

# The Availability Of Moral Values In Social Studies And Islamic Education Textbooks Of 9<sup>th</sup> Grade In Jordan

Mahmoud Jamil Al-Salti<sup>1</sup>,  
Ali Abdel Karim Al-Kassab<sup>2</sup>

<sup>1</sup>Al-Zaytoonah University of Jordan/Faculty of Arts

[M.alsalti@zuj.edu.jo](mailto:M.alsalti@zuj.edu.jo)

<sup>2</sup>The Faculty of Educational Sciences and Arts /UNRWA

[Alikssb@yahoo.com](mailto:Alikssb@yahoo.com)

## *Abstract*

The study aims to assess the presence of moral values in social studies and Islamic education textbooks for 9th grade in Jordan. A measurement instrument comprising 40 items across four domains is utilized, involving a sample of 316 teachers. Findings indicate national values as the highest ranked domain, followed by economic values. Aesthetic values rank the lowest, while religious values take precedence in Islamic education textbooks, with national values ranked second. Regarding gender and academic qualifications, no significant differences are observed in the availability of moral values in social studies textbooks, favoring teachers in Islamic education textbooks. However, differences emerge based on years of experience, favoring those with over 10 years. Female responses do not exhibit significant variations based on academic qualifications in Islamic education textbooks. The study recommends the integration of moral values into social studies and Islamic education textbooks.

Keywords: Moral Values, Social Studies textbooks, Islamic Education Textbooks, 9<sup>th</sup> Grade.

## **1. Introduction**

Moral values in education, exemplified by the Prophet's biography, combine idealism, realism, and address individual and group concerns (Abdul Qadir, 2003). Amidst societal changes, modern education must prioritize instilling noble moral values in the current generation (Al-Ajiz, 2007). The school curriculum plays a crucial role in achieving moral goals and developing virtuous individuals (Paul, 1988). The world needs morally committed individuals capable of making ethical decisions based on a system of values (Faizi, 2010). Education should focus on moral thinking and building a curriculum based on moral

values (Todd, 2001; Simon; Barone et al., 1998). Brameld emphasized the importance of instilling moral values in students' conscience and practice (Brameld, 1964). Social values contribute to individuals' social responsibility and community development (Hasan, 2020).

### **Classification of Values-based on Declared Behavioral Preferences**

It is the classification of the Allport-Vernon-Lindzey Study of Values (SOV). This classification postulates that people are primarily guided by one or more of the six famous values as follows:

### **Classification of Values-based on Declared Behavioral Preferences**

The Allport-Vernon-Lindzey Study of Values (SOV) classifies people based on six main values. Theoretical value expresses an interest in science and knowledge, pursued by philosophers, scientists, and thinkers (Hamto, 2009). Economic value focuses on utility and wealth accumulation, often held by businessmen (Qamhiya, 2003). Political value relates to gaining power and control, exhibited through political activity and leadership qualities (Al-Jallad, 2005). Aesthetic value appreciates beauty and composition, not limited to artists (Al-Hindi, 2001). Religious value involves following religious teachings in all aspects of life, reflecting belief in God and divine decree (Bouatit, 2012).

### **Classification of Values-based on Intent**

As mentioned by (Soko, 2009, p. 41), the classification of values according to their intent is instrumental (such as moral values and efficiency), and objective values (such as personal and social values).

## **2. Literature Review**

Textbooks play a significant role in learning beyond being information sources (Al-Ajrami, 2012; Satpute, 2015). Al-Muhallabdi (2021) investigates moral values in Saudi Arabian mathematics textbooks, finding religious values ranking highest, followed by national and economic values, and aesthetic values ranking lowest. Al-Radadi (2020) examines community peace values in social and national studies textbooks, revealing an overall 95% inclusion rate but with an imbalance favoring certain values. Al-Anazi (2019) examines moral values in the My Arabic Language textbook, finding medium inclusion levels and variations in the perception of values. Rault (2008) emphasizes the importance of curricula in promoting citizenship values. The need for further research on moral values in textbooks is highlighted (Al-Ghammaz et al., 2022).

### **3. Problem of the Study**

Moral values are crucial for students' character development (Qutami, 2022). Textbooks often lack sufficient moral vocabulary, impacting school influence and causing issues like violence. Recommendations emphasize the inclusion of values promoting religion and nation (EDC, 2015). This study assesses moral values in 9th-grade textbooks in Jordan..

### **4. Objectives of the Study**

This study aims to:

1. Explore moral values in 9th-grade social studies textbooks in Jordan as perceived by social studies teachers.
2. Identify moral values in 9th-grade Islamic education textbooks in Jordan as perceived by Islamic education teachers.
3. Determine if there are significant differences between social studies teachers and Islamic education teachers regarding the availability of moral values in textbooks, based on teacher specialization.
4. Examine if there are significant differences among social studies teachers regarding the availability of moral values in textbooks, based on gender, academic qualification, and experience.
5. Assess if there are significant differences among Islamic education teachers regarding the availability of moral values in textbooks, based on gender, academic qualification, and experience.

### **5. Questions of the Study**

To achieve the study's objectives, the following research questions are posed:

1. What is the availability of moral values in 9th-grade social studies textbooks in Jordan as perceived by social studies teachers?
2. What is the availability of moral values in 9th-grade Islamic education textbooks in Jordan as perceived by Islamic education teachers?

3. Are there significant differences between social studies teachers and Islamic education teachers, based on specialization, regarding the availability of moral values in textbooks for the 9th-grade in Jordan?

4. Are there significant differences among social studies teachers, based on gender, academic qualification, and experience, regarding the availability of moral values in social studies textbooks for the 9th-grade in Jordan?

5. Are there significant differences among Islamic education teachers, based on gender, academic qualification, and experience, regarding the availability of moral values in Islamic education textbooks for the 9th-grade in Jordan?

## **6. Significance of the Study**

This study addresses the scarcity of research on moral values in 9th-grade textbooks in Jordan, making it significant for higher education institutions and researchers. It provides valuable insights for curriculum planners, aligning with educational goals and offering a list of moral values for potential inclusion in textbooks. The study also encourages further research on integrating moral values across different educational levels.

## **7. Limitations of the Study**

The findings of this study can be generalized in light of the following limitations:

**1. Human Limitations:** This study is limited to a sample of male and female teachers in Jordanian schools.

**2. Spatial Limitations:** This study is conducted in several Jordanian schools.

**3. Temporal Limitations:** This study is conducted in the second semester of the academic year 2021/2022.

**4. Procedural Limitations:** The measurement instrument used in the study is prepared by the researchers, and therefore the generalization of its results depends on the validity and reliability of this instrument.

## **8. Methods and Procedures**

The part gives insight into the method adopted to analyze and investigate the availability of moral values in the textbooks of social studies and Islamic education for the 9th grade in Jordan, the population, and sampling, along with the measurement of the variables.

## **Research Approach**

In order to accomplish the study's goals, the comparative analytical descriptive approach was employed to analyze the data and interpret the findings, as it aligns with the nature and objectives of the research.

**Study Population:** The target population for this research includes male and female social studies teachers and Islamic education teachers in the ninth grade within the Capital Governorate (Amman) during the second semester of the academic year (2021-2022), comprising 884 individuals. Of them, (455) are teachers of social studies, and (429) are teachers of Islamic education, according to the statistics of the Ministry of Education.

**Study sample:** The sample for this study is chosen through a simple random sampling technique, including 316 male and female teachers. This sample represents approximately 35.75% of the total study population. Table 1 presents the distribution of the sample participants based on its variables.

**Table 1 Distribution of the Study Sample According to its Variables**

| Variables              | Levels             | Frequencies             |                            | Sum | Percentage |
|------------------------|--------------------|-------------------------|----------------------------|-----|------------|
|                        |                    | Social studies teachers | Islamic education teachers |     |            |
| Gender                 | Male               | 75                      | 74                         | 149 | 47.15%     |
|                        | Female             | 86                      | 81                         | 167 | 52.85%     |
| Academic Qualification | Bachelor           | 117                     | 118                        | 235 | 74.37%     |
|                        | Postgraduate       | 44                      | 37                         | 81  | 25.63%     |
| Experience             | Less than 5 years  | 41                      | 30                         | 71  | 22.47%     |
|                        | 5-10 years         | 56                      | 58                         | 114 | 36.08%     |
|                        | More than 10 years | 64                      | 67                         | 131 | 41.46%     |
| Overall                |                    | 161                     | 155                        | 316 | 100.00%    |

A questionnaire titled "The Availability of Moral Values in Social Studies and Islamic Education Textbooks of 9th Grade in Jordan" is used, comprising 40 items across four domains. Its validity is ensured through a committee of validators, and modifications are made based on their recommendations. Reliability is measured using Cronbach's Alpha, with satisfactory coefficients ranging from 0.83 to 0.91 for the instrument's domains and 0.93 overall. A 5-point Likert scale is

employed to compute moral value availability, with corresponding statistical grading for distribution (Awda, 2007).

### **Study Variables**

#### **Independent Variables**

Gender is categorized into two levels: males and females .

Academic qualification is divided into two levels: Bachelor's and Postgraduate .

Several years of experience are classified into three levels: less than 5 years, 5-10 years, and more than 10 years.

#### **Dependent Variable**

The study focuses on the presence of moral values in social studies and Islamic education textbooks for 9th-grade students in Jordan. This is determined through the participants' responses to the questionnaire items and domains, indicating the level of availability.

#### **Statistical Processing**

To answer the research questions, the following statistical methods of means, standard deviations, independent samples t-test, multiple analysis of variance test (MANOVA), three-way ANOVA tests, and Scheffé's method test are used.

## **10. Results & Findings**

### **First: Findings related to the First Research Question**

**What is the availability of moral values in social studies textbooks for the 9th-grade in Jordan from the viewpoint of social studies teachers?**

In order to address this inquiry, the study calculates the average and standard deviation of the responses provided by social studies teachers to the items pertaining to the research instrument. These findings are presented in Table (2).

**Table 2 Standard Deviations, Means, and Rank of Individual Responses of the Social Studies Teachers to the Items Related to the Study Instrument Arranged in Descending Order According to the Means**

| <b>No.</b> | <b>Domain</b>   | <b>Mean*</b> | <b>Standard Deviation</b> | <b>Degree</b> | <b>Rank</b> |
|------------|-----------------|--------------|---------------------------|---------------|-------------|
| 2          | National Values | 3.69         | 0.40                      | High          | 1           |

|                      |                  |      |      |        |   |
|----------------------|------------------|------|------|--------|---|
| 3                    | Economic Values  | 3.55 | 0.42 | High   | 2 |
| 1                    | Religious Values | 3.54 | 0.50 | High   | 3 |
| 4                    | Aesthetic Values | 3.49 | 0.53 | Medium | 4 |
| All Instrument Items |                  | 3.59 | 0.28 | High   |   |

\*The highest degree is out of (5).

According to Table (2), national values are ranked highest (mean: 3.69, SD: 0.40), followed by economic values (mean: 3.55, SD: 0.42). Aesthetic values have the lowest ranking (mean: 3.49, SD: 0.53). The mean response of social studies teachers to the study instrument items is 3.59 (SD: 0.28), indicating a high availability. National values receive attention from school administration, evident through morning queues, radio broadcasts, and wall paintings. Economic values are relevant to students' daily lives, while environmental values are present in caring for the school environment. Aesthetic values, however, are given less focus, especially during the COVID-19 pandemic when distance learning replaces school theater. These findings align with Mishra (2013) but differ from Al-Shibliya (2021).

#### First: Religious Values

**Table 3 Means, Standard Deviations, and Availability Degree of Individual Responses of the Social Studies Teachers to the Items Related to the Religious Values Domain Arranged in Descending Order According to the Means**

| No. | Domain  | Mean* | Standard Deviation | Degree |
|-----|---|-------|--------------------|--------|
| 1   | Urging adherence to the Islamic faith and the preservation of religious rituals and good morals.                        | 3.96  | 1.03               | High   |
| 8   | Appreciating science and scientists and paying attention to them.   | 3.94  | 1.09               | High   |
| 3   | Contributing to the development of positive thinking in its Islamic frameworks.   | 3.70  | 1.04               | High   |
| 2   | Urging the establishment of Islamic rituals in their time and requirements, and the appreciation of Islamic sanctities. | 3.58  | 1.01               | High   |
| 5   | Urging righteousness and charity.   | 3.55  | 0.96               | High   |

|                  |   |      |      |        |
|------------------|---|------|------|--------|
| 10               | Calling for interest in various other sciences.         | 3.53 | 1.04 | High   |
| 7                | Urging giving and benevolence.                          | 3.47 | 1.19 | Medium |
| 4                | Urging participation in volunteer work.                 | 3.45 | 1.01 | Medium |
| 11               | Calling for honesty and trust.                          | 3.43 | 1.06 | Medium |
| 12               | Promoting acceptance of others from different cultures. | 3.37 | 1.04 | Medium |
| 9                | Urging pride in Islamic symbols.                        | 3.29 | 1.06 | Medium |
| 6                | Calling for the love and respect of others.             | 3.27 | 1.01 | Medium |
| All Domain Items |   | 3.54 | 0.50 | High   |

Table (3) reveals that item (1), emphasizing adherence to the Islamic faith and the preservation of religious rituals and morals, ranks first (mean: 3.96, SD: 1.03). Item (8), highlighting the appreciation of science and scientists, ranks second (mean: 3.94, SD: 1.09). Conversely, item (6), focusing on promoting love and respect for others, ranks last (mean: 3.27, SD: 1.01). The mean response of social studies teachers to the overall domain items is 3.379 (SD: 0.50), indicating a high availability.

### Second: National Values

**Table 4 Standard Deviations, Means, and Availability Degree of Individual Responses of the Social Studies Teachers to the Items Related to the National Values Domain Arranged in Descending Order**

| No. | Domain   | Mean* | Standard Deviation | Degree |
|-----|--|-------|--------------------|--------|
| 13  | Promoting loyalty and love for the homeland, defending it, and sacrificing for it. | 4.02  | 1.02               | High   |
| 15  | Promoting constructive national dialogue.  | 3.84  | 1.21               | High   |
| 24  | Strengthening national unity.  | 3.84  | 0.82               | High   |



|                  |   |      |      |        |
|------------------|---|------|------|--------|
| 22               | Contributing to the knowledge of the dimensions of national, regional, and international relations. | 3.76 | 0.95 | High   |
| 17               | Urging participation in national activities and events.   | 3.74 | 1.06 | High   |
| 21               | Highlighting national achievements.   | 3.73 | 1.11 | High   |
| 20               | Urging the preservation of national identity.   | 3.72 | 1.18 | High   |
| 23               | Urging attention to housing and standard of living.   | 3.72 | 0.96 | High   |
| 19               | Supporting the success of national trends.  | 3.60 | 1.15 | High   |
| 26               | Urging to respect the freedoms of others.   | 3.60 | 0.96 | High   |
| 14               | Urging the preservation of monuments, property, and public facilities.                              | 3.58 | 1.07 | High   |
| 16               | Helping support intellectual security.  | 3.53 | 1.15 | High   |
| 25               | Supporting aspects and dimensions of national security.   | 3.48 | 1.01 | Medium |
| 18               | Calling for attention to health care at the level of individuals and society.                       | 3.43 | 1.06 | Medium |
| All Domain Items |   | 3.69 | 0.40 | High   |

Table (4) displays item (13), emphasizing promoting loyalty and love for the homeland, as the top-ranked item (mean: 4.02, SD: 1.02). Item (15), promoting constructive national dialogue, ranks second (mean: 3.84, SD: 1.21). Conversely, item (18), calling for attention to health care, ranks last (mean: 3.43, SD: 1.06). The mean response of social studies teachers to the overall domain items is 3.69 (SD: 0.40), indicating a high availability.

### Third: Economic Values

**Table 5 Standard Deviations, Means, and Availability Degree of Individual Responses of the Social Studies Teachers to the Items Related to the Economic Values Domain Arranged in Descending Order**

| No. | Domain | Mean* | Standard Deviation | Degree |
|-----|--------|-------|--------------------|--------|
|-----|--------|-------|--------------------|--------|

|                  |   |      |      |        |
|------------------|---|------|------|--------|
| 32               | Urging to preserve the nation's wealth and gains.                                 | 3.80 | 0.99 | High   |
| 34               | Promoting domestic tourism.   | 3.75 | 0.87 | High   |
| 31               | Promoting respect for manual and artisanal work.                                  | 3.64 | 0.91 | High   |
| 29               | Calling for rationalizing the use of natural resources.                           | 3.60 | 0.82 | High   |
| 33               | Supporting knowing and taking care of economic affairs.                           | 3.58 | 1.02 | High   |
| 27               | Emphasizing the importance of rationalizing economic resources.                   | 3.55 | 0.94 | High   |
| 28               | Urging savings and regulating spending.   | 3.37 | 0.91 | Medium |
| 35               | Calling for precision and professionalism in work.                                | 3.35 | 0.95 | Medium |
| 30               | Urging knowledge of Islamic financial transactions and ways of dealing with them. | 3.33 | 0.96 | Medium |
| All Domain Items |   | 3.55 | 0.42 | High   |

Table (5) indicates that item (32), emphasizing the preservation of the nation's wealth and gains, holds the top rank (mean: 3.80, SD: 0.99). Item (34), promoting domestic tourism, ranks second (mean: 3.75, SD: 0.87). Conversely, item (30), urging knowledge of Islamic financial transactions, ranks last (mean: 3.33, SD: 0.96). The mean response of social studies teachers to the overall domain items is 3.55 (SD: 0.42), indicating a high availability.

#### Fourth: Aesthetic Values

Table 6 Stand Deviations ,Means, and Availability Degree of Individual Responses of the Social Studies Teachers to the Items Related to the Aesthetic Values Domain Arranged in Descending Order

| No. | Domain  | Mean* | Standard Deviation | Degree |
|-----|---|-------|--------------------|--------|
| 39  | Urging spatial dimensions to induce a sense of the beauty and organization of nature. | 3.81  | 0.75               | High   |

|                  |   |      |      |        |
|------------------|---|------|------|--------|
| 37               | Urging the preservation of the aesthetic appearances of society.          | 3.53 | 0.99 | High   |
| 36               | Encouraging time management and organization.                             | 3.46 | 0.97 | Medium |
| 40               | Highlighting the importance of preserving the environment.                | 3.27 | 0.92 | Medium |
| 38               | Helping the shapes to create aesthetic designs for buildings and streets. | 3.25 | 1.04 | Medium |
| All Domain Items |   | 3.49 | 0.53 | Medium |

Table (6) reveals that item (39), emphasizing inducing a sense of beauty and organization in nature's spatial dimensions, holds the top rank (mean: 3.81, SD: 0.75). Item (37), urging the preservation of aesthetic appearances in society, ranks second (mean: 3.53, SD: 0.99). Conversely, item (38), focused on creating aesthetic designs for buildings and streets, ranks last (mean: 3.25, SD: 1.04). The mean response of social studies teachers to the overall domain items is 3.49 (SD: 0.53), indicating a high availability.

### Second: Findings related to the Second Research Question

#### What is the availability of moral values in Islamic education textbooks for the 9<sup>th</sup>-grade in Jordan from the viewpoint of Islamic education teachers?

In order to address this inquiry, the study computes the average and standard deviation of the responses given by Islamic Education teachers to the items associated with the research instrument. These results are presented in Table (7).

**Table 7 Standard Deviations, Means, and Availability Rank of Individual Responses of the Islamic Education Teachers Arranged in Descending Order According to the Means**

| No.                  | Domain           | Mean* | Standard Deviation | Degree | Rank |
|----------------------|------------------|-------|--------------------|--------|------|
| 1                    | Religious Values | 3.94  | 0.43               | High   | 1    |
| 2                    | National Values  | 3.87  | 0.34               | High   | 2    |
| 3                    | Economic Values  | 3.79  | 0.31               | High   | 3    |
| 4                    | Aesthetic Values | 3.67  | 0.44               | High   | 4    |
| All Instrument Items |                  | 3.85  | 0.23               | High   |      |

Table (7) shows that religious values rank highest (mean: 3.94, SD: 0.43), followed by national values (mean: 3.87, SD: 0.34). Aesthetic values rank lowest (mean: 3.67, SD: 0.44). Islamic studies teachers exhibit a high availability response (mean: 3.85, SD: 0.23). Religious values are prioritized for incorporation into religious occasions, while national values are emphasized through daily events. Economic values receive some attention, but aesthetic values are given less focus, particularly during the COVID-19 pandemic. These findings are consistent with Al-Muhallabdi (2021) but differ from Aksit & Atasalar (2008).

### Third: Findings related to the Third Research Question

**Are there statistically significant differences at the significance level ( $\alpha \leq 0.05$ ) of the responses between social studies teachers and Islamic education teachers for the degree of availability of moral values in social studies and Islamic education textbooks for the 9<sup>th</sup>-grade in Jordan attributed to the teacher's specialization?**

In order to address this inquiry, the study calculates the average, standard deviation, and performs an independent sample T-test between the responses of social studies teachers and Islamic education teachers. This analysis examines the degree of availability of moral values in social studies and Islamic education textbooks for the 9th grade in Jordan, with a focus on the influence of teacher specialization. The results of this analysis can be found in Table (8).

**Table 8 The Standard Deviations, Means, and the Independent Sample T-test Results of the Differences between the Responses of the Study Participants for the Degree of Availability of Moral Values in Islamic Education Textbooks and Social Studies for the 9th- Grade in Jordan Attributed to the Teacher's Specialization**

| Domains                 | Specialization            | Frequency | Mean | Standard Deviation | Degrees of Freedom | T-Value | Statistical Significance |
|-------------------------|---------------------------|-----------|------|--------------------|--------------------|---------|--------------------------|
| <b>Religious Values</b> | Social Studies Teacher    | 161       | 3.54 | .496               | 7.657              | 314     | *0.000                   |
|                         | Islamic Education Teacher | 155       | 3.94 | .433               |                    |         |                          |
| <b>National Values</b>  | Social Studies Teacher    | 161       | 3.69 | .403               | 4.402              | 314     | *0.002                   |

|                             |                           |     |      |      |       |     |        |
|-----------------------------|---------------------------|-----|------|------|-------|-----|--------|
|                             | Islamic Education Teacher | 155 | 3.87 | .342 |       |     |        |
| <b>Economic Values</b>      | Social Studies Teacher    | 161 | 3.55 | .423 | 5.723 | 314 | *0.001 |
|                             | Islamic Education Teacher | 155 | 3.79 | .307 |       |     |        |
| <b>Aesthetic Values</b>     | Social Studies Teacher    | 161 | 3.49 | .530 | 3.291 | 314 | *0.005 |
|                             | Islamic Education Teacher | 155 | 3.67 | .440 |       |     |        |
| <b>All Instrument Items</b> | Social Studies Teacher    | 161 | 3.59 | .276 | 9.088 | 314 | *0.000 |
|                             | Islamic Education Teacher | 155 | 3.85 | .233 |       |     |        |

Table (8) reveals statistically significant differences ( $\alpha \leq 0.05$ ) between the means of social studies teachers and Islamic education teachers' responses regarding the availability of moral values in ninth-grade textbooks in Jordan. Islamic education teachers' responses were favored, attributed to their specialization and daily use of Quranic verses on the school radio, which emphasize these values. Islamic education teachers focus on teaching these values directly at all educational levels and address students' daily problems using these values to promote altruism, tolerance, cooperation, acceptance of diverse opinions, and counter extremism. This finding aligns with (Al-Radadi, 2020) and contrasts with (Rault, 2008).

#### **Fourth: Findings related to the Fourth Research Question**

**Are there statistically significant differences at the significance level ( $\alpha \leq 0.05$ ) between the responses of social studies teachers for the degree of availability of moral values in social studies textbooks for the 9<sup>th</sup>-grade in Jordan attributed to the variables of gender, academic qualification, and experience?**

In order to address this inquiry, the means and standard deviations of social studies teachers' responses regarding the extent of moral values' availability in social studies textbooks for the 9th grade in Jordan are calculated. This analysis considers the domains of the study instrument as well as the overall instrument, based on their respective variables:

#### a. Gender Variable

Table 9 Standard Deviations and Means of the Responses of Social Studies Teachers for the Degree of Availability of Moral Values in Social Studies Textbooks for the 9th-Grade in Jordan According to the Gender Variable

| Domains              | Male (N=75) |      | Female (N=86) |      |
|----------------------|-------------|------|---------------|------|
|                      | AM          | SD   | AM            | SD   |
| Religious Values     | 3.61        | .498 | 3.49          | .491 |
| National Values      | 3.72        | .336 | 3.66          | .454 |
| Economic Values      | 3.51        | .419 | 3.59          | .425 |
| Aesthetic Values     | 3.52        | .460 | 3.46          | .586 |
| All Instrument Items | 3.61        | .245 | 3.57          | .301 |

#### b. Academic Qualification Variable

Table 10 Standard Deviations and Means of the Responses of Social Studies Teachers for the Degree of Availability of Moral Values in Social Studies Textbooks for the 9th-Grade in Jordan According to the Academic Qualification Variable

| Domains              | Bachelor (N=117) |      | Postgraduate (N=44) |      |
|----------------------|------------------|------|---------------------|------|
|                      | AM               | SD   | AM                  | SD   |
| Religious Values     | 3.47             | .524 | 3.74                | .345 |
| National Values      | 3.66             | .414 | 3.76                | .365 |
| Economic Values      | 3.54             | .421 | 3.58                | .431 |
| Aesthetic Values     | 3.50             | .542 | 3.48                | .503 |
| All Instrument Items | 3.55             | .280 | 3.68                | .245 |

#### c. Years of Experience Variable

**Table 11 Standard Deviations and Means of the Responses of Social Studies Teachers for the Degree of Availability of Moral Values in Social Studies Textbooks for the 9th-Grade in Jordan According to the Years of the Experience Variable**

| Domains              | Less than 5 years (N=41) |      | 5-10 years (N=56) |      | More than 10 years (N=64) |      |
|----------------------|--------------------------|------|-------------------|------|---------------------------|------|
|                      | AM                       | SD   | AM                | SD   | AM                        | SD   |
| Religious Values     | 3.39                     | .352 | 3.48              | .458 | 3.76                      | .541 |
| National Values      | 3.59                     | .387 | 3.70              | .358 | 3.74                      | .443 |
| Economic Values      | 3.55                     | .438 | 3.56              | .387 | 3.55                      | .449 |
| Aesthetic Values     | 3.44                     | .551 | 3.46              | .391 | 3.56                      | .617 |
| All Instrument Items | 3.53                     | .228 | 3.54              | .235 | 3.69                      | .316 |

Tables (9, 10, and 11) display noticeable variations in the means of social studies teachers' responses concerning the extent of moral values' availability in social studies textbooks for the ninth grade in Jordan. These differences are observed across the domains of the study instrument as well as the overall instrument, taking into account their respective variables. To determine the statistical significance of these differences, a multiple analysis of variance test (MANOVA) is employed, as indicated in Table (12).

**Table 12 Results of the Multiple Analysis of Variance Test (MANOVA) of the Differences among the Means of the Responses of Social Studies Teachers for the Degree of Availability of Moral Values in Social Studies Textbooks for the 9<sup>th</sup>-Grade in Jordan on the Domains of the Study Instrument and the Overall Instrument According to its Variables**

| Source of Variation                                | Domains          | Sums of Squares | Degrees of Freedom | Mean Square | F     | Statistical Significance |
|--|------------------|-----------------|--------------------|-------------|-------|--------------------------|
| Gender<br>Hotelling's<br>value = 0.026<br>H= 0.422 | Religious Values | .248            | 1                  | .248        | 1.180 | .279                     |
|  | National Values  | .083            | 1                  | .083        | .519  | .472                     |
|  | Economic Values  | .257            | 1                  | .257        | 1.415 | .236                     |
|  | Aesthetic Values | .075            | 1                  | .075        | .262  | .609                     |

|   |                  |        |     |       |       |       |
|---|------------------|--------|-----|-------|-------|-------|
| Academic Qualification<br>Hotelling'<br>value = 0.072<br>H = 0.030      | Religious Values | 1.908  | 1   | 1.908 | 9.058 | .003* |
|   | National Values  | .287   | 1   | .287  | 1.790 | .183  |
|   | Economic Values  | .026   | 1   | .026  | .145  | .704  |
|   | Aesthetic Values | .032   | 1   | .032  | .113  | .737  |
| Years of Experience<br>Wilk's<br>Lambda's<br>value = 0.887<br>H = 0.018 | Religious Values | 3.520  | 2   | 1.760 | 8.358 | .000* |
|   | National Values  | .426   | 2   | .213  | 1.325 | .269  |
|   | Economic Values  | .017   | 2   | .008  | .046  | .955  |
|   | Aesthetic Values | .419   | 2   | .210  | .735  | .481  |
| Error   | Religious Values | 32.854 | 156 | .211  |       |       |
|   | National Values  | 25.050 | 156 | .161  |       |       |
|   | Economic Values  | 28.319 | 156 | .182  |       |       |
|   | Aesthetic Values | 44.449 | 156 | .285  |       |       |

Table (12) indicates no statistically significant differences in the means of social studies teachers' responses regarding the availability of moral values in 9th-grade social studies textbooks in Jordan, based on the gender variable. Both male and female teachers agree on the importance of conveying these values to students for their educational and personal development. They believe that these values help students navigate challenges and follow religious teachings. This finding aligns with (Al-Anazi, 2019) and differs from (Aksit & Atasalar, 2008).

Moreover, Table (12) presents findings that indicate the absence of statistically significant variations in the means of social studies teachers' responses concerning years of experience, except for the



domain of religious values. To explore the factors contributing to these differences, Scheffé's method test is employed, as illustrated in Table (13).

**Table 13 Results of the Scheffé's Test for the Differences among the Responses of Social Studies Teachers on the Domain of Religious Values According to the Variable Number of Years of Experience**

| Number of Years of Experience |             | Less than 5 years | 5-10 years | More than 10 years |
|-------------------------------|-------------|-------------------|------------|--------------------|
|                               | <b>Mean</b> | 3.39              | 3.48       | 3.76               |
| Less than 5 years             | 3.39        |                   | 0.09       | 0.37*              |
| 5-10 years                    | 3.48        |                   |            | 0.28*              |
| More than 10 years            | 3.76        |                   |            |                    |

Table (13) unveils significant variations in the means of responses among social studies teachers with different levels of experience: less than 5 years, 5-10 years, and more than 10 years. These differences are specifically linked to the variable of years of experience, favoring teachers with more than 10 years of experience.

To further examine the differences among social studies teachers' responses to the availability of moral values in 9th-grade social studies textbooks in Jordan, a three-way ANOVA test is conducted. The test analyzes the differences based on the study variables and the domains of the overall instrument. The results of this analysis are presented in Table (14).

**Table 14 The Three-Way ANOVA Test for the Differences among Social Studies Teachers' Responses of the Degree of Availability of Moral Values in Social Studies Textbooks for the 9<sup>th</sup>-Grade in Jordan on the Domains of the Overall Instrument According to the Study Variables**

| Variables                     | Sums of Squares | Degrees of Freedom | Mean Square | F     | Statistical Significance |
|-------------------------------|-----------------|--------------------|-------------|-------|--------------------------|
| <b>Gender</b>                 | .029            | 1                  | .029        | .414  | .521                     |
| <b>Academic Qualification</b> | .380            | 1                  | .380        | 5.390 | .022*                    |
| <b>Experience</b>             | .636            | 2                  | .318        | 4.515 | .012*                    |

|              |          |     |      |  |
|--------------|----------|-----|------|--|
| <b>Error</b> | 10.985   | 156 | .070 |  |
| <b>Total</b> | 2086.196 | 160 |      |  |

Table (14) illustrates that there are no statistically significant disparities in the mean responses of social studies teachers concerning the availability of moral values in 9th-grade social studies textbooks in Jordan across the domains of the overall instrument when considering the gender variable. Nevertheless, the table does exhibit statistically significant distinctions in the mean responses associated with the academic qualification variable, favoring individuals with postgraduate qualifications. Moreover, significant differences are observed based on the years of experience variable. To explore the origins of these differences, Scheffé's method test is utilized, and the outcomes are presented in Table (15).

**Table 15 Results of Scheffé's Test of the Differences of the Responses of Social Studies Teachers on the Domains of the Overall Instrument Due to the Variable Number of Years of Experience**

| <b>Number of Years of Experience</b> |             | <b>Less than 5 years</b> | <b>5-10 years</b> | <b>More than 10 years</b> |
|--------------------------------------|-------------|--------------------------|-------------------|---------------------------|
|                                      | <b>Mean</b> | 3.53                     | 3.54              | 3.69                      |
| Less than 5 years                    | 3.53        |                          | 0.01              | 0.16*                     |
| 5-10 years                           | 3.54        |                          |                   | .015*                     |
| More than 10 years                   | 3.69        |                          |                   |                           |

Table (15) reveals statistically significant differences between the mean responses of teachers with different years of experience (less than 5 years and 5-10 years) and those with more than 10 years of experience. These differences favor the responses of teachers with more than 10 years of experience. The long experience of these teachers positively influences students' acquisition of moral values and their use of effective methods to shape their personalities. It also helps in problem-solving without unnecessary interference from school administration or parents and fosters strong relationships with peers, neighbors, and families. This finding aligns with the results of (Al-Anazi, 2019) and differs from the findings of (Al-Shibliya, 2021).

#### **Fifth: Findings related to the Fifth Research Question**

**Are there statistically significant differences at the significance level ( $\alpha \leq 0.05$ ) between the responses of Islamic education teachers for the degree of availability of moral values in Islamic education textbooks for the 9<sup>th</sup>- grade in Jordan attributed to the variables of gender, academic qualification, and experience?**

To address this inquiry, the means and standard deviations of the responses provided by Islamic education teachers are computed to assess the level of availability of moral values in 9th-grade Islamic education textbooks in Jordan. These calculations are conducted with respect to the domains outlined in the study instrument, as well as the overall instrument:

**a. Gender Variable**

**Table 16 Standard Deviations and Means of the Responses of Islamic Education Teachers for the Degree of Availability of Moral Values in Islamic Education Textbooks for the 9th-Grade in Jordan According to the Gender Variable**

| Domains              | Male (N=74) |      | Female (N=81) |      |
|----------------------|-------------|------|---------------|------|
|                      | AM          | SD   | AM            | SD   |
| Religious Values     | 3.82        | .359 | 4.00          | .487 |
| National Values      | 3.84        | .311 | 3.90          | .369 |
| Economic Values      | 3.79        | .362 | 3.72          | .248 |
| Aesthetic Values     | 3.64        | .503 | 3.70          | .375 |
| All Instrument Items | 3.85        | .218 | 3.87          | .247 |

**b. Academic Qualification Variable**

**Table 17 Standard Deviations and Means of the Responses of Islamic Education Teachers for the Degree of Availability of Moral Values in Islamic Education Textbooks for the 9th-Grade in Jordan According to the Academic Qualification Variable**

| Domains              | Bachelor (N=118) |      | Postgraduate (N=37) |      |
|----------------------|------------------|------|---------------------|------|
|                      | AM               | SD   | AM                  | SD   |
| Religious Values     | 3.95             | .436 | 3.92                | .427 |
| National Values      | 3.88             | .326 | 3.84                | .393 |
| Economic Values      | 3.82             | .307 | 3.70                | .292 |
| Aesthetic Values     | 3.69             | .445 | 3.61                | .425 |
| All Instrument Items | 3.87             | .229 | 3.80                | .242 |

### c. Years of Experience Variable

**Table 18 Standard Deviations and Means of the Responses of Islamic Education Teachers for the Degree of Availability of Moral Values in Islamic Education Textbooks for the 9th-Grade in Jordan According to the Years of the Experience Variable**

| Domains              | Less than 5 years (N=30) |      | 5-10 years (N=58) |      | More than 10 years (N=67) |      |
|----------------------|--------------------------|------|-------------------|------|---------------------------|------|
|                      | AM                       | SD   | AM                | SD   | AM                        | SD   |
| Religious Values     | 3.77                     | .329 | 3.83              | .315 | 4.17                      | .480 |
| National Values      | 3.76                     | .287 | 3.87              | .331 | 3.92                      | .367 |
| Economic Values      | 3.72                     | .340 | 3.86              | .226 | 3.77                      | .344 |
| Aesthetic Values     | 3.71                     | .460 | 3.67              | .416 | 3.66                      | .457 |
| All Instrument Items | 3.75                     | .209 | 3.82              | .162 | 3.95                      | .271 |

Tables (16, 17, and 18) display noticeable differences in the mean responses of Islamic education teachers regarding the availability of moral values in social studies textbooks for the ninth grade in Jordan across different domains and the overall instrument. In order to assess the statistical significance of these variances, a comprehensive analysis of variance (MANOVA) test is performed, and the corresponding results are depicted in Table (19).

**Table 19 Results of the Multiple Analysis of Variance Test (MANOVA) of the Differences among the Means of the Responses of Islamic Education Teachers for the Degree of Availability of Moral Values in Islamic Education Textbooks for the 9<sup>th</sup>-Grade in Jordan on the Domains of the Study Instrument and the Overall Instrument According to its Variables**

| Source of Variation                                | Domains          | Sums of Squares | Degrees of Freedom | Mean Square | F     | Statistical Significance |
|--|------------------|-----------------|--------------------|-------------|-------|--------------------------|
| Gender<br>Hotelling's<br>value = 0.040<br>H= 0.214 | Religious Values | .641            | 1                  | .641        | 4.118 | .044*                    |
|  | National Values  | .080            | 1                  | .080        | .693  | .406                     |
|  | Economic Values  | .002            | 1                  | .002        | .024  | .877                     |

|   |                  |        |     |       |        |       |
|---|------------------|--------|-----|-------|--------|-------|
|   | Aesthetic Values | .119   | 1   | .119  | .608   | .437  |
| Academic Qualification<br>Hotelling's<br>value = 0.029<br>H = 0.411     | Religious Values | .014   | 1   | .014  | .093   | .761  |
|   | National Values  | .066   | 1   | .066  | .573   | .450  |
|   | Economic Values  | .345   | 1   | .345  | 3.769  | .054  |
|   | Aesthetic Values | .178   | 1   | .178  | .906   | .343  |
| Years of Experience<br>Wilk's<br>Lambda's<br>value = 0.785<br>H = 0.012 | Religious Values | 4.965  | 2   | 2.483 | 15.957 | .000* |
|   | National Values  | .510   | 2   | .255  | 2.202  | .114  |
|   | Economic Values  | .349   | 2   | .174  | 1.905  | .152  |
|   | Aesthetic Values | .060   | 2   | .030  | .154   | .858  |
| Error   | Religious Values | 23.337 | 150 | .156  |        |       |
|   | National Values  | 17.377 | 150 | .116  |        |       |
|   | Economic Values  | 13.724 | 150 | .091  |        |       |
|   | Aesthetic Values | 29.470 | 150 | .196  |        |       |

Table (19) indicates that there are no significant differences in the mean responses of Islamic education teachers regarding the availability of moral values in Islamic education textbooks for the 9th grade in Jordan across various domains and the overall instrument, based on gender, except for religious values favoring female responses. Female teachers possess knowledge and expertise in incorporating moral values from their university courses and teaching experiences. Additionally, as mothers, they strive to instill these values in their children and female students. However, there are no significant differences based on academic qualification, as teachers'

years of experience and students' readiness play a greater role in accepting these values. These findings align with (Al-Anazi, 2019) and differ from (Rault, 2008). Furthermore, there are no significant differences based on years of experience, except for religious values.

To identify the origins of these disparities, Scheffé's method test is employed, and the outcomes are illustrated in Table (20).

**Table 20 Results of the Scheffé's Test for the Differences among the Responses of Islamic Education Teachers on the Domain of Religious Values According to the Variable Number of Years of Experience**

| Number of Years of Experience |             | Less than 5 years | 5-10 years | More than 10 years |
|-------------------------------|-------------|-------------------|------------|--------------------|
|                               | <b>Mean</b> | 3.77              | 3.83       | 4.17               |
| Less than 5 years             | 3.77        |                   | 0.06       | 0.40*              |
| 5-10 years                    | 3.83        |                   |            | .034*              |
| More than 10 years            | 4.17        |                   |            |                    |

Table (20) reveals significant differences in the mean responses between teachers with less than 5 years/5-10 years of experience and those with more than 10 years of experience, favoring the latter. A three-way ANOVA test, as presented in Table (21), examines the variations in Islamic education teachers' responses to the availability of moral values in 9th-grade social studies textbooks in Jordan across different domains and study variables.

**Table 21 The Three-Way ANOVA Test for the Differences among Islamic Education Teachers' Responses of the Degree of Availability of Moral Values in Social Studies Textbooks for the 9<sup>th</sup>-Grade in Jordan on the Domains of the Overall Instrument According to the Study Variables**

| Variables              | Sums of Squares | Degrees of Freedom | Mean Square | F     | Statistical Significance |
|------------------------|-----------------|--------------------|-------------|-------|--------------------------|
| Gender                 | .012            | 1                  | .012        | .233  | .630                     |
| Academic Qualification | .057            | 1                  | .057        | 1.135 | .288                     |
| Experience             | .697            | 2                  | .348        | 6.925 | .001*                    |
| Error                  | 7.546           | 150                | .050        |       |                          |
| Total                  | 2306.849        | 154                |             |       |                          |

Table (21) indicates that there are no statistically significant differences in the mean responses of Islamic education teachers regarding the availability of moral values in 9th-grade Islamic education textbooks in Jordan across domains based on gender and academic qualification. However, there are statistically significant differences in mean responses based on the variable of years of experience. To further analyze these differences, Scheffé's method test is conducted, as presented in Table (22).

**Table 22 Results of Scheffé's Test of the Differences of the Responses of Islamic Education Teachers on the Domains of the Overall Instrument Due to the Variable Number of Years of Experience**

| Number of Years of Experience |             | Less than 5 years | 5-10 years | More than 10 years |
|-------------------------------|-------------|-------------------|------------|--------------------|
|                               | <b>Mean</b> | 3.75              | 3.82       | 3.95               |
| Less than 5 years             | 3.75        |                   | 0.07       | 0.20*              |
| 5-10 years                    | 3.82        |                   |            | 0.13*              |
| More than 10 years            | 3.95        |                   |            |                    |

Table (22) reveals significant differences in the mean responses between teachers with different years of experience. Teachers with more than 10 years of experience show higher responses, indicating their proficiency in incorporating moral concepts and values in their teaching, even in the absence of textbook content. Their extensive experience and exposure to the teachings of the Holy Qur'an and the Prophet's Sunnah have led them to prioritize teaching these values, promoting non-violence, and countering extremism. These findings align with the results of (Al-Anazi, 2019) and contrast with the findings of (Al-Shibliya, 2021).

### 11. Conclusion

The study focuses on assessing moral values in social studies and Islamic education textbooks for 9th grade in Jordan. Findings reveal that national values rank highest, followed by economic values. Aesthetic values are ranked lowest, while religious values dominate Islamic education textbooks and national values come second. Gender and academic qualifications do not significantly affect the availability of moral values in social studies textbooks, but there are differences favoring teachers in Islamic education textbooks. Additionally, teachers with more than 10 years of experience show differences, and female teachers exhibit differences based on academic qualifications.

The study recommends integrating moral values into both social studies and Islamic education textbooks.

## 12. Recommendation

Based on the findings, the study recommends integrating moral values into social studies and Islamic education curricula through objectives, programs, activities, and implementation strategies. It suggests considering students' abilities, interests, and maturity levels, gradually incorporating moral values at each educational stage. The curriculum authors should establish criteria for selecting moral value content, ensuring sequential development. Furthermore, training courses for social studies and Islamic education teachers are advised to enhance their effectiveness in imparting moral values to students.

## References

- Abdul Qadir, M. (2003). *From Issues of Ethics in Islamic Thought*, 1st Edition, Alexandria, Dar Al-Maarifa Al-Jami'iyah.
- Al-Ajiz, F. (2007). The role of the Islamic University in developing some values from the point of view of its students. *Journal of the Islamic University of Human Research*, 15(1), 371 - 409.
- Al-Ajrami, S. (2012). An analytical study of the values contained in Islamic, social, and human rights education textbooks for the fourth grade in Palestine. [Unpublished Master's Thesis]. Al-Azhar University, Gaza, Palestine.
- Al-Anazi, T. (2019). The degree of inclusion in my Arabic language textbook for the sixth intermediate grade of moral values from the point of view of teachers in the State of Kuwait. [Unpublished Master's Thesis]. Al Al-Bayt University, Jordan.
- Al-Ghammaz, S., Al-Khatib, W., & AbuRas, F. (2022). Emotional Abuse in Kate Chopin's "The Story of an Hour" Al-Zaytoonah University of Jordan *Journal for Human and Social Studies*, 3(3), 213-223.
- Al-Muhallabdi, H. (2021). The extent of the availability of moral values in mathematics courses for the second stage in the Kingdom of Saudi Arabia. [Unpublished Master's Thesis]. The University of Jeddah, Kingdom of Saudi Arabia.
- Al-Muzayen, K. (2009). Moral values are included in the content of our beautiful language textbooks for the lower basic stage and their acquisition by fourth graders. [Unpublished Master's Thesis]. The Islamic University, Gaza, Palestine.
- Al-Bayati, E & Al-Saadi, E. (2018). The role of the family in instilling the moral values of voluntary work among young people. *Journal of Educational and Psychological Research*, 1(58), 280 - 297.
- Al-Jazi, S. (2011). The availability of Islamic values in the Arabic language textbook for the first basic stage in Jordan. *Journal of Human Sciences*, 145 (1), 553-584.
- Al-Jallad, M. (2005). *Learn and teach values*. Dar Al-Masirah for Publishing and Distribution, Amman-Land.



- Awda, A. (2007). Measurement and evaluation in the teaching process. Dar Al-Amal for Publishing and Distribution, Jordan - Irbid.
- Al-Radadi, R. (2020). An analytical study of the content of social and national studies textbooks for the intermediate stage in the Kingdom of Saudi Arabia in light of the values of community peace. *Journal of Educational and Psychological Research*, 17(64), 98-144.
- Al-Shibliya, S. (2021). Determining the necessary values for the two textbooks of Islamic education for the ninth and tenth grades in the Sultanate of Oman. *The Arab Journal of Educational and Psychological Sciences*, 5(19), 255-296.
- Al-Sharif, K. (2004). Moral values are deduced from women's stories in the Holy Qur'an. [Unpublished Master's Thesis]. Umm Al Qura University.
- Aksit, T. & Atasalar, J. (2008). "Values social studies textbook value: Initial outcomes". Paper presented in the proceeding of the 10th European Conference on Reflecting on Identities: Research, Practice, and Innovation, Istanbul, Turkey, May 29-31.
- Al-Jazi, A. (2018). The Moral Concepts in the Islami Education Book for Sixth Grade Basic (Comparative Study). *World Journal of Education*, 0746-1925.
- Bouatit, S. (2012). Personal values in light of social change and their relationship to professional compatibility. [Unpublished Doctoral Thesis]. Mentouri University-Constantine.
- Bramled, T. (1964). Values: Education's Most Neglected Problem. In: The Bramled and S.Elen (Eds), *Values in American Education*, (1st ed), Indiana: PHL Delta Kappa, 151-180.
- Chow-Hoy, K. (2001). An Inquiry into School Context and Teaching of the Virtues. *Journal of Curriculum Studies*, 33(6): 655-682.
- Faizi, W. (2010). The Reflection of Islamic Values in the Compulsory Subjects of Social Sciences at Secondary. [Unpublished Doctoral Dissertation], Jinnah University for Women, Karachi.
- Hasan, M. (2020). The degree of practicing the dimensions of metaphysical leadership and its relationship to the development of social responsibility among university presidents in Jordanian universities. *Al-Zaytoonah University of Jordan Journal for Human and Social Studies*, 10 (72), 1-39
- Hamto, Y. (2009). The values of belonging and loyalty are included in the national education curriculum for the lower basic stage in Palestine. [Unpublished Master's Thesis]. The Islamic University of Gaza. Palestine.
- Ibn Manzur, M. (1992). *Lisan Al Arab* (ed. 12). Dar Sader, Lebanon - Beirut.
- Laible, Garlo. & Roesch. (2004). Pathways to Self-Esteem in Late Adolescence: The Role of Parent and Peer Attachment, Empathy and Social Behaviors", *Journal of Adolescence*, Dallas: the USA, Southern Methodist University.
- Mishra, L. (2013). Strengthening Peace Education in Secondary School Curriculum. *International Journal of Education for Peace and Development (IJEPE)*, 1(1), 1- 6.
- Paul, W. P. (1988). Ethics Without Indoctrination: a Reflective Rather than A Dogmatic Approach toward Education Requires: Critical Thinking For Teachers and Students At the Center of Curriculum. *Educational Leadership*, 45(8), 10-19.

Pfligger, J & Vazsonio A. (2006). Parenting Processes and Dating Violence: The Mediation Role of Self-Esteem in Low, and High SES Adolescents, *Journal of Adolescence of Auburn, USA*.

Qamhiya, J. (2003). The value building of Palestinian university students. [Unpublished Master's Thesis]. An-Najah National University, Palestine.

Qutami, M. (2022). Countering normalized violence in Aboulela's "The Museum" and El Guindi's "Trading in my Arab". *Al-Zaytoonah University of Jordan Journal for Human and Social Studies*, 3(3), 224-235.

Rault, V. (2008). *College leadership program and citizenship development: Preparing students to be agents of social change*. New Orleans: University of New Orleans.

Satpute, K. (2015). Inculcating Values of Peace in Generation Next. *Scholarly Research Journal for Humanity Science and English Language*, 3 (18), 3993-3995.

Soko, S. (2009). The reality of values among adolescents in the educational institution. [Unpublished Master's Thesis]. Mentouri University - Constantine.

Todd, S. (2001). Bringing More than I Contain: Ethics, Curriculum and the Pedagogical Demand for Altered Egos. *Journal of Curriculum Studies*, 33 (4), 431- 430.