

# The Role Of School Radio In Developing The Value System Of Basic And Secondary Students From The Perspectives Of Teachers In Ajloun Governorate / Sakhrah District

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## Abstract

This study addresses the role of school radio in developing the value system of basic and secondary students from the perspectives of teachers in the Sakhrah District. To achieve the objectives of this study, the descriptive-analytical design was employed. The population of the study consisted of (2830) teachers working at the Ajloun directorate of education, while the study sample consisted of (233) school teachers selected purposefully. The results showed that the role of school radio in developing the value system regarding school discipline was high, and it was also high regarding patriotism from teachers' perspectives.

Keywords: School Radio, Value System, Basic and Secondary Stage, Sakhrah District.

## Introduction

School radio is considered the starting point of the school day which plays an important role in increasing students' enthusiasm, developing their intellectual, physical and social activity, makes them more discipline during the school day. In spite of the short period of time of school radio, it broadcasts a set of useful paragraphs to students such as Qur'an, Noble Hadith, and homeland pride in addition to other paragraphs that enhance patriotism and encourages students to develop their thinking and exchange ideas. School radio is also considered one of the main activities that have a role in building and refining the

student's personality and making it more social through group communication between students and teachers, since it enhances their ability of bold speak without fear or embarrassment, and reveals students' creativities in different fields.

Since discipline is considered one of the fundamental foundations of nation-building and progress it is important to raise the generations to be committed to it, since school discipline one of the reasons behind the correct functioning of the educational process.

Furthermore, given that homeland has a great high status for citizens, as it is the place where they feel safe and secure, so enriching national knowledge and culture is necessary for students in order to develop citizenship and belonging among them to refine their personalities to be effective in their homeland. This can be done by focusing on the classroom activities as they enhances their good citizenship and belonging, encourage them to write about the homeland and show their love for it, raise their awareness of the problems facing their homeland (Nasar, 2003).

Patriotism is related to the citizen's affiliation with his homeland and sacrifice for it and the fulfillment of all his duties as required by him towards his homeland. The concept of belonging shows that there is a strong relationship between patriotism and nationalism through affiliation to a family and hence to the homeland. The interaction between the citizen and the nationalism leads to a focus on the interest of the homeland and its progress. School radio - As an important school activity - has an important role in students and society's lives; because it effectively contributes to the school being a coherent cell characterized by continuous activism and giving to their homeland (Al-Meteary, 2009).

The researcher believes that school radio has a significant role in connecting students with the events happening around them, makes them keep up with developments in the homeland, and defining their role in life, which in turn makes them seek important subjects whether religious, cultural, or national in order to inform students and teachers about them via school radio Being an inexpensive successful mean for students that encourages discussion among students and informs them with the recent events, and enhances their loyalty and patriotism.

## **Theoretical Background**

### **School Radio**

The school has a significant educational role in enhancing patriotism among students by using school radio as it is considered the most important communication means as it broadcasts through its paragraphs various directives, news, and programs that connect students with the events happening around them and the modern issues. It also has a significant role in strengthening students' religion through the Holy Quran verses and prophetic hadiths it broadcasts; this in turn will strengthen their patriotism and makes them more active in light of the different programs it provides that are linked to the environment, the curricula, and the surrounding society (Abu Sarhan, 2000).

Moreover, school radio one of the extra-curricular activities in which students use their free time in to refine their personality and in the benefit of the school environment and society. In addition to that, it contributes in achieving the desired educational goals through qualified supervisors to supervise and guide students (Al-Metear, 2009).

Al-Mohem (2012) points out that school radio one of the media that justifies students behavior in the different grade levels; since it enhances their pronunciation and language skills. Therefore, teachers and school administration are in need to plan it well, set its goals to achieve the educational mission, and draw students' attention to the various paragraphs as the school radio is in need to broadcast vital issues that serve the curricula and contributes to integrated personality building.

In order for successful school radio to achieve its goals, Firas (2013) confirms that it needs to focus on justice in students' participation in the radio so that it does not focus on a particular group of students and makes space for students with special needs to participate. It also should diversify its paragraphs to cover students' creativities without focusing only on the transmitted discourses and articles. The school principal and the educational staff must encourage students to participate using multiple means and methods such as recognizing the best morning paragraph, and teachers' participation with the team on the school radio, which will in turn

motivates and encourages students to continue to deliver the best in school radio.

The researcher indicates the role that school radio plays in achieving the desired educational goals since it contributes to building students' personalities educationally, mentally, behaviorally, and emotionally. It also has a strong and significant effect on strengthening the national value system in terms of loyalty and discipline of students.

### **Strengthen National Values through School Radio**

School radio is seen as a media that contributes to educating students at different growth levels, and participating in it enhances their good values such as strength, self-confidence, and taking responsibility. Additionally, school radio enhances citizenship values, belonging, and loyalty if the administration and teachers were able to develop clear plans for students that make them participate in national events, and provide them with the opportunity to express their opinions at the national, religious, and social events (Al-Dwery, 2016).

In this vein, the researcher believes that school radio strengthens the national value system such as belonging and loyalty, which leads to students' discipline, makes students look for several topics that serve their fellow students, and develop their skills of reading, writing, and inquiry which develop their ability to criticize science. Daily hearing of the Holy Quran and prophetic hadiths make students more attached to their religion which increases their willingness to read the Quran and follow the example of our Prophet Muhammad, peace and blessings be upon him.

Regarding discipline, Al-Badry (2001) sees that in the educational context, it involves improving the students and their learnability and making them more compliant with instructions and regulations. Discipline has two types the first is external "A set of directives, instructions, and alerts issued by the teacher, the principal, or class official to students and asking them to adhere to the rules and customs of the classroom"; the second is internal (Personal) "Depends on suppression of negative tendencies and unwanted desires. It is based on the strength of will, determination, self-control and non-compliance with the whims, and directing his desires".

The importance of school discipline stems from its effect on achieving educational objectives, since chaos and bad behavior of students while not adhering to school administration regulations and laws is an obstacle to the educational process. So, the school and its staff work hard to develop regulations aimed at modifying student's behavior and making them more discipline; since the school that emphasizes discipline among its students and promotes their compliance with the laws and regulations of the school its achievement rate will be higher than a school that does not apply the laws and regulations (Salama, 2022).

It is worth noting that school has a significant role in achieving discipline since it promotes students' positive values in their present and future life. School discipline is key to the learning process and its success, where it contributes to raising students' educational achievement, and contributes to achieving the educational objectives which cannot be achieved in a school environment characterized by behavioral chaos (Taha, Ahmed & Mohammed, 2019).

For that, educators seek for the process of school discipline to be aimed at removing obstacles that face students in their studies which may affect negatively their ambitions and activity by reducing wrong behaviors which prevent achieving their goals, and this made the ministry of education focus on several objectives (Mohammad, 2016):

- Preparing a safe school environment that supports students socially and academically.
- School discipline should be effective at all educational stages.
- Enable students to self-control and have behavioral values.
- Provide a suitable school environment for the success of the educational process.
- Develop the student's personality to be able to achieve himself.

School discipline is defined by Thornberg (2008) as compliance with regulations and instructions at school to achieve the desired social behavior so students can deal with their teachers, and with the regulations and laws in order to maintain the learning environment and achieve the learning objectives.

In her view, the researchers consider that the family and school have an important role to play in the discipline of students and their reflection on their school behavior and thus reflects on their educational achievement and increases their belonging. Education in Islam derives its methods from the Holy Quran and Sunnah which is the strongest self-discipline enabler of a student committed to his religion and the worship of Allah swt, and this is a proof for the importance of discipline that the Islamic religion focused on.

### **Patriotism**

Belonging is a comprehensive concept that cannot be confined to specific words, however, it focuses on the true affiliation of religion and homeland as an idea translated into action. Accordingly, belonging is an inner conscience that directs individuals without an authority that orders them; as it's the internal feelings that drive them to serve their homeland (Al-Drow' & Al-Arqan, 1999). This concept is defined by Al-Anaqreh, Al-Bawa'neh and Al-Dmnhowry (2008) as the behavior, and the hard work of the individual towards his homeland, and the interaction with members of society for the common good. Belonging is based on giving and sincere service to the homeland and nation, as the higher the bid, the more patriotism.

While patriotism is defined as the individual's positive attitude toward his homeland as he feels connected to it which makes him feel proud and loyal, and makes him preserve the interests and wealth of the homeland (Sarbyeh, 2022). It is defined by Shweihat (2019) as the real affiliation to the homeland in a way that makes the individual proud of his homeland and enhances his sense of belonging to it in all domains, which is exemplified through his sense of duty to his homeland, which makes him work hard to defend it and the values inherent in it, and not allow for his homeland to be attacked.

In this regard, the researcher believes that belonging is born with the individual and which will be developed by the good raising provided by the family. The child's adherence to and love for his family will strengthen his concept of belonging, and when he goes to school the teacher's role become complementary to the family's role and this makes him feel that he belongs to the school

leading him to maintain its properties, which in turn strengthen his patriotism to his homeland.

Nasar (2003) cited in Omar (2019) confirms that the teacher should develop students' patriotism away from racism and intolerance, engaging them in learning; being open and looking at the world culture, taking into account cultural diversity during teaching and assessment; until the student is aware in all spheres of life, and spreads the culture of peace among students.

School is considered the most important educational institution that contributes to the establishment of the values of belonging and loyalty among students since it is connected with the family and complements its role, and since students spend most of their time at it (Al-Anaqreh, Al-Bawa'neh & Al-Dmnhowry, 2008). Thereby, there is a need to highlight its role in raising the level of patriotism among students through all its activities, including school radio.

A set of studies addressed school radio and value system in terms of school discipline and patriotism. Salama (2022) addressed the relationship between administrative empowerment and school discipline in the public schools of Palestine. The researcher adopted the descriptive design by administering a questionnaire on a sample consisting of (319) principals working in the schools of the Northern governorates from Palestine as well as an interview. The results found that the level of administrative empowerment and school discipline was high in the schools of the Northern governorates.

In order to define the role of school radio in enhancing patriotism. Bani Saeed (2020) used the descriptive analytical design by administering a questionnaire on a sample consisting of (234) school teachers selected randomly. It was found that there is a positive role for the school radio in enhancing patriotism, no statistically significant differences were found in enhancing patriotism in light of experience and qualification.

In Oman, Alkharusi and Al-Thuhli (2020) selected (121) students from the tenth and eleventh grades to respond to a questionnaire that addresses the factors of students' reluctance to contribute to school radio. The results of the study showed that the reasons behind students' reluctance to contribute to school radio are lack of psychological readiness, lack of teachers'

encouragement and fear of criticism, and lack of training. The results also showed that students with higher achievement are more active and participate in the school radio more than the lower achievement students.

Using a sample consisting of (150) teachers and (150) students enrolled in the schools of Northern Jeddah, Al-Harby (2020) sought to address the role of school discipline in developing students' motive for learning. No statistically significant differences were found in the role of school discipline in developing students' motivation for learning in light of the school stage. It was found that there is a positive role for school discipline in developing students' motive for learning.

Alawamreh (2018) addressed the role of primary school principals in deepening patriotism among students from teachers' perspectives in Jordan. The descriptive design was employed using a questionnaire consisting of (23) items distributed to a sample consisting of (198) teachers. The study found that principals have a significant role in enhancing patriotism where their role was high from teachers' perspectives. Statistically significant differences were found in the role of primary school principals in deepening patriotism among students in light of qualification, in favor of intermediate diploma, and in light of age, in favor of the age group 30 years to less than 40 years.

By collecting data from a sample of school principals, teachers, and students, Kibet, Kindiki, Sang and Kitilit (2013) aimed to define the effect of principal leadership on student discipline in Kenyan secondary schools. The data analysis showed a statistically significant correlation between principal leadership and student discipline.

After reviewing the previous studies the researcher found that the current study was consistent with most of these studies in using the descriptive analytical design such as Salama (2022), Bani Saeed (2020), Alawamreh (2018), and Kibet, Kindiki, Sang and Kitilit (2013).

This study was also consistent with other studies in the instrument used for data collection (Questionnaire), while others used the questionnaire and the interview such as Salama (2022). In addition to that, this study differs in its title and its results due to its different purposes which justifies the reasons behind this study as

other researchers and curricula developers can benefit from it in addressing the enhancement of value system (school discipline, patriotism) through school radio among students. The study also considered first-of-its-kind "to the researcher limited knowledge" which focused on the value system in terms of school discipline and patriotism from basic and secondary stage teachers' perspectives in Sakhras District.

### **Problem of the Study**

As a result of the information explosion, and informatics revolution and the negative ideas that it holds which adversely affected adolescents' pride and belonging to their homeland in the Arab world, political, social, cultural, and economic challenges arose. Therefore, students have become in need to be well prepared and to promote their national values such as patriotism and loyalty. There is also a need to train the students on school discipline; as discipline-enhancing school culture cannot be achieved on paper or through awareness-raising programs alone. There must be role model teachers the students can follow and be influenced by their behavior, values, and attitudes. Listening to the daily radio during the school day may increase students' enthusiasm, and their nationalism, which reflects positively on their national behavior in and out of school.

Nowadays, Jordan is witnessing development in all areas thus there is a need to enhance national values such as belonging and discipline in students' behavior to refine their personality and instill the values of loyalty and belonging in their hearts and souls towards the nation. This is where comes the important role of teacher and school administration in students' acquisition of national values of their country; given our curriculum's relevance to the value system and prevailing national concepts in society so there is a need to develop discipline and patriotism among students in schools which are pointed out by the studies of Bani Saeed (2020) and Omar (2019) which focused on the teacher role in instilling belonging and loyalty. There is also a set of studies that focused on school discipline such as Salama (2022) study which addressed the administrative empowerment degree and its relation to school discipline as well as Al-Harby (2020) study which focused on the role of discipline in students learning motivation. Accordingly, the researcher

considers that there must be teachers capable to enhance the role of school radio in enhancing the students' value system in terms of school discipline and patriotism.

### **Questions of the Study**

**First Question:** What is the role of school radio in enhancing the value system in terms of school discipline from the teachers' perspectives at Ajloun governorate (Sakhras District)?

**Second Question:** What is the role of school radio in enhancing the value system in terms of patriotism from teachers' perspectives at Ajloun governorate (Sakhras District)?

**Third Question:** Are there statistically significant differences at ( $\alpha \leq 0.05$ ) in the role of school radio in enhancing the value system in terms of school discipline and patriotism in light of gender, experience and qualification?

### **Significance of the Study**

**Theoretical Significance:** The importance of this study stems from the fact that it is one of the newest studies that addressed the role of school radio in enhancing the value system in terms of discipline and patriotism at Sakhras District; as school radio and its various activities enhance the value system's role, it works on achieving several educational goals such as curiosity, and helps them to develop their personality, strengthening students' relations, and encourage them to look for different topics that can be broadcast via school radio. It also encourages the parents and teachers to increase their efforts to develop positive ideas for the encouragement and positive promotion of their children when learning

#### **Practical Significance:**

- School radio provides students with all the useful knowledge concerning the difficulties that their society faces.

- The teacher contributes through the purposeful activities of the school radio to preparing generations who are capable of advancing their homeland.
- School radio based on proper planning by teachers contributes to raising students' awareness and belonging to their homeland.
- Highlight the positives of school radio in motivating students to commit, love, and belong to the nation.
- Strengthening the role of school radio in enhancing the value system such as school discipline and patriotism from teachers' perspectives in the Sakhras District, thereby increasing their interest in the variety of school radio programs broadcast daily to students.
- This study is the first of its kind in Ajloun / Sakhras District within the limits of the researcher's knowledge.
- Enriching the Jordanian and Arab Libraries with new information regarding this subject that can be used in the fields of research and study.

#### **Objectives of the Study**

- Defining the national values that focused on the enhancement of the value system through school radio in terms of formulating the student's personality from teachers' perspectives in Ajloun / Sakhras District.
- Defining the role of school radio in enhancing the value system in terms of discipline and patriotism in light of some variables.

#### **Definitions**

**Role:** Knowing the role of school radio in enhancing school discipline and patriotism.

**School Radio:** Educational activity that broadcasts a set of religious, national, and cultural paragraphs selected by the students under the supervision of the school administration and teachers that takes daily 15-20 minutes in the aim of education, educational guidance, entertainment, and developing students' skills and abilities.

**School Discipline:** Students being calm and committed when listening to school administration and teachers, and in listening to the school radio.

**Patriotism:** An inner feeling of love for and keenness on one's homeland. School radio plays an important role in guiding students in a way that makes them proud of their homeland and lives their lives loving it, and sacrificing for it.

**School Environment:** All material or non-material components surrounding the student within the school that affect him negatively or positively.

**Basic Stage:** From first grade to tenth grade.

**Secondary Stage:** Eleventh grade and twelfth grade.

#### **Limitations of the Study**

This study was conducted during the second semester of the academic year 2021-2022 at Ajloun Educational Directorate / Sakhras District. The study focused on the role of school radio in enhancing the value system, where the study was limited only to school discipline and patriotism.

#### **Methods and Procedures**

##### **Study Design**

In order to achieve the objectives of the study, the researcher employed the descriptive-analytical design to collect data using an instrument that has two domains: School discipline and patriotism.

##### **Population and Sample of the Study**

The population of the study consisted of all teachers working at Ajloun educational directorate (n = 2830). The sample of the study consisted of (233) teachers selected purposefully by a percentage of (8%) of the study population. Table (1) shows the distribution of the study sample in light of qualification, gender and experience.

#### **Table (1): The Distribution of the Study Sample in Light of Qualification, gender, and Experience**

Variable		Frequency	%
Qualification	Bachelor	167	71.7
	Postgraduate	66	28.3
Gender	Male	159	68.2
	Female	74	31.8
Experience	1-5 Years	84	36.1
	6-10 Years	123	52.8
	More than 10 Years	26	11.2
Total		233	100%

### Resources of Data

#### First: Secondary Resources, including books

Includes books, journals, and information from different documented websites on the Internet that are related to the study.

#### Second: Primary Resources

The researcher developed a questionnaire by reviewing related literature and previous studies, it included two parts:

- **First Part:** Focused on the information regarding the variables of the study (Gender, qualification, experience).
- **Second Part:** Includes (31) items addressing the role of school radio in enhancing the value system (Belonging, discipline). Three-point Likert scale (Always: 3, Often: 2, Sometimes: 1) was used in analyzing the data.

The mean scores of the participant's responses on the items identified in three levels (High, moderate, low), and the following scale was adopted:

- 1-less than 1.66 low level of agreement
- 1.66-less than 2.32 moderate level of agreement
- 2.32-3.00 high level of agreement

#### Instrument Validity

The instrument was distributed on a specialized jury to check the phrasing authenticity of the items, and their appropriateness for the domain. The jury showed (80%) approval regarding the authenticity, appropriateness, clarity, and item representation of the domains. The researcher has made some linguistic changes for some items without adding or deleting any.

### Instrument Reliability

Reliability of the instrument was checked using Test-retest, by administrating the instrument on a pilot sample consisting of (35) teachers and re-administrating it after two weeks on the same sample, then Pearson's correlation factor was calculated (Table 2). Additionally, Cronbach Alpha Coefficient for internal consistency reliabilities was calculated, (Table 2).

**Table (2): Cronbach Alpha Internal Consistency Reliabilities and Test-Retest**

Domain	Test-Retest Reliability	Internal Consistency Coefficient
School Discipline	0.477**	0.819
Patriotism	0.336**	0.804

\*\* Significant at ( $\alpha \leq 0.01$ )

Table (3) shows that test-retest ranged between (0.336-0.477), and internal consistency coefficient ranged between (0.804-0.819) which is considered statistically acceptable and appropriate for the purposes of this study.

### Statistical Analysis

Frequencies, percentages, means, standard deviation, t-test, and ANOVA were used to answer the study questions.

### Results of the Study

**First Question: What is the role of school radio in enhancing the value system in terms of school discipline from the teachers' perspectives at Ajloun governorate (Sakhras District)?**

Means and standard deviations were calculated in order to define the role of school radio in enhancing the value system in terms of school discipline from teachers' perspectives as shown in table (3).

**Table (3): Means and Standard Deviations for the Items of "School Discipline" in a descending Order**

Rank	No.	Item	Mean	Std. Devi.	Level
4	8	School radio teaches students to respect others' rights granted to them by Islam.	2.78	0.50	High

3	1	School radio helps activate blood circulation and the love of learning in students.	2.73	0.53	High
6	3	School radio contributes to finding an environment that encourages learning.	2.72	0.56	High
1	14	School radio contributes to strengthening the spirit of cooperation among students and trains them in teamwork and respect for others.	2.67	0.56	High
2	15	School radio contributes to instill patriotism in the different learning settings.	2.67	0.59	High
6	4	School radio teaches the importance of collaboration between school community members and society in general.	2.64	0.59	High
10	11	School radio focuses on the importance of learning and forgiveness.	2.60	0.65	High
8	10	School radio teaches students on self-control.	2.58	0.64	High
8	13	School radio expands students' mental, intellectual and scientific understanding.	2.58	0.65	High
14	9	Lack of discipline leads to weakness of family guidance and attention to educational aspects.	2.48	0.71	High
12	7	School radio teaches students the importance of planning and organizing to finish work.	2.48	0.71	High
11	2	School radio facilitates communication and social relations between the students themselves.	2.47	0.70	High
4	6	School radio accustoms students to good listening.	2.45	0.74	High
15	5	School radio leads to a lack of discipline or dispersion of efforts.	2.26	0.80	Moderate
13	12	School radio accustoms students to fulfilling duties and demanding rights.	2.10	0.84	Moderate
<b>Total</b>			2.55	0.45	High

The previous table shows that the means score for the study sample responses on school discipline ranged between (2.10-2.78). item (8) states: "School radio teaches students to respect others' rights granted to them by Islam" ranked first with a high level, while item (12) states: "School radio accustoms students to fulfilling duties and demanding rights" ranked last with a high level also.

This result can be attributed to the fact the school administration and teachers who are responsible for the school radio are aware of its importance as a supplementary element of the curriculum, and the

contribution it makes in forming an integrated and balanced personality for the student through developing his personality, instilling positive values, and deepening his loyalty to his community. Therefore, school principals realize the importance of employing school radio to develop students' cultural and scientific levels through the appropriate planning for the use of the activities of school radio and implementing them.

**Second Question: What is the role of school radio in enhancing the value system in terms of patriotism from teachers' perspectives at Ajloun governorate (Sakhras District)?**

Means and standard deviations were calculated in order to define the role of school radio in enhancing the value system in terms of patriotism from teachers' perspectives as shown in table (4).

**Table (4): Means and Standard Deviations for the Items of "Patriotism" in a Descending Order**

Rank	No.	Item	Mean	Std. Devi.	Level
1	8	School radio connects students to the book of Allah, and the Sunnah of His Prophet Muhammad, peace be upon him.	2.85	0.42	High
2	12	School radio develops student participation in national events in and out of school and encourages them to express their feelings.	2.84	0.41	High
3	11	School radio helps students develop and deepen the sense of citizenship.	2.83	0.47	High
4	5	School radio helps preservation of Arabic.	2.82	0.47	High
5	9	Extracurricular activities contribute to engaging in and helping to resolve awareness-raising.	2.81	0.46	High
6	10	School radio develops belonging and pride in students' national identity.	2.79	0.47	High
7	1	School radio develops sense of belonging to school which is an extension of patriotism.	2.79	0.47	High
8	15	School radio encourages students to participate in initiatives that contribute to strengthening the patriotism.	2.78	0.47	High
9	6	School radio enhances students proud of national symbols.	2.77	0.53	High
10	14	School radio helps in instilling the importance of pride in national icons in students.	2.76	0.52	High

11	7	School radio helps in instilling values and good habits in students hearts and souls.	2.65	0.63	High
12	3	School radio helps students to do the work required of them.	2.57	0.67	High
13	4	School radio helps students undertaking voluntary and charitable work of all kinds.	2.55	0.70	High
14	2	School radio enhances students love for sacrifice for the homeland.	2.50	0.70	High
15	13	School radio encourages students to remove harmful things from the road.	2.41	0.78	High
Total			2.71	0.36	High

Table (4) shows that the means score for the study sample responses on patriotism ranged between (2.41-2.85). item (8) states: "School radio connects students to the book of Allah, and the Sunnah of His Prophet Muhammad, peace be upon him" ranked first with a high level, while item (13) states: "School radio encourages students to remove harmful things from the road" ranked last with a high level also.

This result is attributed to the fact that teachers who are responsible for school radio are usually those who teach Arabic, Islamic Education, or Social Studies which makes them interested in broadcasting religious stories, topics related to society, and the ones that support national, moral and behavioral attitudes in students. Moreover, most of the selected subjects in the school radio aim to strengthen national feeling and belonging, respecting science and scientists, train students to master speaking skills, strengthen the connection between the teacher and his students, and raise awareness of religious, social, national, and national events.

**Third Question: Are there statistically significant differences at ( $\alpha \leq 0.05$ ) in the role of school radio in enhancing the value system in terms of school discipline and patriotism in light of gender, experience and qualification?**

Means and standard deviations were calculated for the participants estimation for the role of school radio in enhancing the value system in terms of school discipline and patriotism in light of gender, experience and qualification. Moreover, T-test was calculated in order to define the differences in light of gender and qualification,

while ANOVA was calculated in order to define the differences in light of experience.

- **Gender**

**Table (5): Independent Samples T-Test for School Discipline and Patriotism in Light of Gender**

Domain	Qualification	Means	Std. Devi.	T	df	Sig.
School Discipline	Female	2.55	0.39	0.41	231	0.68
	Male	2.52	0.48			
Patriotism	Female	2.66	0.38	1.68	231	0.09
	Male	2.74	0.35			

The previous table shows that there are no statistically significant differences at ( $\alpha \leq 0.05$ ) in the participants' responses related to the role of school radio in enhancing the value system in terms of school discipline and patriotism in light of gender, where the value of T was not significant.

- **Qualification**

**Table (6): Independent Samples T-Test for School Discipline and Patriotism in Light of Qualification**

Domain	Qualification	Means	Std. Devi.	T	df	Sig.
School Discipline	Bachelor	2.52	0.45	0.58	231	0.562
	Postgraduate	2.56	0.46			
Patriotism	Bachelor	2.70	0.34	1.20	231	0.232
	Postgraduate	2.76	0.40			

The table below shows that there are no statistically significant differences at ( $\alpha \leq 0.05$ ) in the participants' responses related to the role of school radio in enhancing the value system in terms of school discipline and patriotism in light of qualification, where the value of T was not significant.

- **Experience**

**Table (7): Independent Samples T-Test for School Discipline and Patriotism in Light of Experience**

Domain	Experience	Means	Std. Dev.		Sum of Squares	df	Average of Squares	F	Sig.
School Discipline	1-5 Years	2.46	0.43	Between Groups	0.633	2	0.316	1.566	0.211
	6-10 Years	2.56	0.47	Within Groups	46.469	230	0.202		
	More than 10 Years	2.60	0.38	Sum	47.102	232			
Patriotism	1-5 Years	2.69	0.35	Between Groups	0.410	2	0.205	1.589	0.206
	6-10 Years	2.71	0.39	Within Groups	29.639	230	0.129		
	More than 10 Years	2.83	0.20	Sum	30.048	232			

The table above shows that there are no statistically significant differences at ( $\alpha \leq 0.05$ ) in the participants' responses related to the role of school radio in enhancing the value system in terms of school discipline and patriotism in light of experience, where the value of T was not significant.

This could be attributed to the fact that scientific and practical abilities and skills are similar in schools and that teachers face similar circumstances in light of the regulations, instructions, and laws applicable at schools.

### Conclusion

After completing the statistical analysis process, the study found that:

- The role of school radio in developing the value system regarding school discipline was high from teachers' perspectives.
- The role of school radio in developing the value system regarding patriotism was high from teachers' perspectives.
- No statistically significant differences at ( $\alpha \leq 0.05$ ) were found in the participants' responses related to the role of school radio in enhancing the value system

in terms of school discipline and patriotism in light of gender, qualification, and experience.

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