

INTRODUCTION

The values have a anent eiiect in 4herting **the** individual peAzona-
lity and hiA ketationehip with the Asociety which 4uttound him.

It help6 u4 to undetz tand the man pemonatAty, iwithetnet to
ptedict hi4 behaviot.

The pte4ent 4tudy concenttate on the iact that the teligiou4
vatu4 and the petzonatity ttai,t4 comptete4 each °theft. The tta44
contttribute4 a gteat tote in undeutanding the =tate oi pet4onatity
ihom cettain aopect. The tetigiou4 vatua contttribute4 in undeutanding
the meaning and putpo4e oi

The peobtem oi the study:

Study can be Limited in the iotlwing que4tion4:

- 1- Do the tetigiou4 vatu4 in the univet4ity 4tudent4 accon-
ding to zee.
- 2- Do the tetigioas. vatu4 in the univeuity .6.tudent6 diifien accon-
ding to **the** 4tudy 4peciatization?.
- 3- 14 thete a po4itive covutation between the tetigiou4 vatu4
in the univet4lty 4tudent4 and pemonatity ttaitz: (a4cendancy,
moonzibitity, emotional 4-lability, zociabitity, "6autiou4ne44,
miginal thinking, pemonat kelation4 and vigoid?

The mevious studies:

The meant 4tudy dealt with the pteviou4 4tudie4 inom too
aoect4:

HA.st: Stadia xetated to the Aelligiows vat/az and thea netationzhip
to zome peitzonatity vaAiabte.s.

Second: Stadia tetated to tetigiou4 values and theit tetation4
to mime vaAiables.

The toots oi the 4tudy:

- 1- The ptoiiite 4cate
By Gabe& **Abd At Hameed and Foad Abo Nattab.**
- The peunatity invent:34y oi GoAden .
4 Gahm Abd At Hameed and Foad Abo Hattab.

- 3- The *state* of *Academic* values in the *university*
By the *Researcher*.

The method and procedure:

The *Researcher* applied *the tools of the study* on (504
and *male* students in *faculty*: *q, r* education, 'science and *math*,
Benha, *scientific* and *literary* actions in the *thesis*).

The Statistical analysis:

The *Researcher* used the *following Statistical type*:

- 1- *T* test.
- 2- *Correlation* among *test* &

Timothy of the *study*:

- 1- There are *no* significant differences among the *male* and *female*
"students in *academic* monographs in *academic* values *State*.
- 2- *There are no* significant differences among the *male* and *female*
"students in *Academic* thesis in *academic* values *Acate*.
- 3- That *there are no* significant differences among the *male* and *female*
"students) in *academic* *test* &
- 4- There are *no* significant differences among the *scientific* and
literary actions. "students in *Academic* monographs in the 'state
of *academic* values.
- 5- That *there are no* significant differences among the *scientific* and
literary actions' students in *academic* *Wats* in the *article*:-
of *Academic* values.
- 6- There are *no* significant differences among the *scientific* and
literary actions "students *As academic* value &
- 1- There is a positive correlation in (0.01) among the *Academic* \
values in the *university student* as it is measured by *Academic* \
values rate and *attendance*.
- 8- There is a positive *correlation* in (0.01) among the *Academic* \
values in the *university* 'students as it is measured by *academic* \
values *acute* and *attendance*.
- 9- *There is* a positive *correlation* in (0.01) among the *Academic* \
values in the *university* 'students as it is measured by *Academic* \
values 'state and *emotional* stability.

- 10- There is a positive correlation in (0.01) among the religious values in the university student as it is measured by religious values of age and religiosity.
- 11- There is a positive correlation in $p < .05$ among the religious values in the animosity student as it is measured by religious values of age and religiosity.
- 12- There is a positive correlation in (0.01) among the religious values in the university student as it is measured by religious values of age and religious thinking.
- 13- There is a positive correlation in (0.01) among the religious values in the university student as it is measured by religious values of age and personal relations.
- 14- There is a positive correlation in (0.01) among the religious values in the university student as it is measured by religious values of age and vigor.