring the ideas of the items and their suitability for students. Notes focused on amending the linguistic wording of some items. All feedback was considered, and (80%) of the questions were approved.

*Internal Construct Validity*

The internal construct validity of a scale is pivotal in ensuring its reliability and accuracy. It assesses the coherence between individual items and the overarching dimension they are intended to measure. In essence, it determines whether each item accurately reflects what it is supposed to measure without introducing extraneous factors. Typically, this is evaluated through statistical measures like the Pearson correlation coefficient, which gauges the relationship between each item's score and the scale's total score. Table (2) visually represents these correlation coefficients for the items comprising the (LSS). This analysis elucidates the degree of alignment between individual items and the overall construct, offering valuable insights into the scale's internal consistency and validity.

Table 2: Correlation Coefficients of the Items of (LSS) with the Total Score

Item	Correlation Coefficient of Total Score	Item	Correlation Coefficient of the Total Score
1	.317**	21	.743**
2	.685**	22	.733**
3	.585**	23	.701**
4	.686**	24	.736**
5	.584**	25	.501**
6	.613**	26	.585**
7	.581**	27	.662**
8	.632**	28	.704**
9	.706**	29	.576**
10	.683**	30	.677**
11	.630**	31	.746**
12	.598**	32	.731**
13	.696**	33	.753**
14	.653**	34	.556**
15	.754**	35	.669**
16	.721**	36	.293**
17	.700**	37	.677**
18	.583**	38	.613**
19	.757**	39	.738**
20	.759**	40	.669**

As shown in Table (2), all the correlation coefficients of the scale items with the total score of the scale range between (.293) and (.759), where all these values are statistically significant

and indicate the consistency of the internal structure of the scale; therefore, the scale consists of (40) items in its final form.

#### *Reliability of Research Instrument*

To check the reliability of (LSS), the reliability coefficient value is computed using Cronbach's Alpha. Table (3) illustrates these findings.

Table 3: Reliability Coefficient Value Using Cronbach's Alpha Coefficient for Items of Scale (LSS)

Scale	Reliability Coefficient Value (Cronbach's Alpha)
Life Skills Scale (LSS)	0.96

As shown in Table (3), Cronbach's alpha coefficient for the total score of the scale is (0.96), indicating that the (LSS) has an accepted and good degree of reliability "that can be relied upon in the implementation according to the Nunnally scale, adopting (.70) as a minimum reliability level" (Nunnally & Bernstein, 1994, pp. 264- 265).

#### *Scale Correction Key*

The 5-point Likert scale used in the study is graded as follows:

Always	Often	Sometimes	Rarely	Never
5	4	3	2	1

To answer the questions of the study, means and standard deviations of individual responses to each item of the research instrument are used. To evaluate the level of awareness of the UJ students of life skills and the level of the contribution of the Ethics and Human Values Course (EHVC) to develop life skills among UJ students, the degree of availability is divided into three levels (Low, Medium, High) by finding the Mean as follow:

$$\text{Length of One category} = (\text{the Highest Value of the Alternative} - \text{the Minimum Value of the Alternative}) \div \text{Number of Levels} = (5-1) \div 3 = 1.33$$

Moreover, by adding (1.33) to the Minimum Value of the alternative (the minimum), the criterion for expressing those levels is: The Mean ranging between (1) and (2.33) indicates a Low Degree, the Mean ranging between (2.34) and (3.67) indicates a Medium Degree, and the Mean ranging between (3.68) and (5) indicates a High Degree.

### Data Collection Procedures

Data were collected over an academic year through a questionnaire distributed to participants after explaining the study objectives and obtaining their consent to participate. All ethical standards were adhered to, including maintaining the confidentiality of participants' information and ensuring that data would only be used for scientific research purposes.

### Data Analysis

The data were analyzed using SPSS to meet study requirements, extracting arithmetic means and standard deviations and applying (ANOVA) to identify statistically significant differences between variables. These variables were categorized by gender, academic specialization, academic level, and the study of ethics and human values, with results interpreted based on the statistical values obtained.

Table 4: The Distribution of the Study Sample for the Study Variables

Variable	Category	Number	Percentage
Gender	Male	286	23.4%
	Female	938	76.6%
	Total	1224	100%
Academic Specialization	Humanities Schools	845	69%
	Scientific Schools	257	21%
	Health Schools	122	10%
	Total	1224	100%
Academic Level (Year)	1st	472	38.6%
	2nd	439	35.9%
	3rd	95	7.8%
	4th	218	17.8%
	Total	1224	100%
Have you studied the Ethics and Human Values Course (EHVC)?	Yes	799	65.3%
	No	425	34.7%
	Total	1224	100%

### Findings & Discussion

This section provides detailed insight into the results related to the study questions, which identify the level of UJ students' awareness of life skills and the level of the Ethics and Human Values Course (EHVC) 's contribution to developing life skills among students.

**Findings related to the first research question**

What is the UJ students' awareness level of life skills?

The means and standard deviations for the student's responses to the (LSS) are calculated to answer this question. Table (3) illustrates those findings.

Table 5: Means and Standard Deviations of Students' Responses to the Dimensions of the (LSS) Arranged in Descending Order According to the Means

Rank	Dimension	Mean	Standard Deviation	Degree
1	Accepting the Difference	4.39	0.72	High
2	Taking Responsibility	4.38	0.72	High
3	Cooperation and Teamwork	4.29	0.78	High
4	Self-confidence	4.23	0.71	High
5	Making Decision	4.04	0.73	High
6	Leadership	4.03	0.81	High
7	Problem-Solving	4.02	0.80	High
8	Communication	4.02	0.74	High
The Overall Scale Score		4.18	0.63	High

**High Score out of (5)**

As shown in Table (5), the overall mean score for the life skills scale is high, with a mean of (4.18). In detail, the dimension of accepting the difference is ranked first with a high degree and a mean value of (4.39). However, the dimension of taking responsibility is ranked second with a high degree and a mean value of (4.38). The dimension of cooperation and teamwork is ranked third with a high degree and a mean value of (4.29). The dimension of self-confidence is ranked fourth with a high degree and a mean value of (4.23), while the dimension of making the decision is ranked fifth with a high degree and a mean value of (4.04). Also, the dimension of leadership is ranked sixth with a high degree and a mean value of (4.03). Moreover, the dimension of problem-solving is ranked in the penultimate with a high degree and a mean value of (4.02). The dimension of communication is ranked in the eighth and last rank with a high degree and a mean value of (4.02). The following is a breakdown of the scale items.

The study's results in Table (5) clearly show a weakness in problem-solving and communication skills, with a value of (4.02) for each. This indicates a strong relationship between these two skills. The ability to communicate effectively is part of problem-solving, and the absence of communication implicitly weakens the ability to solve problems.

The reasons can be attributed to the fact that the students have not yet studied the subject of communication skills. This is an indication of the necessity of focusing on engaging in group



work and working in a team spirit while increasing the number and diversity of participation, especially with participation that includes the participants' differences and specializations, which prompts them to focus on communication in order to achieve goals, especially since the students' skills in accepting difference were High (4.39), which guarantees the success of this mission. Also, solving problems requires the actual practice of this type of skill, and we cannot be limited to the theoretical or academic aspect. However, this must be reflected in the practical reality as well.

Based on this result, the student's skills complement each other. The student can strengthen the weak skills by constantly practicing these skills and engaging in the practical aspect.

Table 6: Means and Standard Deviations of Students' Responses to the Item of (LSS) Arranged in Descending Order According to the Means

Rank	Dimension	Mean	Standard Deviation	Degree
1	I appreciate and respect others.	4.61	0.82	High
2	I reflect a positive image of myself while dealing with the Internet	4.57	0.83	High
3	I appropriately hand in the required assignment.	4.56	0.87	High
4	I decently and responsibly act in life.	4.54	0.84	High
5	I understand the significance of fulfilling my obligations while carrying out the necessary duties.	4.51	0.86	High
6	I do not hesitate to help others, even if they are different.	4.46	0.88	High
7	I act with love and compassion for others.	4.44	0.89	High
8	I respect and accept other people's ideas.	4.44	0.91	High
9	I carefully listen to the teacher's instructions.	4.41	0.93	High
10	I take the initiative to help others.	4.40	0.89	High
11	I am satisfied with the way I deal with others.	4.38	0.87	High
12	I make sure to build bonds of trust with the team members.	4.36	0.93	High
13	I accept everyone's opinions.	4.32	0.90	High
14	I accept positive criticism.	4.31	0.91	High
15	I work as hard as I can.	4.29	0.92	High
16	I have a sense of belonging to the group.	4.29	1.01	High
17	I admit my mistakes while I do assignments.	4.29	0.91	High
18	I confidently act when dealing with Moodle.	4.27	0.95	High
19	I can think independently.	4.27	0.93	High
20	I have a sense of responsibility.	4.26	0.99	High
21	I help the group in making decisions.	4.24	0.94	High
22	I can motivate and encourage others.	4.14	1.03	High
23	I avoid blaming anyone for the wrong performance.	4.13	0.98	High
24	I took the initiative to do assignments on Moodle even though I did not know them in advance.	4.12	1.06	High
25	I can make accurate judgments about my performance and others.	4.10	0.96	High
26	I check the credibility of information sources.	4.08	1.05	High
27	I can offer alternative solutions to the problem.	4.08	0.96	High
28	I praise others.	4.06	0.97	High
29	I can handle all practical applications on Moodle.	4.02	1.04	High
30	I like to learn by myself.	4.01	1.13	High

31	I use verbal and non-verbal communication to communicate information about the requested content.	3.98	1.08	High
32	I trust my teammates.	3.97	1.05	High
33	I put the interest of the group first before my interest.	3.96	1.06	High
34	I can direct my colleagues so that they can achieve their goals or answer their assignments.	3.92	1.05	High
35	I make the best use of my time.	3.91	1.05	High
36	I understand other people's emotions.	3.89	1.01	High
37	I care about the strengths and weaknesses of the topic at hand.	3.86	1.06	High
38	I offer constructive criticism about the problems presented to me.	3.80	1.09	High
39	I work without supervision.	3.68	1.19	High
40	I communicate with colleagues on the Moodle system.	3.11	1.26	Medium
The Overall Scale Score		4.18	0.63	High

**High Score out of (5)**

As shown in Table (6), the general Mean of the overall score of the life skills scale is high, with a mean value of (4.18). The means of the items range between (3.11) and (4.61), where the item (1) stipulating "I appreciate and respect others" is ranked first with a high value of (4.61). Item (2), stipulating "I reflect a positive image of myself while dealing with the Internet," is ranked second with a high score and a mean value of (4.57). Also, item (3), stipulating "I appropriately hand in the required assignment," is ranked third with a high score and a mean value of (4.56). Item (39), stipulating "I work without supervision," is ranked thirty-ninth and penultimate with a high score and a mean value of (3.68), while item (40) stipulating "I communicate with colleagues on the Moodle system" is ranked forty and last with a medium score and a mean value of (3.11).

Additionally, as seen in Table (6), items No. 1 and 2: "I appreciate and respect others (4.61)" and "I reflect a positive image of myself while dealing with the Internet (4.57)" are both high, and this shows the great interest in the ethical aspect among students, which prompts students to acquire more skills or improve them. The relationship that governs the team is the relationship between them based on respect, and this is confirmed by the high grade that came in each of the following statements: "I do not hesitate to help others, even if they are different from me (4.46)" and "I act with love and compassion for others (4.44)."

**Findings related to the second research question**

Are there statistically significant differences at the level ( $\alpha = 0.05$ ) in awareness due to student gender, academic specialization, academic level, and study of Ethics and Human Values Course (EHVC)?

To answer this question, what are the means and standard deviations for students' responses to the (LSS) according to their gender, academic specialization, academic level, and study of Ethics and Human Values Course (EHVC)? Analysis of variance (ANOVA) is used to determine the significance of the differences, as shown in Table (7).

Table (7): Means and Standard Deviations of Students' Responses to the Dimensions of the Life Skills Scale (LSS) Arranged in Descending Order According to the Study Variables

Variable	Category	Number	Mean	Standard Deviation
Gender	Male	286	4.11	0.62
	Female	938	4.20	0.63
	Total	1224	4.18	0.63
Academic Specialization	Humanities Schools	845	4.18	0.66
	Scientific Schools	257	4.16	0.60
	Health Schools	122	4.18	0.46
	Total	1224	4.18	0.63
Academic Level (Year)	1st	472	4.22	0.59
	2nd	439	4.17	0.61
	3rd	95	4.11	0.58
	4th	218	4.13	0.75
	Total	1224	4.18	0.63
Have you studied the Ethics and Human Values Course (EHVC)?	Yes	799	4.27	0.71
	No	425	4.00	0.38
	Total	1224	4.18	0.63

The above results show apparent differences in the means of the student's answers to the life skills scale (LSS) according to gender, academic specialization, academic level, and Ethics and Human Values Course (EHVC). An analysis of variance (ANOVA) is performed to determine the significance of the differences. Table (8) illustrates those findings.

Table (8): The Findings of the Analysis of Variance Test (ANOVA) to Find out the Significance of the Differences in the Responses of the UJ Students to (LSS) According to the Study Variables

Source of Variation	Sums of Squares	Degrees of Freedom	Mean Square	F	Statistical Significance
Gender	0.498	0.498	0.498	1.316	0.251
Academic Specialization	0.009	0.004	0.004	0.012	0.988
Academic Level	1.528	0.509	0.509	1.347	0.258
Studying Ethics and Human Values Course (EHVC)	18.506	18.506	18.506	48.949	0.000*
Error	459.745	0.378	0.378		
Adjusted Total	481.663	1223			

\* Significance level ( $\alpha = 0.05$ )

Table (8) indicates no statistically significant differences at the level ( $\alpha = 0.05$ ) in the means of the study sample responses on (LSS) for gender variable, as the F-value is (1.316) and the level of significance is (.251), which is a statistically insignificant value. Additionally, Table (8) shows no statistically significant differences at the level ( $\alpha = 0.05$ ) in the means of the study sample responses on the (LSS) for the academic specialization variable, as the F-value is (0.012) and the level of significance is (.988), which is a statistically insignificant value. Moreover, Table (7) designates no statistically significant differences at the level ( $\alpha = 0.05$ ) in the means of the study sample's responses to the (LSS) according to the academic level variable, as the F-value is (1.347). The significance level is (.258), a statistically insignificant value. However, Table (8) demonstrates the presence of statistically significant differences in the means of the responses of the study sample on the (LSS) to the variable of studying Ethics and Human Values Course (EHVC), where the F-value is (48.949) with a level of (.000). In other words, the Mean of the responses of those studying Ethics and Human Values Course (EHVC) is higher than the Mean of the responses of students who do not study Ethics and Human Values Course (EHVC).

The research focuses on promoting the awareness of practical life skills among UJ students. It tackles the significance of social life skills in enabling students to understand better the cultural background behind the courses and how it influences the overall educational performance. To capture students' perceptions, the researchers adopted a quantitative approach that yields statistical analysis of the obtained responses. The students' questionnaire answers reflect their impression of studying social skills. As the answers being statistically analyzed, the following conclusions have been made:

The literature reviewed supports the researchers' argument regarding the importance and necessity of using practical social skills in the university curriculum and study plan. The researchers have presented some of the studies above as they tackle the ethics and human values modules. In light of the students' responses and perceptions, the literature review revision, and the statistics results, the researchers set the needed assumptions as conclusions followed by appropriate recommendations.

The results of the ANOVA analysis showed that there were no statistically significant differences in gender differences, as shown in Omar (2017). This can be explained by the fact that the university environment is a common factor for all students, which may lead to

homogeneity in the level of awareness among students regardless of their gender or specialization. As for academic specialization, the opportunities available to students in some specializations to develop certain life skills may differ from others, as Al-Zahrani (2021) indicated that students of scientific specializations may be exposed to different practical challenges than students of theoretical specializations, which leads to differences in their level of awareness of life skills.

In addition, the study level may impact students' awareness of life skills, as students in advanced years may have greater awareness due to their accumulated academic and social experiences Lisa et al. (2019). As for studying the subject of ethics and human values, the effect may appear greater among students who received this subject compared to their peers who did not study it due to the focus of the subject on promoting human values and skills for dealing with daily life, which in turn affects their level of awareness of life skills. Although the results showed high scores in the level of life skills among the study sample, there is an urgent need to enhance these skills. It is important to clarify that high scores may reflect theoretical knowledge rather than practical application of these skills. In some cases, students may reflect sufficient awareness of life skills and their importance, but they may lack the ability to apply them effectively in daily life.

There is also a gap between theoretical knowledge and practical application of life skills, as traditional education may focus on providing knowledge without providing sufficient opportunities to apply this knowledge in real-life situations. Therefore, enhancing life skills requires educational and training programs that focus on practical aspects and provide students with educational environments that simulate reality and allow them to practice these skills.

Rapid developments in the educational environment and society may require the development of new life skills compatible with modern challenges. Students need advanced skills such as critical thinking, flexibility, and solving complex problems, which may not be sufficiently available within traditional curricula.

Consequently, enhancing life skills should be an essential part of the educational system to ensure that students can face future challenges and apply what they have learned in practical life.

## Conclusion

The findings of this study underscore the necessity of integrating practical life skills into the university curriculum to enhance the educational experience and prepare students for real-world challenges. As evidenced by the statistical analysis of student perceptions, there is a clear consensus on the significance of social life skills in fostering a deeper understanding of cultural contexts and improving overall academic performance. The research aligns with existing literature that advocates incorporating practical social skills within university study plans, particularly within ethics and human values modules.

The analysis revealed that while there are no significant gender differences in life skills awareness, variations exist among academic specializations. Students in scientific disciplines often encounter distinct practical challenges, influencing their exposure to life skills compared to their peers in theoretical fields. Moreover, advanced students demonstrate a heightened awareness of these skills, reflecting their accumulated academic and social experiences. Those who have engaged with courses on ethics and human values particularly benefit from the emphasis on human values and everyday life skills, enhancing their overall awareness.

Despite the high scores in life skills awareness among participants, the study identifies a critical gap between theoretical knowledge and practical application. This disparity indicates that while students may recognize the importance of life skills, they often lack the opportunity to implement them effectively in their daily lives. To address this issue, it is essential to develop educational and training programs that prioritize experiential learning and provide environments conducive to practicing life skills in realistic scenarios.

The rapidly evolving educational landscape necessitates reassessing life skills that align with contemporary challenges. Students must be equipped with advanced competencies such as critical thinking, adaptability, and complex problem-solving—skills often insufficiently addressed in traditional curricula. Therefore, integrating life skills into the educational framework is imperative to ensure that students are aware of these skills and capable of applying them effectively in real-world contexts, thus preparing them to navigate the complexities of modern life successfully.

## Recommendations

To foster a holistic educational environment that equips students with essential competencies, the following recommendations aim to enhance extracurricular activities and promote awareness of life skills within the university community:

- *Enhance Extracurricular Activities:* Extracurricular activities should be strongly emphasized, as they are vital for students to develop various life skills.
- *Invest in Extracurricular Programs:* Universities should allocate resources to expand extracurricular programs, which would provide students with opportunities to apply theoretical knowledge in real-world contexts.
- *Promote Awareness of Life Skills:* Increasing awareness within the university community about acquiring life skills is essential.
- *Implement Informative Initiatives:* Universities should organize campaigns, informational sessions, and collaborative projects to highlight the role of life skills in improving academic performance and preparing students for modern life challenges.

## Limitations and Future Directions

Similar to prior studies, the present research faces several limitations. Therefore, future investigations must adopt diverse methodologies, including interviews and other innovative data collection techniques. While this study concentrated exclusively on universities, specifically the University of Jordan, there exists significant potential to broaden its scope to include the wider education sector, encompassing various universities and institutes. Moreover, subsequent research efforts should delve into a more comprehensive array of life skills, thereby revealing diverse perspectives within this field and paving the way for rigorous scientific inquiry to refine educational strategies, promote life skills development, and heighten awareness about their importance.

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