



Values System Relationship to Leadership Behavior of Practicing and Non-sports-practicing University Students

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The study examined the values system and its relationship to leadership behavior of sports-practicing and non-sports-practicing students in Al-Balqa Applied University, Jordan. The study used two tools to collect data, namely, values system and leadership behavior questionnaires. The study sample consisted of (217) students, (64) of whom are sports-practicing, and (153) are non-sports-practicing. The results showed that the degree of students' possession of the values system as a whole was high, in descending order, moral and democratic values, achievement and competition values, national values, physical skills values, social values, aesthetic values and finally financial gain values. Besides, it showed that students' leadership behavior degree was high, and there was a statistically significant difference at ($\alpha = 0.05$) between the means of the sports-practicing, and non-sports-practicing students' estimates on values system items. Also, there was a statistically significant difference in their estimates on the leadership behavior scale in favor of sports-practicing students. The study recommends universities to develop sports activities and intensify training courses that teach students leadership behavior and link knowledge and skills to the values system in their events, programs, curriculum and field activities.

Keywords: leadership behavior, Al-Balqa Applied University students, sports-practicing students, values system

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INTRODUCTION

Sports and physical education play a significant role at the individual, community, national and global levels. At the individual level, they can enhance the individual's abilities, knowledge and leadership skills. At the national level, they can undoubtedly contribute to the economic and social growth and the development of public health. At the global level, sport has a long-term positive role on economic, public health, peace and the environment development (Abdul Rahman & Ismail, 2018; Djaelani et al., 2021; Griggs & Randall, 2019). By and large, sports activities and physical education aim to achieve three basic tasks: (i) physical, which is intended to improve the physiological and psychological capabilities of an individual to be able to adapt to the environment; (ii) economic, which refer to the increase in production through physically strong and intellectually developed individuals which in turn leads to increased productivity; and (iii) social and cultural tasks, which enhance cultural and moral values among members of society, develop the spirit of discipline, responsibility and cooperation, relieve tensions that lead to differences between members of the same society, absorb public anger among the masses, and spread fraternity and harmony (Setambah et al., 2019). Sports activities, with their various theoretical and practical effectiveness, contribute to preparing individuals for life through various life situations with the aim of providing them with multiple values that illuminate their future (Al-Askar, 2011; Börü, 2018; Chalkiadaki, 2018).

As an educational subject, physical education seeks to confirm cognitive, kinetic, and social gains through physical and sports activities that aim at developing, crystallizing and refining students' personality. The psychomotor goal achieves the development of students' physical characteristics and functions on improving the physiological yield, boosting good coordination of movements and postures, creating energy sources, controlling the system and administering and distributing physical effort, maintaining balance during implementation, improving sports results, controlling and managing emotions, achieving psychological compatibility and good growth for students, and building a balanced personality far from introversion and domination (Börü, 2018; Chalkiadaki, 2018).

As for the cognitive objective, physical education helps to recognize the structure and composition of the human's body and the impact of physical effort on it. It also helps to have a good knowledge of the laws and history of sports, the limits of individual's capabilities and his opponent's capabilities, good behavior during field accidents, first aid rules, and discovering the forces affecting the human body during movement and stillness (Bochkareva et al., 2020). As for the social goal of physical education, it works to instill the values of respect for competition laws, acceptance of others, enjoyment of sportsmanship, acceptance of defeat and victory, responsibility and initiative, coexistence with the group, and building friendships through sports competitions (Abdul Rahman & Ismail, 2018).

Physical education and sports as a profession and as an educational system are one of the most important entrances to the acquisition of moral, social, health and other values, and here comes the role of leaders, whether as a teacher, a trainer, or even an

administrator in supporting the appropriate educational climate for spreading and developing values among students (Alwazeer, 2020). Values are among the most important determinants of culture and they are of equal importance with other determinants such as the social system or the social order of the society. They express the ultimate goals of social interaction and what it simply should be like (Al-Momani et al., 2019). Values are a shorthand for the culture of society and its moral motives, thus sports practitioners often feel of a strong emotional connection towards sports because they express their vision and judgment on actions and goals. In so doing, they express their vision of what is acceptable or unacceptable, and what is good or evil, and thus they define the levels of behavior that make up social norms. Values such as honesty, honor, hard work, physical fitness and others are found in all societies and in all times and eras, no matter how different the culture of a society is, but the essential difference between cultures lies in the relative importance of each value and the extent of its legitimacy and the degree of its acceptance, rejection or even neglect (Khalil, 2021). Values are the basic criterion for individuals and social behavior (Al-Momani, 2015).

The strategy of educating values through sport seeks to develop knowledge and competencies that enable young people to develop their social capabilities such as teamwork, solidarity, tolerance and sportsmanship in a multicultural setting (Eroglu & Demirel, 2018). Sports activities are characterized by the richness of the social climate and the abundance of social processes and interactions that give the sports-practicing individuals many values, life experiences and desirable social characteristics that develop the multiple aspects of individuals' personality and help them to cope with normalization, cohesion, belonging and adapt to the requirements of society, its values systems and its social and ethical standards (Danioni & Barni, 2019). These values include different areas of life, including fun, legal and free play, participation, adherence to regulations and laws, respect for all players, and punishment for inappropriate behavior (Al-Askar, 2011).

Universities are considered institutions which are often capable of developing values more than other types of formal institutions through the types of social relations and different types of behavior, whether positive or negative, which university students acquire in order to deal with others regardless of their ideological, cultural, social and political differences (Al-Tamimi, 2010; Warsah et al., 2021). As such, the role of the university goes beyond being a place to receive science and knowledge, rather it is considered a comprehensive educational institution in which students interact with their professors (Al-Jaradat et al., 2012; Rababah & Malkawi, 2012). Students gain from university appropriate behaviors, life experience and beneficial interactions with their colleagues, in addition to specialized scientific knowledge. As a result, values system characterizes the university climate in forming prevailing behaviors (Obeidat et al., 2022; Salah et al., 2021; Warsah et al., 2021).

University education aims to enable individuals to develop their capabilities to the highest possible levels by supporting their intellectual growth, preparing them for working life, participating actively in community service, increasing their understanding and knowledge to achieve their personal benefits at the economic and social level,

meeting economic needs, and forming a democratic, civilized society that accommodates everyone without discrimination (Danaa et al., 2022; Manzoor et al., 2012; Zorina et al. 2018). Therefore, the function of universities is not limited to providing knowledge only, but also it goes beyond this to build generations capable of assuming responsibilities through their development in activities, effectiveness and programs for personal development, providing the opportunity for expression and interaction with others. They promote important concepts such as tolerance and respect for others, acceptance of diversity, culture of dialogue, teamwork, leadership skills development and student leadership behavior ((Aldaihani & Alkhaldi, 2018).

Review of Related Literature

Values Systems

Several studies have studied the relationship between values and sports activities. For instance, Kurtzman (2001) studied values of sports and their relationship to the local income of countries and found that sports educational values have a significant role in increasing local income during the practice of local activities. Smith (2004) studied industrial cities and their relationship to activating the educational and sports values through the clubs. He found that external and internal participation of Manchester and Sheffield cities increased the number of tourists to the cities.

Castillo et al, (2018) examined the associations between coaches' value priorities and their transformational leadership behaviors. They explored the potential mediation contrasted with moderation effect of two alternative variables in this relationship: perceived club pressure or an autonomy supportive environment. The number of the participants was 266 basketball coaches whose ages were from 17 to 66 years old from 119 different Spanish clubs. The coaches were Spanish speakers who trained players at different levels of competition. The results showed that when the importance of the coaches' self-transcendent values such as universalism and benevolence was strong, they displayed transformational more behaviors such as individual consideration, intellectual stimulation, inspirational motivation, and fostering acceptance of group goals toward the basketball players. They perceived more autonomy supportive environment and lower pressure from the club. Coaches who held conservation values displayed inspirational motivation behaviors. When coaches held openness to change values they tended to display inspirational motivation and intellectual stimulation. Besides, coaches who believe in self-enhancement values showed lower transformational behaviors toward their basketball players. These results highlighted the important role of identifying the value base to develop transformational leadership programs to boost positive experiences in the sports fields.

Al-Askar (2011) aimed to identify the educational values of physical education among students of physical education faculties in the Jordanian universities. The researcher used a descriptive method to analyze the data. The study sample consisted of (400) male and female students. The study concluded that students' assessments of the educational values of their sports practice were highly in the values of achievement, patriotism,

physical and skills, morality, democracy, risk-taking, competition, financial gain and social gain.

Metwalli and Mohamed (2021) examined the effect of some organizational and personal values on the type of leadership and the performance level of leaders in Egyptian sports clubs. The study sample consisted of (120) individual leaders working in sports clubs. The results displayed that the types of leadership of Egyptian sports club's managers were as follows: dictator, democratic and anarchist. And the personal values of the managers were, in descending order, economic, social, mental (intellectual), ideological, political and aesthetic values. Also, the study found that personal values and organizational values positively affect the level of performance and the type of leadership of Egyptian sports clubs' managers.

Yameen's (2021) field study at the University of Biskra-Algeria aimed to investigate the importance of physical and sports education in developing cultural values for university students through employing a descriptive approach. The study sample consisted of (40) male and female students. The study concluded that physical education had a statistically significant effect on the development of cultural values with their three components: social, cultural and aesthetic. Likewise, Dweikat (2016) examined the educational values of students of physical education faculties in the Palestinian universities. The study sample consisted of (188) male and female students. The results of the study showed that the students' educational values were largely focused on the religious, political, social, and scientific fields, while they were moderately focused on the economic field. The total degree of educational values was high.

Al-Atrash and Shubul (2016) aimed to identify the level of social values among students of the faculty of physical education at An-Najah National University in Palestine. The researchers used the descriptive method. The study sample consisted of (72) male and female students. The study concluded that the level of social values among students was high, and there were differences between males and females about the level of social values in favor of females. Similarly, Al-Shafi's and Ismail (2016) examined the effect of recreational activities on some social values among female students in the faculties of physical education and kindergarten in Egypt. The study relied on the descriptive analytical approach. The study sample consisted of (414) female students from the two colleges chosen randomly. It concluded that there was a positive correlation between social values and the practice of recreational activities.

Bouaisha (2021) investigated the role of physical and sports education in citizenship education for secondary school students, and the role of the subject's teacher in instilling and developing national values among school students in Algeria. A descriptive method was used to identify the roles. The study sample consisted of (80) teachers of physical education and sports in the state of Blida. The results concluded that physical education and sports have an important role in citizenship education for secondary school students. Also, Al-Zayoud et al. (2019) explored the beliefs of Yarmouk University students about the role of sport in promoting social, moral and national values. The study sample consisted of (650) male and female students of "fitness for all" courses taught at the university. The sample members were chosen

randomly. The results of the study showed that students' beliefs about sports have positive repercussions in developing and strengthening moral, social and national values, and males were more affected by the repercussions of practicing sports activities on social, moral and national values than females.

Leadership Behavior Patterns

Leadership has a large and important social role played by individuals during their interaction with other members of the group. This role is characterized by the power and the ability to influence others and direct their behavior in order to achieve the group's goal. Leadership is considered a form of distinctive social interaction between the leader and the followers where the characteristics of leadership and subordination emerge (Jaber, 2021; Zorina et al. 2018). It has a major social role that is played by the leader during his interaction with other members of the group (Al-Raqeb, 2021).

There are many patterns of leadership behavior. For instance, there is the autocratic style which contributes to the completion of the work and it is characterized by authoritarian opinion and centralization in decision-making. On the other hand, there is the chaotic pattern which is keen to give workers a degree of freedom in the practice of their work and leaves all responsibilities to the workers (Al-Naji, 2021). Leadership works to control and organize relations within the community, and this requires a qualified leadership that possesses the know-how, wisdom and sound decision. Today, leadership has become an indispensable necessity in all fields of life and in all states and countries institutions, including educational institutions in which leadership plays an important role and a catalyst for success and the achievement of educational goals (Al-Hujaij, 2019; Ahmed & Abdul Karim, 2021). The primary function of leadership is to work with and for the group in a mutual social interaction process between the leader and his followers that is needed by each group that wants to achieve its goals (Al-Ajarmeh, 2012).

There are many views about the leadership styles that individuals use when they perform some leadership tasks. Watkin (2000) pointed out that leadership styles are represented in the following styles: formal, friendly, coercive and democratic. Others see leadership styles as marketing leadership, commanding leadership, delegating leadership, and participatory leadership (Adlan & Tayoush, 2021; Al-Shami, 2021; Zorina et al. 2018). Leadership behavior patterns can be categorized into three main types:

Democratic leadership

It is a kind of leadership in which power is distributed between the leader and subordinates. It relies on sound human relations and the participation of everyone in decision-making. The most effective leaders are those who use group rather than individual guidance. Democratic leadership is based on participation, development of human relations, and delegation of authority (Terzi & Ramazan, 2016).

Autocratic leadership

It is a kind of leadership which practices harshness on subordinates at work to force them to carry out orders, and practices inflexibility as well in carrying out instructions. It

does not allow group members to discuss the leadership with any decisions taken. It is also called the authoritarian leadership, individual leadership, and dictatorial leadership. It revolves in its entirety around one axis which is the attempt of the autocratic leader to subordinate all matters in the organization that he manages to his authority (Al-Raqeb, 2021; Banjarnahor et al., 2018).

Chaotic leadership (Laissez Faire)

It is a non-autocratic leadership. It focuses on the freedom of the individual to the extent that it is concerned only with human relations, without concern for work and achieving goals. Subordinates are given unlimited freedom in defining their plans, putting them into practice, and making related decisions (Al-Shafi' & Ismail, 2013; Majmami, 2019; McNellage, 2020). Several studies have examined the relationship between sports activities and leadership behavior. Jaber (2021) examined the leadership behavior of the basketball coach from the players' point of view in Gaza in Palestine on a random sample consisting of (120) players and (18) coaches. The results of the study showed that the leadership behavior of the basketball coach from the players' point of view was ranked weak. In the same vein, Al-Tahaine and Al-Odat (2014) examined the transformational leadership behavior prevailing among coaches working in the department of sports activity from the point of view of sports team players at the Hashemite University and its relationship to their levels of satisfaction. The sample consisted of (86) male and female players representing different sports. The respondents were asked to answer the transformational leadership scale, and a players' satisfaction scale. The results showed that the degree of trainers' practice of transformational leadership was moderate in general. The areas of transformational leadership were ranked as follows: the practice of intellectual arousal, idealistic influence, inspirational motivation and individual considerations.

Danioni and Barni (2019) studied the relationship between the leadership behavior of the coach and the ability to make decisions in some sports activities. The researchers used the descriptive approach. The study sample consisted of (130) coaches, players and clubs in the cities of the Canal Region in the following group sports activities: football, volleyball and handball. A leadership behavior scale and a decision-making ability scale were used to measure leadership behavior of the coach and the ability to make decisions in some sports activities. The results showed that there was a significant positive relationship between the domains of leadership behavior scale and the ability to make decisions, while there was a significant negative relationship between the domains of authoritarian behavior and the ability to make decisions.

Al-Raqeb (2021) examined the degree of leadership behavior among students of King Saud University in Saudi Arabia. The study sample consisted of (463) outstanding and talented and ordinary male and female students. The results of the study showed that leadership behavior of talented and ordinary students was high, with statistically significant differences between the degree of leadership behavior of both in favor of talented students.

To sum up, leadership and its relationship to values system has attracted the attention of scholars of different orientations, in recognition of its importance in achieving the hopes and aspirations of individuals. This achievement can only be done through a conscious leadership that enjoys a high degree of efficiency and effectiveness ((Al Qumash, 2020; Al-Ajarmeh, 2012). Therefore, social psychologists were interested in describing leadership as an essential axis of individuals' dynamics, and sociologists were also interested in it as a social phenomenon that stems from the presence of an individual within the group, and a factor of group cohesion, solidarity and organization. On the other hand, communication scholars focused the spotlight on it as a method of successful communication in the group whereas psychologists focused their efforts in this regard to identify the most important characteristics that distinguish leaders from others.

Problem Statement and Research Questions

Due to the multiplicity of sports activities, the behavioral attitudes vary accordingly, and through these attitudes, different styles of leadership appear. Some of these attitudes contribute to success, while others may lead to failure. The sports field plays an important role in the emergence of leaders and in the development of leadership behavior. This is evident in many activities that provide its practitioners with the opportunity to develop leadership through participation in sports competitions, management and organization of sports activities, training, guidance, planning and controlling of various sports activities. However, it is noticed that there are some behaviors that emanate from some individuals that indicate the existence of a problem in their value system or leadership behavior, such as practicing violence, non-acceptance of matches results, inability to make decisions, rejecting the other's opinion and trying to impose one's opinions on others and not allowing them to participate in decision-making.

Also, there is a lack of studies dealing with the issue of leadership behavior and personal values that compare this relationship with those who practice sports activities and those who do not in Jordan to better understand the impact of sports practice on the value system and leadership behavior and the relationship between them. A few studies that dealt with the issue of values among athletes such as Al-Askar (2011), Al-Jalad (2008) studies; however, they have not addressed the leadership behavior, or other studies that dealt with the leadership behavior among athletes without addressing the position of values such as Al-Naji's (2021) study.

Education research has taken great care of values because of their role in refining individuals' soul and elevating their spirit. Sports are one of the most important components of modern education and they play a significant role in improving the outcomes of the educational process. They are one of the important foundations for building values in terms of raising generations in a righteous manner, spreading virtue and good values such as honesty, rectitude, cooperation, courage, politeness, tolerance, generosity and others. Due to the multiplicity of sports activities, there are many behavioral situations accordingly. Through these situations, different leadership styles appear (Al-Hadhrami, 2019). Some of which may help success and others may lead to

failure. The sports field plays an important role in the emergence of leader individuals and in the development of leadership behavior. This is evident in many activities that allow sports-practicing people the opportunity to cherish leadership behaviors through different educational situations and participation in sports competitions, management and organization of sports activities, training, guidance, planning and control of various sports activities.

These leadership practices are linked to a values system that controls and organizes them and provides them with the criteria and norms that give them the human, moral and patriotic character. Henceforth, this study aimed to examine the values system of students who practice sports activities (sports-practicing students) compared to other students who do not practice these activities (non-sports-practicing students), and the relationship of this values pattern to the leadership behavior of both groups by answering the following questions:

1. What is the degree of Irbid University College students' possession of the values system?
2. Is there a statistically significant difference at ($\alpha = 0.05$) between the two means of the students' estimates on the items related to the values system as a whole and each of its domains attributed to the practice of sports activities?
3. What is the level of leadership behavior among Irbid University College students?
4. Is there a statistically significant difference at ($\alpha = 0.05$) on students' estimates on the items of the study tool related to leadership behavior as a whole?
5. Is there a statistically significant relationship between the values system and leadership behavior among Irbid University College students?

Importance of the Study

The study gains its importance from the importance of its variables, the values system and leadership behavior, that has examined. It provides specialists and decision-makers with information that can be relied on to develop plans and programs. The study presents a proposed model for decision-makers in educational institutions to strengthen the values system by developing the practice of recreational activities in them. Also, the study represents a quality addition to literature related to values and leadership behavior. As such, it has attempted to shed light on the relationship between the values system and leadership behavior in light of sports activities practice, and the impact of these activities on this relationship. This might not have been thoroughly addressed by previous studies.

Limitations of the Study

The study was limited to the following areas:

- *Spatial boundaries*: It was limited to Irbid University College affiliated to Al-Balqa Applied University.
- *Human limits*: It was limited to students of Irbid University College who were enrolled in the "sports and health for all" course.

- *Temporal limits*: This study was conducted in the first semester of the academic year 2020/2021.

Terminology of the Study

- *Values*: They are a set of standards, provisions, and convictions that are formed by an individual through his interaction with the surrounding environment. And they are the criterion by which we judge the actions of others, and their behavior in dealing with those around them (Al-Harithi, 2021; Hidayati et al., 2020; Suyatno et al., 2019).
- *Values system*: It is the hierarchical arrangement of a set of values that an individual, group or society adopt and govern their behavior. They are often adopted without conscious awareness of the individual or members of the group or society (Hidayati et al., 2020; Suyatno et al., 2019). In this study, they are measured procedurally through the degree obtained by the respondents on the scale of the values system prepared by the researchers specifically for this purpose to achieve the objectives of the study.
- *Behavior*: It includes all aspects of mental, motor, emotional and social activity carried out by the individual, and is represented in the activity carried out by the individual in order to conform and adapt to his environment, satisfy his needs and solve his problems (Akhmetshin et al., 2019; Al-Raqeb, 2021).
- *Leadership*: It has a major social role played by an individual (the leader) during his interaction with other members of the group. This role is characterized by the fact that whoever performs it has the power and ability to influence others and direct their behavior in order to achieve the group's goal (Abu Abdo, 2020). It is measured through the influence of the leader in bringing about a meaningful change in the behavior of individuals (Banjarnahor et al., 2018). Leadership is defined as the skill that an individual has in directing the behavior of others towards specific goals that he believes in and adopts (Ali, 2021; Zahaf and Wtees, 2021).
- *Leadership behavior*: It is the ability to deal with internal variables and possessing the skill of planning, forecasting and developing solutions to problems that individuals may face (Chan, 2007). Leadership behavior is defined procedurally as the degree that the students obtain on the leadership behavior scale prepared by the researchers specifically for this purpose to achieve the objectives of the study.

METHOD

The study used the descriptive approach as it suits the nature and objectives of the study.

The Population and Sample the Study

The study population consisted of (510) male and female students in Irbid University College students at Al-Balqa Applied University who were enrolled in the course “*sports and health for all*”. The study sample consisted of (217) male and female students, of whom (64) sports-practicing students and (153) non-sports-practicing students.

Study Tools

The study used two tools, namely, a scale of the values system and a scale of leadership behavior. The tools were sent to (262) students and (217) of whom responded. An electronic link was sent to students due to the inability to communicate with them on paper because of the outbreak of Corona COVID-19.

Values System Scale

The researchers developed Al-Askar's (2011) scale of the values system. It originally consisted of (36) items, but after modification, it consisted of (44) items in its final form. It was distributed over seven domains: competition and achievement values (9 items), citizenship values (5 items), physical and skill values (4 items), moral values (12 items), financial gain values (4 items), social values (4 items), and the aesthetic values domain consisted of (4 items). These items were answered according to a five-point scale (strongly agree, agree, don't know, disagree, strongly disagree).

Study Variables

The study included the following variables:

- *The values system*: It is represented by the means of the students' estimates on the items and domains of the study tool related to the values system (achievement and competition values, national values, physical and skill values, moral and democratic values, financial gain values, social values and aesthetic values).
- *Leadership behavior*: It is represented by the means of the students' estimates on each item of the study tool related to leadership behavior and on it as a whole.
- *Practicing sports activities*: It has two categories, namely, practicing, and non-practicing sports.

Validity and Reliability of the Values System Scale

To ensure the validity of the content of the value-system scale, it was presented to a group of specialized reviewers, and their comments were taken into account. And to ensure the validity of the construction of the value-style scale, it was applied to a random pilot sample of (40) male and female students. The corrected item-total correlation coefficient was calculated for the correlation of the score of each item of the scale with the total scores of the domain to which it belongs and with the scores of the scale as a whole. Two criteria were adopted to calculate the items in the scale. The first is if there is a statistical significance for the correlation of the items with the total score of the domain to which they belong as well as with the total score of the scale. The second scale is that of the values of the item's correlation coefficient with the total score of the domain to which they belong as well as with the total score of the scale which should not be less than (0.20).

The stability of the values system scale was confirmed by applying it to a sample of (40) male and female students, from outside the study sample, in two ways:

Repetition stability (stability factor)

The scale was applied to an exploratory sample from outside the study sample, consisting of (40) male and female students, using the test-retest method with an interval of two weeks. Pearson's correlation coefficient was calculated between the two applications of the scale as a whole and for each area of the scale. Its values for the scale ranged between (0.78-0.89) and for the scale as a whole (0.88) as shown in Table 1.

Stability of the internal consistency (Cronbach's alpha)

It was calculated through using Cronbach's alpha equation where the values for scale domains ranged between (0.75-0.88) and for the scale as a whole it was (0.89) as shown in Table 1.

Table 1

Repetition stability coefficient and internal consistency for values system scale and for the scale as a whole

Subscale	Retest Reliability Coefficient	Internal Reliability Coefficient
Competition and achievement values	0.89	0.83
Nationality values	0.81	0.82
Physical and skills values	0.89	0.88
Ethical values	0.85	0.75
Financial gain values	0.82	0.83
Social values	0.78	0.83
Aesthetic values	0.86	0.79
Scale as a whole	0.88	0.89

Correction Method

The values system scale consisted of (44) items distributed over seven domains. The respondents placed an (X) in front of the item that agrees with their personal conviction according to the five-point Likert scale, which were: strongly agree, agree, I don't know, disagree, and strongly disagree and they were given the positive values (5, 4, 3, 2,1) respectively.

Leadership Behavior Scale

The leadership behavior scale was prepared by the researchers, which in its final form consisted of (35) items. These items were answered on a five-point scale (strongly agree, agree, don't know, disagree, and strongly disagree).

Validity of the Leadership Behavior Scale

The validity of the scale content was verified by presenting it to a group of reviewers. They were asked to express their opinions on the items of the scale in terms of clarity and soundness of the linguistic wording of the items, and propose any comments and amendments deemed to appropriate. In light of their suggestions, slight modifications were made to some items in the leadership behavior scale without deleting or adding items. The validity of the scale construction was also confirmed by applying it to an exploratory sample of (40) male and female students from outside the study sample. The corrected item-total correlation coefficient was calculated, and it was confirmed that

there was a statistical significance of the correlation of the items with the total score of the scale, and made sure that the values of the correlation coefficient of the item with the total score of the scale was not less than (0.30) provided that both of these conditions were met (and both were met). The items of the scale were not modified.

The Stability of the Leadership Behavior Scale

The coefficient stability of the scale was checked where the tool was applied in a test-retest method on a sample of (40) male and female students from outside the study sample with an interval of two weeks. The correlation coefficient (Pearson) was calculated between the two applications and its values was (0.84). The internal consistency stability (Cronbach's alpha) was also calculated, and its values was (0.86).

Correction Method

The leadership behavior scale consisted of (35) items. The respondents placed (X) next to each item to indicate the extent to which the content of the item matches their personal conviction. These items were answered on a five-point scale (strongly agree, agree, don't know, disagree, and strongly disagree).

The Statistical Standards for The Study Tools

To determine the degree of having the values system and the degree of leadership behavior among the students of Irbid University College, and for each of its domains, a statistical criterion was used as shown in Table 2.

Table 2

Values system and the degree of leadership behavior among the students

Means for each subscale	Level/ Degree
From 1.00 - less than 1.80	Very Low
From 1.80 - less than 2.60	Low
From 2.60 - less than 3.40	Medium
From 3.40 - less than 4.20	High
From 4.20 - less than 5.00	Very High

Statistical Manipulations

To answer the first and third questions, the means and standard deviations were used to find out the degree of having the values system and leadership behavior of Irbid University College students. And to answer the second and fourth questions, the means and standard deviations were used according to the variable of practicing sports activities. One way MANOVA was also applied to find out the statistical significance of the apparent differences between the means of the respondents' estimates on each area of the study tool related to the values system. Means and standard deviations were used according to the variable of practicing sports activities, and (t-test) was applied to find out the statistical significance of the apparent difference between the two means of the sample's estimates on the study tool related to the values system as a whole, as well as on the leadership behavior as a whole due to the variable of practicing sports activities.

FINDINGS

The results are presented according to the research questions as follows:

Students' Possession of Values System Degree

To answer the first question which states, "What is the degree of Irbid University College students' possession of the values system?", the means and standard deviations of the students' estimates were calculated on the items of the study tool related to the values system as a whole, and each of its domains as shown in Table 3.

Table 3

Students' estimates on the values system as a whole, and each domain arranged in descending order

Subscale No	Subscale	*Mean	SD	Rank	Level
4	Ethical and democratic values	4.18	0.96	1	High
1	Achievement and competition values	4.15	0.82	2	High
2	National values	4.11	0.94	3	High
3	Physical and skilled values	4.11	1.00	4	High
6	Social values	4.09	0.96	5	High
7	Aesthetic values	4.09	0.87	6	High
5	Financial gain values	3.86	1.14	7	High
	Values system as a whole	4.11	0.88		High

* Lower degree (1) and higher degree (5) for each domain

Table 3 showed that the degree of having the students of Irbid University College for the values system as a whole was high with a mean of (4.11), and with a standard deviation of (0.88). All domains came with a high degree, and they were, in descending order, as follows: moral and democratic values, achievement and competition values, national values, physical and skill values, social values, aesthetic values and at last financial gain values. The fourth domain "moral and democratic values" came in the first rank with a mean (4.18) at a high level, while the fifth domain "financial gain values" came in the last rank with a mean (3.86) at a high level. This result might be attributed to the fact that the university students' values system rises as a result of the large number of materials related to the subject of values and their development, whether at the university level or before in the school stage, where students receive a lot of study materials that develop values in various domains, in addition to the family upbringing that consolidates these values.

The result also revealed that the moral and democratic values were ranked the highest as a result of the political, cultural and social changes that affected the youth, especially university students, whether inside the country or in the surrounding region. However, it is noticeable that the values of financial gain were ranked last. Students do not feel that sports activities contribute to increasing or improving income because sports in Jordan are not much related to sports professionalism, but rather are mostly taken up as hobbies. This result is in agreement with some previous studies (e.g., Al-Askar, 2011; Al-Atrash & Shubul, 2016; and Dweikat, 2016) which revealed that students ranked financial gain low while moral and democratic values were ranked high.

Students' Estimates on the Values System as A Whole and Each of Its Domains in Relation to "Practicing Sports Activities" Variable

To answer the second question which states, "Is there a statistically significant difference at ($\alpha = 0.05$) between the two means of the students' estimates on the items related to the values system as a whole and each of its domains attributed to the practice of sports activities?", the means, the standard deviations, and the t-test were used for the students' estimates on the items of the study tool related to the values system as a whole, according to the variable of practicing sports activities as shown in Table 4.

Table 4

Students' estimates on the values system as a whole due to the variable of practicing sports activities

Practicing Sport Activities	Mean	SD	T-Value	DF	Seg.
Practicing	4.56	0.45	5.228	215	0.000
Non-sports-practicing	3.92	0.94			

It is noted from Table 4 that the values of the statistical significance of the variable of practicing sports activities was (0.000), which is less than the level of statistical significance ($\alpha = 0.05$). This indicated the existence of a statistically significant difference at the level of statistical significance ($\alpha = 0.05$) between the two means of the students' estimates on the items of the study tool related to the values system as a whole due to the variable of practicing sports activities, which were in favor of students who practice sports activities.

The means and standard deviations of the students' estimates on each area of the study tool related to the values system (achievement and competition values, physical and skill values, moral and democratic values, financial gain values, social values, and aesthetic values) were also calculated according to the variable of practicing sports activities as shown in Table 5.

Table 5

Students' estimates on each domain of the values system according to the variable of practicing sports activities

Subscale	Sports Practicing		Non-sports-practicing	
	Mean	SD	Mean	SD
Achievement and competition values	4.62	0.43	3.95	0.86
National values	4.62	0.54	3.89	0.98
Physical and skilled values	4.59	0.53	3.91	1.08
Ethical and democratic values	4.68	0.45	3.98	1.04
Financial gain values	4.25	0.85	3.70	1.21
Social values	4.58	0.50	3.88	1.03
Aesthetic values	4.39	0.70	3.97	0.91

It is noticed from Table 5 that there are apparent differences between the means of the students' estimates on each domain of the study tool related the values system according to the variable of practicing sports activities. To determine the statistical significance of these apparent differences, one way MANOVA was applied as shown in Table 6.

Table 6
Members' estimates on each subscale of instrument related to values system, according to the variable of sport activities practice

Source of Variance	Subscale	SS	DF	MS	F-Value	Sig
Sport activities practice Hotelling's Trace=0.235 Sig=0.000*	Achievement and competition values	20.031	1	20.031	34.564*	0.000
	National values	24.158	1	24.158	31.439*	0.000
	Physical and skilled values	21.189	1	21.189	23.464*	0.000
	Ethical and democratic values	22.026	1	22.026	26.902*	0.000
	Financial gain values	13.877	1	13.877	11.082*	0.001
	Social values	22.297	1	22.297	27.005*	0.000
	Aesthetic values	7.847	1	7.847	10.828*	0.001
Error	Achievement and competition values	124.603	215	0.580		
	National values	165.205	215	0.768		
	Physical and skilled values	194.156	215	0.903		
	Ethical and democratic values	176.033	215	0.819		
	Financial gain values	269.231	215	1.252		
	Social values	177.520	215	0.826		
	Aesthetic values	155.813	216	0.725		
Adjusted Total	Achievement and competition values	144.634	216			
	National values	189.362	216			
	Physical and skilled values	215.346	216			
	Ethical and democratic values	198.059	216			
	Financial gain values	283.109	216			
	Social values	199.817	216			
	Aesthetic values	163.659	216			

Table 6 showed that the statistical significance of the Hotelling's Trace test according to the variable of practicing sports activities was (0.000) which is less than the level of statistical significance ($\alpha = 0.05$). This indicated the existence of a statistically significant difference in at least one of the areas of the study tool. Looking at the statistical significance of the domains, it displays that the values of the statistical significance of the domains of the study tool related to the values system (achievement and competition values, physical and skill values, moral and democratic values, financial gain values, social values, aesthetic values) were less than the statistical significance level ($\alpha = 0.05$). It indicated the existence of a statistically significant difference between the two means of the students' estimates on all domains due to the "practicing sports activities" variable in favor of practicing-sports students.

This result indicated the importance of practicing sports in developing and acquiring different values for students. Through sports, students can build social relationships, compete with opponents, visit beautiful places, build friendships, and obtain financial and moral rewards. All of these motivators contribute to the development of values related to them and other aspects. This result is in agreement with several studies (e.g., Al-Zayoud et al., 2019; Bouaisha, 2021; Kurtzman, 2001; Metwalli & Muhammad, 2021; Shehata & Isabak, 2016; Smith, 2004; Yameen, 2021) which found that there is a positive relationship between practicing sports and values of all kinds. That is, the more sports activities are practiced, the higher the level of the students' value system will be.

Level of Leadership Behavior among Students

To answer the third question which states, “What is the level of leadership behavior among Irbid University College students?”, the means and standard deviations of the estimates of the study sample members were calculated on the items of the study tool related to leadership behavior as revealed in Table 7.

Table 7
Students’ estimates on the items of leadership behavior, in descending order

NO.	Item	*Mean	STDEV	Rank	Degree
26	I have a vision for the future of what I will do	4.27	1.03	1	Very High
27	I lead others when the situation calls for it	4.26	1.04	2	Very High
8	I encourage teamwork	4.25	0.92	3	Very High
17	I treat my colleagues with dignity and respect	4.24	1.10	4	Very High
29	I encourage my colleagues to abide by the regulations and instructions	4.24	1.06	5	Very High
32	Generally, I am a guide and a leader in the activities I participate in	4.23	1.06	6	Very High
4	I encourage my colleagues to take the initiative	4.22	0.92	7	Very High
15	I am energetic and enthusiastic during work	4.22	1.09	8	Very High
28	I ask my colleagues to make up their minds when facing problems	4.21	1.04	9	Very High
34	I act without consulting my teachers	4.20	1.07	10	High
10	I resolve quarrels and disputes between colleagues	4.19	1.09	11	High
14	I am easily identified as a group leader	4.19	1.10	12	High
30	My colleagues consult me when I encounter a problem	4.19	1.09	13	High
13	I consult my colleagues in various activities	4.18	1.01	14	High
33	I participate in social activities inside and outside the university	4.18	1.07	15	High
16	I have the ability to influence others	4.16	1.08	16	High
18	I thank my colleagues for their good work	4.16	1.08	17	High
9	I have discussion and dialogue skills	4.14	0.99	18	High
31	I take part in volunteer work	4.14	1.07	19	High
3	I give others a space of freedom for what they do	4.12	1.00	20	High
12	I quickly adapt to new circumstances and situations	4.11	1.02	21	High
1	I keep the promises I made to myself	4.10	1.03	22	High
24	I create collaborative relationships between colleagues	4.10	1.07	23	High
2	I share with my colleagues making decisions	4.09	1.03	24	High
20	I adhere to the dates of university hours and lectures	4.09	1.11	25	High
25	I am good at listening and communicating with others	4.08	1.14	26	High
35	I represent my college in various meetings and occasions	4.08	1.12	27	High
22	I commend people who stick to values	4.06	1.08	28	High
11	I make the decision at the right time	4.05	1.09	29	High
21	I have the ability to take responsibility	4.04	1.14	30	High
6	I have the ability to encourage and motivate others	4.03	0.96	31	High
23	I listen carefully to my colleagues' points of view	3.99	1.17	32	High
19	I value team members and support their contributions	3.98	1.23	33	High
5	I offer solutions to various problems	3.95	0.99	34	High
7	I complete tasks and tasks without delay	3.95	1.05	35	High
	Item of the tool as a whole (leadership behavior)	4.12	0.98		High

It is noticed from Table 7 that the means of the items of the leadership behavior tool ranged between (3.95) and (4.27), with a degree that ranged between high and very high. On the scale as a whole, it was high. This result indicated that the preparation process for students in the different academic levels has paid off, as they sense the leadership qualities in themselves, and this feeling is the result of self-confidence and enthusiasm that they acquire as a result of the age group to which they belong. They are in the vigor of their youth. They feel of their own personality and they are motivated to prove their presence in the society. They represent the future, and they discern this. They seek to establish themselves as future leaders in their society. Therefore, we find that their answers ranged between high and very high. This result is consistent with the study of Al-Raqeb's (2021). The researchers noticed the absence of studies that dealt with the leadership behavior of students who practice sports, but rather all studies were directed to coaches and sports supervisors, which indicates that researchers were not aware of the importance of leadership behavior among students.

Students' Estimates on Items of Leadership Behavior as a Whole Due to the Practice of Sports Activities

To answer the fourth question which states, "Is there a statistically significant difference at ($\alpha = 0.05$) on students' estimates on the items of the study tool related to leadership behavior as a whole?", the means, standard deviation, and t-test were used for the students' estimates on the items related to leadership behavior as a whole due to the variable of practicing sports activities as shown in Table 8.

Table 8

Students' estimates on the items of leadership behavior as a whole due to "practicing sports activities" variable

Sport Activities Practice	Mean	SD	T-Value	DF	Sig
Sports Practicing Students	4.59	0.47	4.833*	215	0.000
Non-Sports-practicing students	3.92	1.07			

It is noticed from Table 8 that the value of the statistical significance of the variable practicing sports activities was (0.000), which is less than the level of statistical significance ($\alpha = 0.05$). This indicated the existence of a statistically significant difference at ($\alpha = 0.05$) between the two means of the students' estimates on the items related to the leadership behavior as a whole are attributed to the variable of practicing sports activities in favor of sports-practicing students. By acquiring leadership experiences on the field and in various sports activities, sports-practicing students practice team leadership and acquire leadership skills, and learn from their colleagues, coaches and other teams how to contact with others. This finding agreed with the result Danioni and Barni's (2019) and Al-Raqeb's (2021) studies that found that students learn leadership through practicing sports. This result is unique in the Jordanian and Arab environment in general, as there are no studies that dealt with the leadership behavior of students practicing sports that compared them with students who do not engage in sports activities, which clearly indicates the importance and uniqueness of this study.

Relationship Between the Values System and Leadership Behavior among Students

To answer the fifth question which states, “Is there a statistically significant relationship between the values system and leadership behavior among Irbid University College students?”, the correlation coefficients were calculated between the students’ estimates on each area of the values system scale and on it as a whole and their estimates on the leadership behavior scale as a whole as displayed in Table 9.

Table 9
Students’ estimates on each domain of the value-system scale, and on the leadership behavior scale as a whole

Subscale	Leadership Behavior as a Whole
Achievement and competition values	0.933**
National values	0.944**
Physical and skilled values	0.942**
Ethical and democratic values	0.975**
Financial gain values	0.916**
Social values	0.950**
Aesthetic values	0.847**
Values System as a whole	0.950**

Table 9 showed that there is a positive relationship between the values system as a whole and the leadership behavior as a whole among the students where the correlation coefficient between them reached (0.950). This means that by increasing the values system among students, they increase their leadership behavior. And there was a positive relationship between each of the domains of the values system scale and the leadership behavior as a whole among the students where the correlation coefficients ranged between (0.847) and (0.975).

This result is attributed to the fact that a person will not be a leader and gain recognition of his leadership from others unless he possesses a sufficient set of values. An individual will not be a convincing leader unless he has an integrated values system that includes justice, social relations, tolerance, love of others and the ability to lead his team towards competition and achievement. Leadership traits and values cannot be separated, and a person who does not have the correct values will be destined to rejection and non-recognition for his leadership. Therefore, a successful leader is characterized by holding responsibility, making initiatives and having the appropriate values system.

This result also indicated that the higher the level of leadership behavior, the higher the level of the value system as a whole, and the higher the level of the value system for the individual domains. The students practicing sports showed high levels in both leadership behavior and the value system, and this indicates that the leadership behavior plays a role in realizing the value systems. Behaviorists view values as behavior like other behaviors. All behaviors are learned as a result of the learner's interaction with environmental stimuli and the reinforcement of his responses to them. The desired

behavior or values are learned, as well as the undesirable. As for the cognitive theory, it looks at the acquisition of values, not simulating a social model or adapting moral behavior according to environmental stimuli. Piaget (cited in Bouatit, 2015) showed interest in the development of a child's moral judgment, his way of thinking about questions of right and wrong, and his understanding of social laws. Likewise, the individual will automatically move towards behaviors and actions that are consistent with his values and the values of his society most important, according to the order of the value system or from important to most important (Bouatit, 2015).

CONCLUSION AND RECOMMENDATIONS

In light of the results, the study concluded that the degree the student's possession of values system was high. The order of values among university students was as follows: ethical and democratic values, achievement and competition values, national values, physical and skill values, social values, aesthetic values, financial gain values. The results showed that the degree of students' possession of leadership behavior was graded high and there was a positive relationship between the values system as a whole and the leadership behavior. As well, the leadership behavior was positively affected by the variable of "practicing sports".

In light of these findings, the study recommended that educational and sports institutions to encourage members of society to practice sports in general and students in particular to improve their values system and leadership skill. Also, the Ministry of Education in Jordan should link knowledge and skills in their events and programs, curriculum and field activities to the values system given that the focus on moral values is the basis for the educational process. As such, universities should develop sports activities and events to teach students leadership behavior. They should intensify training courses and programs designed meticulously at developing leadership behavior among university students. Besides, social media programs should allocate effective channels that allow students to submit suggestions and enable them to participate in decision-making. More studies that deal with leadership behavior in various sports organizations, various stages of education and administrative levels should be conducted taking into account their impacts on administrative variables such as organizational loyalty, administrative creativity, total quality management and others. These findings highlight the importance of defining the value base upon which transformational leadership programs can be developed in order to promote positive experiences in sport.

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