

Teachers' Perspectives on Social Values and Their Influence on Sustainable Development in Ajloun Governorate

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This study examines the level of social values among teachers and its correlation with their understanding of sustainable development requirements. The study's sample consisted of 220 teachers randomly selected from Ajloun schools. The study's findings indicate that social values are highly regarded across various domains, except for work values, which received an average ranking. Moreover, the results reveal a statistically significant gender-based difference in the level of social values ($\alpha = 0.05$), favoring females, as well as variations based on experience, favoring the "9 years or more" category. Furthermore, the study highlights a strong awareness of the interconnected requirements for sustainable development, particularly in social, environmental, and economic dimensions. The findings also demonstrate a statistically significant positive correlation ($\alpha = 0.01$) between participants' overall evaluation of social values and their comprehensive assessment of sustainable development principles. The study proposes the integration of societal ideals and sustainable development criteria into student curricula and teacher training programs. This integration aims to enhance the understanding and application of sustainable development concepts among teachers.

Keywords: Ajloun University College instructors' perspective, social values, sustainable development, sustainable development standards

INTRODUCTION

Education for sustainable development constitutes a pivotal tool for nurturing moral principles and imparting knowledge about societies that coexist harmoniously with nature while striking a balance between human needs and the environment. Given the extensive history of education for sustainable development, its concepts, aims, and modes of implementation have been articulated in numerous international documents, national development initiatives, and educational ventures. The notion of sustainable development hinges on the imperative to safeguard our planet's potential for future generations while significantly mitigating the ecological strain human activity poses. This entails transformative shifts in societal lifestyles, values, and developmental objectives.

Numerous nations have undergone swift transformations in various spheres, striving to synchronize with innovations and advancements that enable departures from traditional behavioral patterns and lifestyles. These endeavors encompass workforce development and training, aligning individuals with forthcoming ramifications, as humans are the ultimate focus of any developmental pursuit. Consequently, the educational framework plays a pivotal role in these transformative trajectories. The ultimate goal of development is either to enhance individual values or elevate the overall quality of life for all members of society.

It is evident that social, economic, and environmental concerns are intrinsically interwoven, barring situations where material gain takes precedence over social conditions. Merely solving economic quandaries yields inconsistent outcomes. Thus, social development, synergizing with economic advancement and safeguarding its dividends, becomes imperative. In any community, the bedrock elements for attaining sustainable development unequivocally entail grounding oneself in sound values, attending to the conduct of individuals and groups while addressing developmental concerns, and seamlessly integrating it within the framework of economic progress.

Given their profound link to ethics and character, values in general, and social values in particular, are deemed paramount topics within social psychology. Values mold social conduct, and an individual's values can indicate character. Values are benchmarks for assessing and regulating behavior following community norms, culture, customs, and traditions. Both individuals and groups require fundamental standards to navigate their roles, align their attitudes, and harmonize with societal values and beliefs. The vitality of values in social life is undeniable (Al-Momani, 2015), for they form the essence of culture and moral ethics and have a potent emotional connection to society.

Almost universally, it is accepted that values denote judgments made by an individual regarding their human, social, and material milieu. Researchers across disciplines like education, psychology, and sociology have examined this notion. These judgments are a product of personal assessment and

appreciation and are internalized and accepted by individuals as standards, benchmarks, or criteria. Social values encompass topics the human spirit relates to, senses a need for, desires, or deems requisite, garnering societal consensus (Qabqub & al-Jumu'i, 2015).

According to sociologists, "value" refers to the assessment individuals make of something based on the norms and values established by the society they inhabit. This assessment enables them to distinguish their preferred behavior from others and establishes a framework that organizes patterns for their actions and behaviors within society (Tabaal & Artemi, 2015). Kharmit (2019) defines *value* as a set of moral rules, precepts, and principles that guide an individual's behavior and direct them towards fulfilling societal responsibilities. Ismaeel (2019) asserts that social values encompass a set of rules and guidelines adopted by a society's citizens to regulate behavior within that society. Harariah (2019) further expands that social values are a group of values that impact the social dimensions of human life and existence, encompassing values that address the social reality of the individual as part of a collective, living, collaborating, and culturally laden entity, each with their own traditions, customs, values, and behaviors.

Social values contribute to the cohesion and stability of society by defining its purpose, objectives, and unchanging principles that uphold this cohesion. Making decisions that enhance people's lives, amalgamate facets of societal culture, and mitigate excessive self-interest, conflicts, and irrational egoism, helps society navigate the shifts it undergoes (Al-Qarala, 2020). Social values are indispensable to the individual and society; they guide behavior and direct individuals in responding to social issues. By evaluating individual behavior against societal values, one can use values as a criterion to ascertain their relative merits. Through their representation, values preserve social structures and buttress societal institutions.

Social values possess distinct traits. Rooted in an individual's personality, they are subjective and personal. Values are relative features that differ from person to person and even within the same individual based on their interests, needs, and the context of time, place, and culture. Furthermore, social values are objective, and autonomous, meaning evident in human behavior. The term "tiered" denotes the hierarchical arrangement of values, encompassing less significant and fundamentally dominant values. Humane values are exclusive to humans and distinct from other species. Social values are opposites, where for every positive social value, there is a corresponding negative one. These values are inextricable and communal, shaped by social systems, rules, and societal rationale. Moreover, social values can be acquired and learned, with socialization and group activities aiding individuals in acquiring these values.

In light of knowledge as the foundation of development and progress, vital across all facets of human endeavors, sustainable development epitomizes the human facet of economic and developmental policies. Various indicators, including education, facilitate its measurement, the extent of knowledge dissemination, and the role of values in nurturing sustainable human development. The levels of development in societies and their capacity to meet the demands of their constituents, enhance living standards, and provide a dignified life determine their progress. Sustainable development impacts every facet of the economy, society, health, education, culture, politics, media, and industry. The development aims to uplift individuals and society, boost income, and enhance living conditions. This necessitates unleashing latent potential, devising strategies to channel energies and creativity, and harnessing them to improve the individual and society. As such, sustainable development aims to enhance cultural, social, health, and educational conditions, economic and political status, and individuals' involvement in society and utilization of resources for personal and societal betterment (Momani & Hayajneh, 2022).

Sustainable development is characterized by the growth of interconnected, integrated, and interactive domains regulated and managed in terms of resource use. While independent, sustainable development complements itself across all aspects. These domains encompass the environmental aspect, seeking to adhere to each ecosystem's ecological boundaries and their appropriate management, ensuring that consumption and depletion do not surpass these limits. The economic domain focuses on human well-being and poverty reduction, enhancing income and access to essential goods and services, including healthcare, nutrition, shelter, transportation, clothing, and education, and bolstering modern technology access. The social aspect underscores the centrality of individuals in development and its main objective, aiming for social justice, eliminating hunger and poverty, upholding gender equality and generational rights, and providing crucial social services, for instance healthcare, political participation, and public engagement.

Sustainable development, embodied by ongoing development focusing on people, mandates adopting a planned, scientific approach aligned with a specific strategy to meet present and future needs. This approach hinges on community participation while preserving societal distinctiveness and strives to balance the environment with its economic, social, and political dimensions, fostering natural and human resource development (Abu Al-Maati, 2017). To attain development, adherence to the principles of sustainable development is essential. These principles encompass justice, guaranteeing equal access to societal wealth and resources; empowerment, enabling full participation in processes that shape individual lives and futures; and governance, signifying effective management and accountability. Governance entails adherence to accountability, transparency, and responsibility principles, while solidarity calls for collaboration among generations and societal groups to safeguard the environment and resources for future generations. Additionally, efficiency mandates acquiring the skills necessary to navigate various situations (Mohammed, 2016).

The principles, ethics, and truths that form the foundation of sustainable development philosophy guide its initiatives and programs. These ideas support and direct staff while implementing, and evaluating sustainable development endeavors. Embracing differences and diversity among individuals is central to this set of values and ethics. Human rights, such as the right to life, work, education, and dignity, are fundamental to sustainable development. Individual uniqueness and freedom, within the bounds of societal norms, as well as acceptance of individual distinctions, both within and between individuals (be it political, geographical, ethnic, gender, or religious), participation, justice, tolerance, and acceptance of others, are cherished values. The significance of safeguarding the environment, protecting resources, justifying their utilization, and avoiding waste or overconsumption without endangering current or future generations is underscored by sustainable development. By enhancing the educational process and enabling it to fulfil its intended purpose, education plays a pivotal role in achieving development and continuity, aiding society in achieving progress across diverse dimensions. Thus, educational systems must catalyze the necessary attitude, habit, and value changes.

Instructors are fundamental to the educational process, contributing significantly to learners' prevention, development, and therapy stages and, ultimately, their success in attaining their goals and fulfilling their desires. To achieve this, emphasis is placed on their growth and readiness as individuals and key contributors to the educational process. Teachers' ongoing and sustained preparation and development lay the groundwork for educational advancement. Given the rapid pace of change, cognitive, scientific, and technological advancements demand that teachers remain engaged and motivated to learn twenty-first-century skills to maintain their upgraded knowledge, abilities, and attitudes (Al-Momani & Hayajneh, 2022).

The changes in economic, technical, social, and demographic principles have given rise to the urgent need to achieve excellence within the sustainable development framework. The study conducted by Hajj Ali et al. (2021) underscored the importance of developing teachers, continuously adapting to societal changes, fostering interactions with these changes, and positively influencing learners. This results in cultivating educated individuals capable of actively contributing to realizing development programs and sustainable development. Consequently, emphasizing the value of enhancing teachers' capacity to formulate solutions and contribute to a more sustainable future becomes imperative. Programs for teacher training are essential, as teachers wield substantial influence over students' learning. They guide the educational process toward attaining its goals and determine its success. This standpoint was corroborated by the Malaysian study conducted by Adawiyah and Essa (2012), which illustrated the impact of present educational outcomes on future development. It urged teachers to possess a solid grasp of sustainable development concepts to ensure their integration into the educational process and the elevation of educational standards.

Education for sustainable development seeks to fortify developmental values and establish a framework of novel customs, perceptions, and ideas across various levels and trends of education. This is done to significantly shape lifestyle and behavior and contribute substantially to crafting a future characterized by continuity and permanence. Given that teachers tend to mirror the traditional value trends of their societies, any transformation in students' values necessitates a corresponding transformation in teachers' values.

Teachers must alter their own values to align with new values that drive change towards sustainable development and the requisites of new behaviors concerning the environment. The study by Ismaeel (2016) also emphasized the importance of integrating teacher preparation programs, both before and during service, by addressing various facets and domains of sustainable development. This integration enhances the teacher's social responsibility and ability to envision the future. This underscores the necessity of empowering the upcoming generation to make informed decisions that enable more sustainable living. As a pivotal figure in both schools and society, the teacher is a key player in achieving this objective. Thus, integrating sustainability topics into teacher preparation and training programs is vital to cultivating teachers who are cognizant of sustainability issues, possess solutions, and exhibit concern for community needs and intergenerational justice (Mohammad, 2022).

Problem of the Study

As indicated by researchers, there is an intersection between social, environmental and economic, concerns. It is worth noting that solving economic issues yields favorable outcomes only if the social conditions allow for the greatest material progress. Consequently, social development must be interlinked with economic development to safeguard and preserve its advantages. Whether development focuses on economic, environmental, or social aspects, the human being remains the central focus. The ultimate objective of development is either the enhancement of human conditions, encompassing health, education, and entertainment standards, or the enhancement of the individual's values, thoughts, behaviors, and customs. Undoubtedly, different development strategies often rely on social and value dimensions and individual and group actions to reshape development and integrate it into the economic development system. Hence, sustainable development across economic, environmental, social, or administrative domains cannot be achieved without being grounded in sound social foundations and principles. Values are indispensable to understanding an individual's life; their values shape each person's universe. Consequently, value and reality coexist harmoniously in a person's existence, united in a state of contentment when aligned with their environment.

The current study examines the level of social values held by school teachers in the Ajloun Governorate and how those values relate to their principles of sustainable development. The study addresses the following questions:

1. Are there statistically significant differences at the ($\alpha = 0.05$) level in the averages of the estimations of Ajloun Governorate school teachers' social values based on factors like sex and experience in each domain of the social values scale?
2. How aware are Ajloun Governorate school teachers of the principles of sustainable development?
3. Is there a statistically significant correlation between the social values of Ajloun Governorate school teachers and their understanding of sustainable development standards at the ($\alpha = 0.05$) level?

Terminology Definitions

Social values refer to a collection of standards for human behavior with varying weight and balance. These considerations aid in determining whether a specific action is appropriate and necessary (Abdel-Maqsoud, 2020). Specifically, the respondent's overall score on the social values scale, which comprises multiple axes measuring social values, is considered.

Sustainable development is a global plan that seeks to address present generational needs while ensuring the ability of future generations to meet their requirements (Al-Shihab, 2019). For the researcher, sustainable development involves the optimal use of natural resources to ensure their continuity, allowing present and future generations to benefit from them in ways that lead to a quality existence. The study employs a sustainable development scale encompassing environmental, economic, and social components to assess responses from participants.

Study's Limitations

Conducted during the second semester, 2021-2022, the study is confined to Jordanian school teachers within the Ajloun Governorate. The study outcomes are also influenced by the authenticity of the data collection methods and the objectivity of participants' responses to the items.

LITERATURE REVIEW

Hassan (2014) conducted a study in Jordan's Irbid Governorate to determine the extent to which elementary school teachers contributed to the development of social values in their students. The sample included 433 male and female pupils, and data were collected using a questionnaire consisting of 44 items. The findings indicated that primary school teachers had a moderate impact on students' social value development. Moreover, there were statistically significant differences in teachers' viewpoints regarding the magnitude of their contribution to social value development in students due to the gender effect favoring females.

Moussa (2019) evaluated the effectiveness of a proposed curriculum for sociology teachers to cultivate ethical principles and abilities for professional self-reflection based on sustainable development challenges. The study included 30 male and female sociology teachers, and various tools, such as a list of sustainable development challenges, a proposed program conceptualization, a test of moral principles, and a scale of professional self-reflection abilities, were used. The findings highlighted the value of the suggested program for social science instructors to acquire ethical principles and develop professional self-reflection abilities, emphasizing the importance of teacher education in sustainable development issues.

Al-Humayani and Shuaibi (2021) employed a descriptive-analytical approach to illustrate how volunteering contributes to sustainable development. The study sample comprised 322 teachers, and data were gathered using a questionnaire. The findings revealed a statistically significant relationship between volunteer motives, obstacles to volunteering, the impact of volunteering, and sustainable development across environmental, social, economic, and national dimensions. The study emphasized the interconnectedness of social values and sustainable development in advancing societal progress.

Ali (2020) investigated the values of citizenship resulting from sustainable development demands that Egyptian institutions seek to instill in their students, focusing on faculty members at Egyptian universities. The sample comprised 464 academic members, and data were collected through a descriptive survey. The findings indicated the presence of advanced-stage values of citizenship, including tolerance, loyalty, justice, preservation of public property, and rejection of violence, which are integral to achieving sustainable development goals.

Al-Rifa'i and Al-Fursan (2021) examined how teachers, students, and parents perceived the impact of digital citizenship on students' social values. The study included 87 teachers, 424 pupils, and 20 parents, employing descriptive and qualitative methodologies. The findings demonstrated positive perceptions among instructors and students about the impact of digital citizenship on social values. Parents highlighted the influence of reducing family ties on students' social values.

Al-Tamar (2021) aimed to identify educational values that should be included in mathematics textbooks in Kuwait to achieve specific objectives. The study utilized a questionnaire with six educational assessment axes involving a sample of 591 mathematics teachers with field experience. The study concluded that 14 social values should be included in mathematics textbooks, with no significant differences in mathematics teachers' answers based on years of experience, except for the academic stage variable.

Kort (2018) assessed the inclusion of human rights values in social studies books in the Netherlands. Using a content download curriculum, the study analyzed the inclusion of human rights values in grade books from the sixth to the ninth grade. The results indicated a weak degree of inclusion of human rights values.

Papadimitriou and Sirivianou (2018) investigated the role of social values in developing environmental awareness among kindergarten teachers in Greece. The sample included eight kindergarten teachers, and data were collected through questionnaires. The study concluded that kindergarten education fosters limited social values associated with the development of environmental awareness.

Dughmash and Al-Hawali (2022) aimed to uncover national values included in social studies textbooks for the primary upper stage in Palestine, compared to the values that should be present. The study analyzed five all-social books for the primary upper stage. The findings indicated that national unity, pride in Palestine, and rejection of aggressive occupation practices were the most frequently repeated national values.

Al-Kharousi and Murad (2022) aimed to reveal the extent to which social studies curricula for grades 11 and 12 in Oman included citizenship, economic, and social values. The study revealed a low to medium degree of inclusion, with political matters first, followed by social and economic issues. Al-Azayzah (2022) determined the level of citizenship inclusion in national and civic education curricula for the ninth grade in Jordan, focusing on the social, economic, and political fields. The study involved a questionnaire distributed to 511 teachers from 411 public schools in Amman. The findings demonstrated high inclusion of citizenship values in all domains combined and separately. Al-Khazaleh (2022) explored the role of social studies books in addressing shifts in Jordanian society's values. The study included teachers, supervisors, and students in the Mafraq Governorate. The findings indicated that political topics received the highest ratings, while economic subjects received the lowest scores. There were no differences based on gender or place of residence.

METHODS

The social values level, the awareness of sustainable development norms level, and the link between these two variables for teachers in the Ajloun Governorate were all described in this study using the correlative descriptive approach.

The Population and Sample of the Study

All of the public school employees in the Ajloun First Education Directorate made up the population. A total of 220 questionnaires were distributed to a random sample of teachers working in Ajloun. The distribution of the study sample's participants among various variables.

Study Tools

The Social Values Scale

The researcher adapted Al-Momani's (2023) scale of social values, which originally comprised 40 questions distributed across six domains: citizenship, tolerance, work values, environmental values, and justice values. The scale was initially presented to a panel of experts possessing the knowledge and skills to provide opinions and suggestions regarding the scale's content, the number of items for each domain, and the appropriateness of its items with respect to the study's objectives in terms of general alignment with the scale, its respective domains, and its linguistic and grammatical formulation. This process aimed to ensure the scale's validity. In response to the referees' feedback, which included rephrasing several items and removing two items, the scale was revised. As a result, the scale now comprises 38 items distributed across six domains.

Scale for Sustainable Development

The investigation adapted the scale developed by Al-Momani and Hayajneh (2022). This scale comprises 30 questions distributed among the social, environmental, and economic domains. It is considered appropriate for achieving the objectives of this study.

Statistical Standard for the Social Values Scale and the Sustainable Development Scale

The statistical criteria presented in Table 2 were used to assess the overall level of social values and sustainable development and the level within each of its domains. Table 2 exhibits the overall level of social values and sustainable development, along with the levels within individual domains.

Statistical Analysis

Averages and standard deviations were employed to evaluate the overall level of social values and the levels within each area among the study participants. This was done to address the first and third research questions. Moreover, means and standard deviations, categorized by the variables “gender” and “experience,” were subjected to a two-way ANOVA to determine the statistical significance of observed differences in means among study participants’ estimations of the entire social values scale and the entire sustainable development scale. This analysis aimed to address the second and fourth research questions.

Furthermore, means and standard deviations for estimations within each domain of the social values scale and the sustainable development scale were analyzed according to the variables “gender” and “experience.” A two-way MANOVA was conducted to ascertain the statistical significance of observed differences in means for each domain.

The researcher adapted Al-Momani’s (2023) scale of social values which in its original version had 40 questions spread across six domains: tolerance, citizenship, work values, environmental values, and justice values. First, the scale was presented to a group of reviewers with the knowledge and skills to express their suggestions about the scale’s content as well as the suitability of its items to the study’s objectives in terms of belonging to the scale generally, its domain, and its linguistic formulation. This was done to ensure the scale’s validity.

Scale for Sustainable Development

Al-Momani and Hayajneh’s (2022) scale was adapted in this investigation. It consists of 30 questions, which are split into the social, environmental, and economic domains, and is thought to be acceptable for achieving the goals of this study.

The Social Values Scale and the Sustainable Development Scale Statistical Standard

Sustainable Development Scale. A scale created by Al-Momani and Hayajneh (2022) was modified. It consists of 30 questions, which are split into the social, environmental, and economic domains, and is thought to be acceptable for achieving the goals of this study.

The Statistical Standard for the Social Values Scale and the Sustainable Development Scale. The statistical criterion shown in Table 2 was used to assess the level of social values overall and sustainable development overall and for each of its domains. Table 2 shows the overall level of social values and sustainable development as well as individual domain levels.

Statistical Analysis

The study utilized means and standard deviations to assess the overall level of social values and their specific domains among participants, addressing the first and third research inquiries. To address the second and fourth questions, the study employed means and standard deviations concerning the variables “gender” and “experience,” along with a two-way ANOVA, to ascertain the statistical significance of observed differences in means between the study sample’s estimations for the entire social values scale and sustainable development.

Furthermore, to investigate the significance of mean differences within each domain, the study analyzed means and standard deviations for the study sample’s estimations within the social values scale and sustainable development scale domains, considering variables such as gender and experience. This analysis was supplemented by a two-way MANOVA.

RESULTS

Experience and Gender

The first research question pertains to whether statistically significant differences exist between the means of the study participants’ estimations on the social values scale as a whole and within each domain, considering the factors of “gender” and “experience,” as well as the potential interaction between these variables. The question can be rephrased as: “Are there statistically significant differences, at the $\alpha = 0.05$

level, in the means of the study participants' estimations on the social values scale as a whole and within each domain, based on the variables of 'gender' and 'experience,' and is there any interaction effect between these variables?"

The domain "citizenship values" ranked first with a mean of (3.81) at a high level, followed by "environmental values" with a mean of (3.801) at a high level. The domain "work values" was last with a mean of (3.39) at a moderate level. This outcome is explained by the fact that society in Jordan is an Eastern conservative society that prioritises social relationships and has a high percentage of educated people. The educational system in Jordan also addresses social issues by providing courses instructed in a variety of educational settings. Due to the Jordanian teacher's and society's widespread awareness of environmental threats and their effects on people, the researcher believes that environmental values were ranked highest. Additionally, the Corona crisis, which we recently overcame, had a significant impact on citizens' perspectives and environmental interests due to the extensive media coverage it received and its emphasis on environmental issues in the fight against the pandemic. Justice came last because many Jordanians believe they have not taken advantage of their social possibilities and should have been given more than they have.

Experience and Gender: How They Relate to One Another

The second question is, "Are there statistically significant differences between the means of the estimates of the participants on the items of the social values scale as a whole and each of its domains attributed to "gender and experience" and the interaction between them?" asked: "Are there statistically significant differences at the level of ($\alpha = 0.05$) between the means of the estimates of the participants on the items of the social values scale as a whole and each of its domains attributed to "gender and experience" and the interaction between them?"

TABLE 1
THE SAMPLE'S ESTIMATES OF THE ITEMS OF THE SOCIAL VALUES SCALE AS A WHOLE, ACCORDING TO THE GENDER AND EXPERIENCE VARIABLE

Experience	GENDER					
	Male		Female		Total	
	Mean	S.D.	Mean	S.D.	Mean	S.D.
Less than 4 years	3.51	0.36	3.57	0.26	3.55	0.30
From 4 - less than 8 years	3.40	0.35	3.74	0.22	3.60	0.32
From 9 years and over	3.82	0.21	3.90	0.14	3.86	0.18
Total	3.55	0.36	3.70	0.25	3.64	0.31

According to the gender and experience variables, it can be seen from Table 1 that there are differences between the means for the participants' estimates on the items of the social values scale as a whole. To establish the statistical relevance of these evident disparities, a two-way ANOVA was employed, as demonstrated in Table 2.

TABLE 2
THE BINARY VARIANCE ANALYSIS OF THE MEANS FOR THE PARTICIPANTS’
EVALUATIONS OF THE SOCIAL VALUES SCALE OVERALL ACCORDING
GENDER AND EXPERIENCE

Source	Sum of Squares	df	Mean Square	F	Sig.
Gender	2.189	1	2.189	*30.763	0.000
Experience	6.607	2	3.303	*46.416	0.000
Gender * Experience	1.714	2	0.857	*12.044	0.000
Error	27.400	385	0.071		
Corrected Total	37.944	390			

Table 2 displays that the statistical significance value of the gender variable is 0.000, which is below the designated level of statistical significance ($\alpha = 0.05$). This indicates a statistically significant disparity ($\alpha = 0.05$) between the two mean estimations of the study participants concerning the scale’s items as a whole, favoring women. The researcher attributes this finding to the heightened interest and influence women typically exhibit in social matters. Additionally, it aligns with the inherent nature of Eastern women, who tend to be socially committed and closely tied to family responsibilities, including child-rearing and maintaining social connections. The outcome is consistent with the findings of Hassan (2014), suggesting that females often hold a greater concern for social relationships compared to males.

Moreover, the variable’s statistical significance (0.000) failed to meet the threshold of statistical significance ($\alpha = 0.05$). This implies the presence of statistically significant differences among the study participants’ evaluations of the items on the social values scale as a whole, attributed to the “experience” variable, at the level of ($\alpha = 0.05$). To determine the specific values of these statistically significant differences, Scheffe’s post hoc multiple comparison tests were conducted, as detailed in Table 4.

Table 5 shows that the gender variable’s statistical significance value was (0.000), which is lower than the level of statistical significance ($\alpha = 0.05$). This suggests that the gender variable in favour of women creates a statistically significant difference ($\alpha = 0.05$) between the two means for the estimations of the study sample on the scale’s items as a whole. The researcher believes that this finding is the result of women’s greater interest in and impact on social issues, as well as the nature of Eastern women, who are socially committed, related to the family, raising children, and frequently more concerned with social ties. According to the researcher, this result is related to the fact that females are more interested in and affected by social issues, in addition to the nature of Eastern women, who are socially committed and linked to raising families. This result is consistent with Hassan’s (2014) finding that females are frequently more concerned with social relationships than males.

Furthermore, the statistical significance of the variable (0.000) did not meet the threshold of statistical significance ($\alpha = 0.05$). This suggests that there are statistically significant differences between the study sample’s assessments of the items on the scale of social values as a whole, which are assigned to the variable experience, at the level of ($\alpha = 0.05$). Scheffe’s post hoc multiple comparison tests were performed to determine the value of these statistically significant differences, as indicated in Table 3.

TABLE 3
SCHEFFE’S TEST FOR COMPARISON BETWEEN THE MEANS OF THE PARTICIPANTS’
EVALUATIONS OF THE ITEMS OF THE SOCIAL VALUES SCALE AS A
WHOLE, ACCORDING TO EXPERIENCE

Experience	Mean	The Difference between the Two Means	
		From 4 - less than 8 years	From 9 years and over
Less than 4 years	3.55	-($\alpha = 0.05$)	*-0.31
From 4 - less than 8 years	3.60		*-0.26
From 9 years and over	3.86		

*significant at ($\alpha = (\alpha = 0.05)$)

Table 4 indicates significant variations, favoring the estimations of study participants with experience among the estimations of those with varying levels of experience (less than four years, from four to less than eight years, and nine years and more). This observation implies that as individuals age and develop a stronger interest in societal matters, their social values tend to rise. Furthermore, with increased exposure to social situations, individuals tend to develop a heightened sense of social responsibility.

Significant differences exist at a statistical significance level ($\alpha = 0.05$) in the means of study participants’ estimations on the entire social values scale due to the interaction between the “gender and experience” variables. The statistical significance value of the interaction between the “gender and experience” variables is 0.000, below the predetermined statistical significance threshold ($\alpha = 0.05$).

As depicted in Table 4, the means and standard deviations of study participants’ estimations for each domain of the social values scale were also computed based on the “gender and experience” variable.

Table 6 displays that there are statistically significant differences, favoring the estimates of participants with experience, between the evaluations of participants with experience (Less than 4 years) and the mean of the evaluations of participants with experience (From 4 to less than 8 years and from 9 years and more). This finding suggests that as a person grows older and more interested in social concerns, their level of social values increases. And as a person gains social experience, his sense of social duty grows as a result of his exposure to those situations.

Significant variations are present at the predetermined level of statistical significance ($\alpha = 0.05$) among the means of estimation from the study sample participants concerning the entire social values scale. These differences arise from the interplay between the variables “gender and experience,” the significance value of the interaction between these variables is 0.000, falling below the established statistical significance level ($\alpha = 0.05$).

Furthermore, Table 5 displays the means and standard deviations of the estimations made by the study sample participants for each domain of the social values scale, considering the “gender and experience” variable.

TABLE 4
THE AVERAGES AND STANDARD DEVIATIONS OF THE SAMPLE'S ESTIMATES FOR EACH DOMAIN OF THE SOCIAL VALUES SCALE, BROKEN DOWN BY THE VARIABLES "GENDER AND EXPERIENCE"

Gender		Experience							
		Less than 4 years		From 4 - less than 8 years		From 9 years and over		Total	
		Mean	S.D.	Mean	S.D.	Mean	S.D.	Mean	S.D.
Responsibility Values	Male	3.51	0.85	3.21	0.97	3.82	0.33	3.48	0.82
	Female	3.81	0.40	3.73	0.40	3.83	0.28	3.76	0.39
	Total	3.68	0.63	3.52	0.74	3.82	0.30	3.60	0.60
Environmental Values	Male	3.83	0.38	3.81	0.44	4.00	0.24	3.87	0.38
	Female	3.86	0.36	3.94	0.25	3.90	0.28	3.90	0.34
	Total	3.85	0.37	3.80	0.35	3.94	0.26	3.80	0.36
Citizenship Values	Male	3.81	0.38	3.76	0.35	3.83	0.33	3.81	0.36
	Female	3.80	0.34	3.73	0.40	3.88	0.34	3.81	0.36
	Total	3.81	0.35	3.74	0.38	3.86	0.33	3.81	0.36
Tolerance Values	Male	3.64	0.62	3.77	0.47	3.91	0.23	3.76	0.50
	Female	3.76	0.38	3.71	0.41	3.98	0.27	3.76	0.38
	Total	3.71	0.49	3.73	0.44	3.95	0.25	3.76	0.43
Work Values	Male	3.45	0.52	3.30	0.47	3.80	0.47	3.48	0.53
	Female	3.49	0.46	3.71	0.36	3.94	0.25	3.60	0.42
	Total	3.47	0.47	3.54	0.46	3.87	0.37	3.54	0.47

Table 4 shows that, according to the "gender and experience" variable, there are discernible disparities between the means of the participants on each domain of the social values scale. The two-way MANOVA was used, as indicated in Table 5, to assess whether these apparent differences were statistically significant.

TABLE 5
GENDER AND EXPERIENCE VARIABLES AND THEIR INTERACTION

Source	Subscale	Sum of Squares	df	Mean Square	F	Sig.
Gender Hotelling's Trace=0.139* Sig. = 0.000	Responsibility Value	6.681	1	6.681	*19.212	0.000
	Environmental Values	0.030	1	0.030	0.275	0.600
	Citizenship Values	0.017	1	0.017	0.130	0.719
	Tolerance Values	0.164	1	0.164	0.928	0.336
	Work Values	3.696	1	3.696	*19.787	0.000
	Responsibility Values	7.112	2	3.556	*10.226	0.000
Experience Wilks' Lambda=0.727* Sig. = 0.000	Environmental Values	0.581	2	0.291	2.633	0.073
	Citizenship Values	0.670	2	0.335	2.592	0.076
	Tolerance Values	3.583	2	1.792	*10.142	0.000
	Work Values	10.207	2	5.104	*27.326	0.000
	Responsibility Values	3.744	2	1.872	*5.384	0.005
	Environmental Values	0.756	2	0.378	*3.426	0.034

Source	Subscale	Sum of Squares	df	Mean Square	F	Sig.
Gender * Experience Wilks' Lambda=0.858* Sig. = 0.000	Citizenship Values	0.081	2	0.040	0.312	0.732
	Tolerance Values	0.649	2	0.325	1.838	0.161
	Work Values	2.644	2	1.322	*7.079	0.001
	Responsibility Values	133.878	385	0.348		
	Environmental Values	42.506	385	0.110		
	Citizenship Values	49.771	385	0.129		
Error	Tolerance Values	68.009	385	0.177		
	Work Values	71.905	385	0.187		
	Responsibility Values	152.110	390			
	Environmental Values	43.882	390			
	Citizenship Values	50.599	390			
	Tolerance Values	72.324	390			

*significant at ($\alpha = 0.05$)

The Hotelling's t-test was utilized to assess the statistical significance of the gender variable, resulting in a value of 0.000, below the predetermined statistical significance threshold ($\alpha = 0.05$), as presented in Table 6. This outcome indicates that the gender variable, favoring women, leads to a statistically significant difference between the two means of the study sample's estimations in the domains of "responsibility values" and "work values" at a statistical significance level of ($\alpha = 0.05$).

Moreover, the Wilks' Lambda test yielded a statistical significance value of 0.000 for the experience variable, below the set threshold for statistical significance ($\alpha = 0.05$). This finding implies that significant variations exist between the means of the study sample's estimations in the domains of "responsibility values," "tolerance values," and "work values" due to the variable "experience." Table 6 displays the utilization of Scheffe's post hoc multiple comparison tests to identify which of these differences are statistically significant.

TABLE 6
SCHEFFE'S TEST FOR COMPARISON BETWEEN THE MEANS FOR THE EVALUATIONS
OF PARTICIPANTS AT THE DOMAINS "SOCIAL IDENTITY" AND "NEGATIVE
EMOTION" ACCORDING TO "EXPERIENCE"

The Difference between the Two Means				
The Domain	Experience	Mean	From 4 - less than 8 years	From 9 years and over
Responsibility Values	Less than 4 years	3.68	0.16	0.14
	From 4 - less than 8 years	3.52		*0.30
	From 9 years and over	3.82		
Tolerance Values	Less than 4 years	3.71	-0.02	*0.24
	From 4 - less than 8 years	3.73		*0.22
	From 9 years and over	3.95		
Work Values	Less than 4 years	3.47	0.07	*0.40
	From 4 - less than 8 years	3.54		*0.33
	From 9 years and over	3.87		
	Experience	Mean	From 4 - less than 8 years	From 9 years and over

The participants' overall level of social values is demonstrated in Table 6, revealing statistically significant differences that favor those with "experience" between the estimates of participants with "experience" (less than four years) and the mean of those with "experience" (from 4 to less than eight years and from 9 years and more). The Wilks' Lambda test yielded a statistical significance value 0.000 for the interaction between the gender and experience variables, falling below the predetermined threshold for statistical significance ($\alpha = 0.05$). Consequently, significant variations in the means exist, signifying the influence of gender and experience interactions on the estimates of participants in the domains of "responsibility values," "environmental values," "labor values," and "justice values."

The environmental domain ranks first on the scale of sustainable development principles, indicating a high level. This outcome is attributed to the heightened attention paid to environmental concerns, including pollution and resource challenges. The prominence of the environmental sector has led to its incorporation into educational programs. The impact of the COVID-19 pandemic on resource conservation and environmental awareness has further accentuated the importance of environmental sustainability. This result contrasts with Al-Shurman and Al-Fursan's (2020) findings, which reported a different order of domains, likely influenced by the pandemic's shift in sustainable development priorities.

The social domain secures the second position overall with a high level. This result is attributed to instructors' focus on social issues due to their direct impact on individuals' lives and societal interactions. Social values underpin societal judgments and are foundational to individuals' development. The pandemic prompted increased social interaction and solidarity due to shared challenges, amplifying the importance of social values.

Although ranked third among the domains, the economic domain maintains a high level due to the significance of economic issues affecting people's lives, such as unemployment and poverty. The current education trend emphasizes creating job opportunities and instilling work values in students.

CONCLUSIONS AND RECOMMENDATIONS

Social values play a pivotal role in education, particularly for instructors whose fields are closely linked to education. Thus, attention to social values has become a universal and indispensable necessity. Educational institutions are united in their pursuit of sustainable development, closely tied to social values as a key resource within the educational process. The study's findings underscore that teachers exhibit high social values awareness and sustainable development norms.

These values, rooted in awareness and contemplation, underscore freedom of choice and will, manifesting through actions and speech. Such values are a source of pride for their possessor. Instructors need comprehensive knowledge of sustainable development areas since modern education is intricately woven into life, encompassing more than eradicating illiteracy and imparting cognitive knowledge. Children must be educated to conserve and use resources wisely to ensure ample resources for the community and future generations.

Individuals who possess social values and naturally hold society in high regard are interested in sustainable development. The concept of sustainable development rests on two core pillars: development as a transformative process and sustainability as a temporal dimension. These results underscore the pivotal role of educational institutions in shaping values and enhancing society and individuals. Many social values require the support and nurturing provided by diverse educational institutions, with special emphasis on environmental concerns to safeguard resources against pollution and depletion. This ensures the well-being of human and terrestrial life while furthering the cause of sustainable development, a significant precedence for teachers.

The researchers advocate integrating social values into curricula to aid students to internalize and cultivate them during their educational journey. Incorporating sustainable development norms into curricula and study plans and providing training and workshops for employees across sectors are crucial steps. The study underscores the role of values in societal transformation. Teaching the environmental domain across educational stages must also be handled carefully to raise awareness about environmental issues and their impacts.

Given the profound influence of these subjects on education and the achievement of sustainable development awareness objectives, further research is needed on sustainable development principles and their correlations with other variables, for instance motivation, self-efficacy and the knowledge economy. Educational policies, curricula, teacher training, assessment methods, and pedagogical approaches must all be reviewed to align with sustainable development norms across domains.

Table 6 shows that there are statistically significant differences in favor of the estimates of the participants who have “experience” between the participants’ evaluations with “experience” (less than 4 years) and the mean of the participants’ evaluations with “experience” (from 4 to less than 8 years and from 9 years and more). The Wilks’ Lambda test’s value of the statistical significance of the interaction between the gender and experience variables was 0.000, which is below the threshold of statistical significance of ($\alpha = 0.05$). This shows that there are variations between the means that are statistically significant at the level of statistical significance ($\alpha = 0.05$). The interaction between the variables of gender and experience in favor of females with varying years of experience is the reason for the participants’ evaluations in the domains of “responsibility values, environmental values, labor values, and justice values.”

The environmental domain on the scale of sustainable development principles was ranked first and at a high level. This outcome is attributable to the fact that the environmental sector has recently attracted a lot of attention because it has emerged as a crucial concern for people, regardless of whether it involves pollution or environmental resource difficulties. It eventually became one of the educational disciplines taught in colleges and schools. In addition to the effects of the CORONA epidemic and the resulting necessity to protect and conserve resources, global and climatic conferences are convened for this reason. People realised the value of sustainable environmental resources as a haven during times of health bans and product shortages. This result contrasts with that of Al-Shurman and Al-Fursan (2020), who found that the domains were in the following order: social, economic, and environmental. The discrepancy is the result of an abrupt shift that might have been brought on by a shift in sustainable development goals as a result of the Corona pandemic.

The social domain finished in second place overall at a high level. This, according to the researcher, is due to instructors’ interest in social issues because they directly affect how people live their lives and interact with society. They also serve as the foundation for either favorable or unfavorable societal judgments of people. The goal of education is to make students into social beings, and the finest educators are those who recognise the value of the social component. We must not overlook the fact that the Corona pandemic sparked significant social contact and acts of solidarity among people because of their challenging circumstances.

Although it is the third solution among the domains, the economic domain came in at a high level due to the significance of economic issues that have an impact on people’s lives, particularly issues of unemployment and poverty, and because the current trend in education is toward education that creates job opportunities and instills work values in students.

CONCLUSIONS AND RECOMMENDATIONS

Social values play a pivotal role in the realm of education, particularly for educators, given their direct association with the educational process. Thus, recognizing and addressing them has become an indispensable and universal imperative. Educational institutions universally strive for sustainable development, a goal closely intertwined with social values, as they constitute a vital resource that should be harnessed and upheld within the educational journey. Serving as conveyors of these values to their students, the study’s findings underscore that teachers possess elevated levels of social values and a keen awareness of sustainable development norms.

These norms, rooted in reason and compassion, spring from consciousness and contemplation and are founded on the autonomy of choice and the will to manifest in human actions and speech. They serve as a source of personal pride. Furthermore, educators must possess a comprehensive understanding of sustainable development domains, as education has evolved into a fusion with life itself, extending beyond mere literacy attainment and cognitive domain impartation to students. In order to ensure that communal

resources suffice for both the present and future generations, children must be educated on resource conservation and prudent utilization.

Individuals who hold social values and harbor concern for society naturally align themselves with sustainable development, recognizing it as a vital strategy to secure the perpetuity, continuity, and resilience of society. In the context of sustainable development, social values serve as either the groundwork, the driving force, or the ultimate achievement. The concept of sustainable development is built on two fundamental pillars: developmental change and temporal sustainability.

The outcomes underline the pivotal role of educational institutions in shaping values and uplifting both society and individuals. Numerous social values necessitate the advocacy and nurturing provided by diverse educational institutions, with particular emphasis placed on the environment's significance. Safeguarding environmental resources from contamination and depletion is essential to preserve human well-being, the health of other organisms, and the advancement of sustainable development—a critical concern for educators.

The study recommends integrating social values into curricula to enable students to internalize and cultivate them throughout their educational journey. Beyond this, the study underscores the importance of incorporating sustainable development standards into curricula and study plans. Furthermore, it advocates offering training courses and workshops to various sectors' employees to familiarize them with these principles and their practical application in personal and professional realms. The study also highlights the transformative power of values within societies, emphasizing the need for meticulous instruction of the environmental domain across educational stages to enhance community members' understanding of environmental issues and their repercussions.

Given the profound impact of these subjects on education and the pursuit of sustainable development standards, it becomes imperative to conduct further research exploring the tenets of sustainable development and their correlations with variables including motivation, the knowledge economy, and self-efficacy. To align educational policies comprehensively with sustainable development principles across all domains, a comprehensive review of curricula, teacher training methods, evaluation techniques, and instructional approaches is essential.

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