Research Article

The Prevailing Values among High School Male and Female Teachers and their Role in their Educational Performance

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Abstract

The study identified high school male and female teachers committed to personal - moral - social - recreational values. The sample was three secondary schools for girls and four for boys in Al-Aflaj. They were 200 male and female teachers. The study tools were the values scale with four dimensions: moral, subjective, social, and recreational values, and the educational performance scale (46). Standard mean - standard deviation - (t) test, Mann-Whitney test - Spearman test - Pearson test were used. The results showed no statistically significant differences between male and female high school teachers. There is no positive correlation between the high school teachers' commitment degree to different values, their educational qualification level, and the training courses they received in the educational field. There is a positive correlation between high school teachers' commitment to subjective and recreational values and the number of training courses they received in the educational field. The research concludes that directing high school teachers to the prevailing values influences male and female students. Training high school teachers on purification methods, activities, and educational means is necessary for developing values.

Keywords: prevailing values, high school, teachers, educational performance

1. Introduction

The study of values is very difficult. No two persons have the same organizational attitudes because of their interpersonal traits. The value concept is one of the concepts that all people use anytime in religious, social, cultural, economic, personal, commercial, emotional, and aesthetic life matters (Mohamed, 1989). The rapid change in all social sectors requires education to play a positive role and be active in directing its attitudes and building moral values, so education cannot achieve its aims in isolation from society's requirements and economic capabilities.

In its social concept, education is a means to achieve the renaissance and ensure their development and advancement through inculcating values. This era is distinguished from what preceded it from the source by the tremendous advances in science and technology (Ibrahim 1971). The school is the social institution that shapes generations the family, the community, and the teacher. The teacher is affecting the student in building morals. S/He is the starting point in the educational process and the endpoint in its path. The successful and balanced personality of the

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teacher is the strongest factor in the student's soul. S/He is considered a role model for moral behavior (Sultan, 1979).

The teacher is an important means of acquiring values. The spirit of understanding spreads intimacy, love, and cooperation between the teacher and the learner and helps establish student values.

1.1 The Research Problem

The importance of values is increasing in the present era, affecting man and society in thought and behavior. Each society has its value framework that makes individuals feel like they belong despite their differences. The overall values are the most important stimulus for the behavior. Education is the process of building values and our Islamic philosophy. Although its final analysis has an intellectual function, by its inception in an Islamic environment with a moral function, it confronts some issues that form the interests path of all the educational process parties.

The teacher is the expert the society to achieve its educational aims. Teacher everywhere is very important in the educational process because of their direct contact with the students. The teacher is important in any educational system, and the greatness of teachers is due to their sufficiency at any age. Values are the subject of each individual in practical life, and thus the research problem can be formulated in the main question:

What are the prevailing values of high school teachers**?**

1.2 Research Questions

This research attempts to investigate the following:
1. There are qualitative differences between male and female high school teachers and the commitment degree to values.
2. There is a positive correlation between the teacher's commitment degree to different values and years of experience.
3. There is a positive correlation between the teachers' commitment to the prevailing educational performance values.
4. Changing and developing prevailing values steps

1.3 The Research Importance

Values play a role in determining group behavior and social interaction. Values contribute to the formation of the national personality. Values arise through the interaction of the individual with the social culture, and the teacher has an active contribution to the transfer and establishment of these values through his educational performance. The secondary stage is at the top of the pyramid in public education. The student transfers to higher education and determines his future, as it needs teachers who believe in the social values that they transfer to their students' minds and make them fixed in their behavior**.** All of this depends on the teacher to transmit it correctly, which gives the research its educational importance.

1.4 Aims of the Study

This research aims to:
- Identify the moral values and the extent to which high school teachers are committed to them.
- Determine the value system among high school teachers.
- Attempt to identify the role that religious values can play in moral responses.
- Attempt to identify the existence of a positive correlation between the teachers' commitment degree to different values and their educational performance.

2. Research Methodology

In this study, the researcher relied on the descriptive-analytical method. The descriptive-analytical research in the educational and psychological fields provides us with information about the current research problem

2.1 Research Hypothesis

This research assumes:
- There are statistically significant differences between male and female teachers.
- There is a positive correlation between the commitment degree of the male and female teachers to the different values and the educational qualification level.
- There is a positive correlation between the commitment degree of high school teachers to different values and the training course numbers they received in the educational field.

3. Research Literature

3.1 The Values Practical Meaning

The word values came from standing: he stood upright, the command stood, and the truth stood: he appeared and settled. The value of a thing is its price. Its plural word is values. It is established on a thing if proven, and the religion adheres to it, the moderate value, and the valuable nation (Mustafa, 1961).

3.2 Idiomatic meaning

The meaning of value in the broadest sense is that it is the real structure that accompanies work, or it is the pattern of initiating the world and drawing it with the characteristics of permanent or temporary demands. The value appears present in human behavior, as it determines the direction of this behavior, draws its components, and defines its structures (Al-Noor, 1914). The high school stage is at the top of the pyramid in general education. It is the final stage of general education.

Researchers have identified the pattern or system of values among individuals of the three age stages. The researcher used the descriptive method in his study, as he studied groups of individuals representing three age stages simultaneously. The sample was 800 students from the Egyptian community, and they were selected from public schools in the South Giza Educational District. The most important study results are that it sheds light on the value structure in the late childhood stage, a stage that did not receive the researchers' attention. The study showed that the values' pattern changes according to the awareness factors in the childhood stage to the more general and comprehensive factors in the adolescence stage and that there is a difference in values according to the different age stages. The study confirmed the existence of statistically significant differences between human values for males and females, as females are more oriented towards religious values. In contrast, males are more oriented towards independence and exclusivity.

Ibrahim (1971) aimed to determine the scientific standards for primary school teacher preparation programs and to analyze vocational preparation programs in Egypt and Kuwait in light of these standards to reach results that can achieve better educational programs in this field. The researcher used a questionnaire for a sample of faculty members working as teachers in Egypt and Kuwait, in addition to analyzing the educational programs' content to identify their strengths and weaknesses. The most important results are: The quality of students who enroll in the role of male and female teachers in Egypt and educational institutes for male and female teachers in Kuwait is not good. The incentives offered to attract students to the teaching profession are insufficient for the role

of male and female teachers in Egypt. Despite their presence in the Institutes of Education for male and female teachers in Kuwait, they do not attract good enough elements. The personal interview method used to choose among the applicants to join the role of male and female teachers in Egypt and the Institutes of Education for male and female teachers in Kuwait does not achieve its aim. The researcher recommends orienting high school teachers to the overall values as they influence male and female students more. Training high school teachers on appropriate purification methods, activities, and educational means is necessary for developing different values. The need for the prevailing values to be spread as a value behavior model among the teaching staff and the school administration

3.3 Value Added

1. Values are scales and measurements by which human behavior is assessed and future predictions to confront the events and cultural changes.
2. The family is the first group the student deals with and lives in the first years of his life. Therefore, education scholars confirm that the family has a significant impact on shaping the student's personality. Education means raising the individual, preparing him for the future of his life, and directing him in his actions for the benefit of himself and society. There must be cooperation between them.

3.4 Value Concept

The concept of values is one of the concepts that many researchers have been interested in various fields such as philosophy, education, economics, sociology, and other valuable fields. It is the price at which the goods are valued; it takes its place. And the plural (values) and luggage value give it value.

3.5 The values Idiomatically

The values idiomatically are the sum of the purposes that the people strive to achieve even if their corruption was sooner or later and to destroy it even if it was sooner or later. They are the rules on which human life is based and differ from animal life, just as civilizations differ according to their perception of what is mentioned in the educational dictionary as being qualities of importance for psychological and social considerations. Generally, they are directives for behavior and work (Turkkahraman, 2014).

3.6 The Concept of Values in Educational Terminology

Many educational scholars have been interested in values and consider it one of the basic fields in education as it is a primary source for the goals that education seeks to achieve. The loss of values among individuals leads to behavioral disturbances, collapse, and disintegration within societies. One of the scientists, Imad Al-Din Sultan, looks at values as needs, and he defines them as the individual's essential needs that he desires, which are based on a specific behavior (Sultan 1971). It directs his behavior and determines his response to different life situations, and the individual acquires them in his life as he acquires knowledge, skills, habits, and attitudes through experience.

3.7 Value Education

Values are ideals and rules owed by instinct, mind, and legislation, upon which human life is based and distinguished from animal life. The values in Islam are derived from the texts of the Qur'an and the Sunnah, and the origins of these values are reinforced by instinct and belief. Islamic values are distinguished from others in terms of their source and goals. They are rules derived from the texts of

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the Qur'an and the Sunnah. Their goal is to direct the Muslim's heart to a living character, glorify and humiliate him, and lead his direction to a great goal: to achieve God Almighty's satisfaction.

3.8 Relationship of Values to Some Concepts

We cannot treat the term value in isolation from other terms as attitudes and standards, but it is important to clarify the difference between values and those concepts.

3.9 Values and attitudes

Values are consistent with attitudes in that they are acquired and consist of natural and perceptual states that guide behavior.

3.10 Social Values and Norms

Values differ from social norms in the following (Muhammad et al., 1983):
- Value refers to a preferred pattern of behavior or any purpose of existence, while social norm or standard refers to a behavior pattern only.
- Values transcend specific situations, while custom is a limitation of a behavior or a prohibition of another behavior in a specific situation.
- Values are more personal and internal, while norms are external conventions.

3.11 Prevailing values

Values agree with habits and attitudes in that they are motives and energies for behavior influenced by the cultural context. However, habit refers to a recurring stereotypical movement in a good position. Value requires repetitive behavior with greater complexity and innovation and involves normative provisions to distinguish between right and wrong, good and evil. Through a literature review, value is respected as a criterion for making decisions and choices (Muller, 1980).

Values are of great importance in the life of the individual and society and contribute to its construction and formation, and their importance is
- Building a strong, mature, and cohesive personality with a consistent principle.
- Gaining the individual's ability to self-control.
- Motivation to work and carry out the activity in a consistent manner
- Protecting the individual from making mistakes and deviation as values constitute a protective shield (Turkkahraman, 2014).

3.12 Classification of values

It is common practice to discuss values as a unique phenomenon; however, values can also be analyzed at the social or collective level. This means that societies, cultures, and social groups have rules and priorities based on values that describe what people should do if they want to do something right and moral. It is possible to characterize a culture, party, or area as conservative, liberal, traditional, progressive, or similar ideologies (Oyserman, 2015). The values can be classified into:

Theoretical values - economic - aesthetic - moral - social - political - religious - spiritual values.
- Theoretical Values: It is the individual's desire to learn and his quest to discover information and search for its sources. The owner of theoretical values is classified by his ability to objectively criticize and look at things. Examples of theoretical values include ambition, experimentation, scientific research, and intellectual tolerance.
- Economic Values: they mean the individual's interest and inclination to what is beneficial,

and for this goal, the world takes a means to obtain wealth and increase it through production, marketing, and consumption of goods and investment of money (Al-Tabi'i, 1985).

- Aesthetic Values: it means the individual's interest and inclination to what is beautiful in terms of shape, coordination, or conformity in a form that includes judging good things from the perspective of beauty, consistency, and harmony, and it is a value that characterizes artists. Art played a great injustice in human life (Shehata, 1978).
- Social Values mean the individual's interest and inclination to love people, sympathize with them, and appreciate them. The individual is characterized by altruism and respect for others, for example, the social person.
- Religious Values mean the individual's interest and tendency to know the universe as a single unit and an integrated whole as clerics and religious scientists (Zakaria, 1968).

3.13 Value sources

The individual or man: Some believe that the source of values is the individual, and this idea is old and goes back to the sophists' group in the Greek society, where they said that man is the measure of everything, and he is the one who makes meaning for each value by accepting it and committing to it, and through him, the right and wrong, the beautiful and the ugly are determined (Morsi, 1993).

Society: Some views see society as the source of values that create and maintain them and require its members to adhere to them (Morsi, 1993).

3.14 Characteristics of educational values

Educational Values are Comprehensive and Integrated: By comprehensiveness and integration, it is intended that they are not limited to one aspect of the human personality, but rather look at the human with a comprehensive view of all personality aspects, and the values are comprehensive as embracing all the particles of life.

Including Time: Educational values are valid and not temporary or linked to a specific time.

Including the place: The educational values include all places, as they are not intended to be applied to a specific place or specific people

Formation of Values: We find that some ways and methods contribute to the formation of values among youth, the most important of which are:

- Following a good example or (exemplary) - Persuasion - Determining the areas of choice - Submission to laws and rules (Afifi, 1975).
- Human societies depend primarily on education for their survival as the ways of life in society and their way of thinking are formed and settled among their members and moral standards and values. All these behavioral synonyms do not arise with the human being as soon as he is born, but rather grow with him and be through education through a social upbringing that occurs within society. Education thus occupies a prominent place in the social culture (Zia, 1984).

3.15 Value Acquisition Factors

The factors of acquiring values mean the various social sources and institutions an individual uses through his upbringing or through which he practices his methods of living in the group. The individual learns the role of some educational and social institutions in value upbringing and how to preserve societal values, the most important of which are the family and the school (Ali, 1990).

3.16 High school

The high school stage is one of the most dangerous stages that children go through because of its impact on the formation of youth during adolescence and has an important role in forming good citizens and preparing them for productive life (Sobeih, 1971).

It is one of the distinct stages for students, including the student who determines his level and destiny in life, as it prepares him to be a good individual in his society and upright in his behavior.

3.17 The Teacher

The teacher is an ambassador of cultures. The teacher provides students with the knowledge and enhances their academic skills. The teacher's role is not limited to that only. But also plays the role of an ambassador who communicates with people of multiple cultures and levels within the same society. He has been considered a source for teaching democracy and consolidating its values since the beginning of the twenty-first century. It is worth mentioning that the teaching profession has developed significantly with the increase in teacher performance expectations.

3.18 The Teacher and his Educational Role

Teaching is considered one of the most honorable and revered professions because of its great impact and importance in building a human. And that creature whom God Almighty honored and raised his rank to be God's successor on his land. If he is good and honest, it aims to build and rehabilitate him to carry the trust and to form honest personalities who take it upon themselves to serve their nation and advance it from its repression and weakness.

3.19 Characteristics of a Successful Teacher

The educational process is one issue that occupies people's minds in different countries. For more than fourteen centuries, Islam has shown the importance of science in human life. In the first verse revealed by revelation, God commanded His Prophet Mohamed, peace be upon him, to read. As God said:

> *"Read with the name of God who created (1). He created man from a clot of blood (2). Read, and your Lord is the Most Generous (3). Who taught you by the pen (4). Teach man with what he doesn't know (5)".*

The Prophet, peace, and blessings are upon him, also said about the virtue of knowledge (the best charity is that a person learns knowledge and then teaches it to his Muslim brother). He knows his humiliation for the teacher is glory, and his submission to him, pride, and humility to him. The teacher's personality is considered the embodiment of truth and reality and all the prevailing ideas and moral values in his time and beyond. The teacher is not an ordinary person like all other human beings. He has an educational vocation. He finds himself obliged to respond to it outside the administrative tests and the acquired ability. He makes its indicators in his deep self. He is an extraordinary person but almost a messenger to deliver the message of science (Fetty, n.d.).

3.20 The Importance of the Teacher

The teacher is the expert placed by society to achieve its educational purposes. He is one of the faithful carriers of values in his cultural heritage. Educational scientists have called everywhere that the teacher's role is a very important factor in the education process, curricula, and school learning decreased in front of the teaching staff because they do not acquire their vitality except through the

teacher's personality. He has an essential role in encouraging learners to practice subsequent activities and is important in socialization because his direct contact with students is considered an authority and role model (Wahba, 1986).

The teacher is a mentor, an educator who sets a bridge between generations, a role model, a researcher who demands more knowledge, successful hone, a close friend, creative and inventive, and an expert. The teacher is an inspiration to vision, a transgender person, a storyteller, an actor, a scene designer, and a student of knowledge. An efficient teacher can perform many varied functions. His personality is completed with three dimensions. He has full knowledge of the subject he teaches to his students and his control over its various skills. The availability of a limit of general culture helps him guide the learners, take care of their interests, and guide them to the various sources of knowledge, then full knowledge of the learners' nature and characteristics.

3.21 Characteristics of a Good Teacher

We find that researchers in the education field, with their different theoretical tendencies and practical experiences, agree to a large extent on what characteristics must be available for those who work as a teacher. The following details the characteristics that are necessary for a teacher to be able to achieve educational goals.

- Physical Characteristics: The teaching profession requires the teacher to use all his senses while he leads the educational process inside the classroom. The teacher moves the class from beginning to end and writes on the board from one student to another (Al-Mabrouk, 1990).
- Mental Characteristics: The teacher, at all levels of the scientific process, must have a share of intelligence because the teacher is a transmitter of sensual or abstract knowledge, and it is easy for learners to process them and their teacher is intelligent.
- Cognitive Characteristics: If every learner needs to master the knowledge of the basics of cognition, which are reading and writing, one of the teacher's skills is knowledge of the subject matter. Moreover, knowledge of the growth principles to which he is subject and the motives that affect the degree to which his students turn to education and integrate into it is required (Abdul-Rahim, 1965).
- Occupational Characteristics: Education is the profession of communicating information, concepts, and skills from different sources of knowledge, tangible, developed, or audible, from the teacher to the learners (Al-Mabrouk, 1990).
- Communication Characteristics: The successful teacher is characterized by strong qualities and ingredients in his work.
- Emotional Characteristics: The teacher is human with all his feelings and emotions; he transfers knowledge to learners and facilitates learning.
- Social Characteristics: The teacher works with a human group, which is the group of learners. The teacher's success depends to a large extent on his ability in social contact and social dialogue, which plays his role (Al-Mabrouk, 1990).
- Leadership Characteristics: The teacher has played a pioneering role in leading the community in a manner that preserves its distinguished social status (Ministry of Public Education, 1995).

3.22 Training

Developing countries paid attention to the problem of preparing teachers. This problem was prioritized in their educational plans because of their belief that education has an important impact on the needs of the individual and society. This can't happen if there aren't enough qualified teachers. The qualified teacher is the core of education and is considered the most input in the educational

system. Due to the importance of the teacher's role in the educational process, some indicators were identified that require the development of a strategy for developing the teaching profession, including:

The educational system can consistently produce better societal results by preserving a sufficient number of its best human outcomes. - The educational system can attract the best human elements to work in education, and it must use wages to compete with the sectors that compete with it in the labor market. To ensure that the teacher's scientific level and professional competence are reached, teacher preparation must be undertaken by a national body under the supervision of the state. In other words, teacher preparation and training are the responsibility of the state institutions (Al-Sayeh, n.d.).

4. Theoretical Methodology

This chapter deals with the study method and its procedures in terms of the method, the study population, the study sample, the study tool, and then the statistical treatment used to treat the collected data.

4.1 The study methodology

The researcher relied on the descriptive-analytical method in this study. The study community consists of high school teachers, and the number is 200 male and female teachers, distributed over seven schools, explaining justifications for choosing the sample, considering that teachers are models for their students. The study tools were represented in the values scale that concentrated on four dimensions of the prevailing values: moral, personal, social, and recreational values - after correcting and modifying them, the educational performance scale consists of 46 questions. The researcher used the statistical treatments - standard mean - standard deviation – (T-test) and Mann Whitney - Spearman - Pearson test.

4.2 Study Tools

Designing the questionnaire containing a group of moral, social, subjective, or recreational values and measuring educational teacher performance was a tough task. The researcher applied them to a sample of male and female high school teachers. The study's nature and goal are to identify the prevailing values among high school teachers and their role in their characterized educational performance.

- One of the most important tools of the descriptive method in the educational sciences field
- It is suitable for the exploratory method of collecting data and information.
- A complete opportunity results in each male and female teacher answering a question honestly and freely. Therefore, the researcher relied in the study on the use of:

4.3 Values Questionnaire

Questionnaire instructions: The questionnaire aims to obtain robust data on the high school teachers' commitment degree to the values to benefit them in their educational performance and that the answer is freely and valid. The respondents have to read the phrases and then, in front of each phrase; put ($\sqrt{}$) in the right place that represents their commitment to the value contained in the phrase, and the moral values consist of (8) phrases, subjective values (12) phrases, social values (15) phrases, recreational values (6) phrases and each of which has a possible answer:
(5) Very large, (4) large, (3) medium, (2) few, (1) very few

4.4   Validity and stability of the questionnaire:

Measurement validity means measuring and achieving the objectives for which it was formulated. So the validity questionnaire measures what it was formulated to measure. It gives us direct evidence of its validity in measuring one of the variables and its success in achieving the purposes of the measuring tool. Stability ensures that the tool will give the same results if applied more than once under similar circumstances. Stability is the consistency of the performance from one item to another. This concept is close to internal consistency, but testing the consistency of the items is affected by procedural limits.

The most important equation instability coefficient is the analyzing contrast (2 P) degrees of alphabetical equation and equation:

Alpha= (n/n-1) p2 t-∑p2n/p2n)

To identify the questionnaire stability, the researcher gave the answers placed in front of each of the questionnaire's values: (very large - large - medium - few - very few) grades (1,2,3,4,5), and the previous equation was applied. Then the researcher reached the stability coefficient and self-validity in its final form, consisting of four items for the current study community. Table 1 shows the stability coefficient and self-validity on the questionnaire of values:

Table 1: Stability coefficient and self-validity on the questionnaire of values

Sub-dimensions	Number of items	stability coefficient	Self-Validity coefficient
Moral values	8	0.748	0.865
Social Values	15	0.736	0.858
Subjective values	12	0.770	0.877
Recreational values	6	0.582	0.763

It was noted from the previous table that all stability and self-validity values are high, which ensures using this questionnaire is a constant and valid tool. Therefore, collecting information and data from the study sample is a suitable and objective tool. Table 2 shows the coefficient correlation of the items with the total score of their sub-dimensions with the percentages of the different values.

Table 2: The coefficient correlation of the items with the total score of their sub-dimensions with the percentages of the different values

Values	Item no.	Very large	large	Medium	low	Very low
Moral value	1	32%	36%	24%	0%	0%
	2	24%	28%	36%	12%	0%
	3	28%	56%	16%	0%	0%
	4	36%	20%	40%	0%	0%
	5	32%	24%	32%	12%	0%
	6	36%	36%	28%	0%	0%
	7	28%	0%	36%	0%	0%
	8	52%	16%	28%	0%	0%
Subjective values	1	28%	36%	28%	0%	0%
	2	20%	12%	48%	20%	0%
	3	24%	40%	36%	0%	0%
	4	36%	40%	24%	0%	0%
	5	36%	16%	48%	0%	0%
	6	28%	32%	40%	0%	0%
	7	32%	24%	40%	0%	0%
	8	16%	36%	44%	0%	0%
	9	40%	36%	24%	0%	0%
	10	28%	32%	36%	0%	0%
	11	28%	28%	36%	8%	0%

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Values	Item no.	Very large	large	Medium	low	Very low
Social values	1	16%	44%	40%	0%	0%
	2	32%	52%	16%	0%	0%
	3	32%	36%	32%	0%	0%
	4	20%	48%	28%	0%	0%
	5	16%	68%	16%	0%	0%
	6	12%	16%	52%	20%	0%
	7	24%	44%	28%	0%	0%
	8	20%	40%	32%	0%	0%
	9	20%	36%	44%	0%	0%
	10	24%	64%	8%	0%	0%
	11	12%	36%	52%	0%	0%
	12	20%	52%	28%	0%	0%
	13	12%	36%	40%	12%	0%
	14	24%	32%	16%	20%	8%
	15	28%	28%	28%	0%	0%
Recreational value	1	28%	24%	40%	8%	0%
	2	20%	44%	24%	12%	0%
	3	12%	48%	24%	16%	0%
	4	28%	28%	36%	8%	0%
	5	32%	60%	8%	0%	0%
	6	12%	24%	48%	16%	0%

5. Results

This research aims to study the prevailing values among male and female high school teachers and their role in their educational performance. In this chapter, the researcher will discuss the results she reached through statistical analysis.

5.1 The Questionnaire of Values

5.1.1 Moral Values

High school teachers are committed to moral values to a large degree, insincerity in work, appreciation, obedience, and commitment to performing religious rites, either adherence to the values of justice and honesty to a large degree or discipline to a medium degree. It is to verify the statistical analysis attached in the chapter of illustrations and references.

5.1.2 Subjective Values

Male and female teachers are committed to subjective values to a large degree in subjective intelligence, hygiene, and care for duty to a medium degree in values, efficiency, keenness to complete work, courage, and acquisition, and personal and commitment to a very large degree. There is a significant difference between the awareness of male and female teachers of different values.

5.1.3 Social Values

High school teachers are more committed to social values - friendship, kindness, integration with the group, tolerance, cooperation, simulation, love, respect for others, ethnicity, confidence, and keeping secret than other values such as equality, humility, and compliment are medium.

5.1.4 The Recreational Values

Teachers are committed with a high degree to recreational values, which are the values of self-expression, participation of students in outdoor activities, fun, the self-expression value, the participation of new pupils and businesses, and acceptance of others. The most important findings are the presence of the following moral values very large Sincerity in work, appreciation, commitment to religion, justice and honesty, self-esteem, intelligence, hygiene, activity, avoidance, confidence, respect for others, integration with a group, tolerance, cooperation, friendship, and affordability.

The most important results of this study are statistically significant differences between male and female teachers. Female teachers are more committed to moral, social, and subjective values, and male teachers are more committed to recreational values than female teachers. This researcher is because there isn't sufficient time in the parameters for committing recreational values. The researcher attributes this to insufficient time for female teachers to adhere to recreational values. In conclusion, the results were generally found; there are no statistical significance differences between various values among male and female high school teachers.

This study reached the following results:
- The high school male and female teachers' commitment to moral and social values in the Al-Aflaj governorate is very high.
- They are highly committed to recreational values.
- Their commitment to subjective value is above average.
- There are no statistically significant differences between the genders of teachers in the degree of commitment to different values.
- There are no statistically significant differences between trained and untrained teachers' values.
- There is no correlation between the degree of commitment of high school teachers to different values and the level of educational qualification.
- There is a positive correlation between the commitment degree of high school teachers to subjective and recreational values and the number of training courses.
- There is no positive correlation between the commitment degree of secondary school teachers to moral and social values and the number of training courses they received in the educational field.
- There is a positive correlation between the commitment degree of high school teachers to different values and their educational performance.
- There is no positive correlation between the commitment degree of high school teachers to moral, social, and recreational values and their years of teaching experience.
- There is a direct correlation between the commitment degree of high school teachers to subjective values and their experience years in the teaching field.

5.2 Educational Performance Scale

This scale is the tool used in this research consisting of 49 questions, and it describes the behavior and the validity of this behavior practice through the phrase about it.

5.2.1 Instructions for the scale

This scale aims to know the teachers' performance in different public schools. The sample individuals should put the symbol (√) and note that there is no right or wrong answer. Every person should answer according to their career practice.

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5.2.2 *Stability and Validity of the Scale*

The researcher used the internal consistency method to achieve the scale's stability and validity and to know the relation between each item with the total scale degree. Table 3 illustrates the correlation between items and the percentage.

Table 3: Correlation between items and the percentage

Item no.	always	often	Sometimes	few	rarely	The commitment degree
1	83%	16.7%	0%	0%	0%	Statistical significant differences
2	83.3%	16.7%	0%	0%	0%	Statistical significant differences
3	100%	0%	0%	0%	0%	Statistical significant differences
4	0%	0%	16.7%	16.7%	0%	Statistical significant differences
5	0%	16.7%	33.3%	8.3%	41,7%	Statistical significant differences
6	0%	0%	25%	66.7%	8.3%	Statistical significant differences
7	0%	0%	58,3%	16.7%	16.7%	Statistical significant differences
8	0%	0%	33.3%	41,7%	25%	Statistical significant differences
9	0%	25%	33.3%	25%	16.7%	Statistical significant differences
10	75%	25%	0%	0%	0%	Statistical significant differences
11	75%	25%	0%	0%	0%	Statistical significant differences
12	16.7%	16.7%	0%	16.7%	41,7%	Statistical significant differences
13	0%	8.3%	16.7%	16.7%	58,3%	Statistical significant differences
14	41,7%	50%	8.3%	0%	0%	Statistical significant differences
15	50%	41,7%	8.3%	0%	0%	Statistical significant differences
16	91.7%	8.3%	0%	0%	0%	Statistical significant differences
17	75%	25%	0%	0%	0%	Statistical significant differences
18	66.7%	8.3%	16.7%	8.3%	0%	Statistical significant differences
19	75%	25%	0%	0%	0%	Statistical significant differences
20	0%	8.3%	16.7%	0%	75%	Statistical significant differences
21	0%	0%	25%	8.3%	66.7%	Statistical significant differences
22	100%	0%	0%	0%	0%	Statistical significant differences
23	0%	0%	25%	50%	25%	Statistical significant differences
24	0%	0%	0%	75%	25%	Statistical significant differences
25	0%	0%	8.3%	0%	83%	Statistical significant differences
26	0%	50%	8.3%	50%	16.7%	Statistical significant differences
27	16.7%	0%	33.3%	16,7%	33,3%	Statistical significant differences
28	16.7%	33.3%	33,3%	0%	8,3%	Statistical significant differences
29	91.7%	8,3%	0%	0%	0%	Statistical significant differences
30	91.7%	8.3%	0%	0%	0%	Statistical significant differences
31	100%	0%	0%	0%	0%	Statistical significant differences
32	0%	8.3%	0%	16,7%	75%	Statistical significant differences
33	25%	58%	16.7%	0%	0%	Statistical significant differences
34	66.7%	33.3%	0%	0%	0%	Statistical significant differences
35	91.7%	8.3%	0%	0%	0%	Statistical significant diferences
36	91.7%	8.3%	0%	0%	0%	Statistical significant differences
37	91.7%	8.3%	0%	0%	0%	Statistical significant differences
38	75%	25%	0%	0%	0%	Statistical significant differences
40	83.3%	16.7%	0%	0%	0%	Statistical significant differences
41	75%	25%	0%	0%	0%	Statistical significant differences
42	100%	0%	0%	0%	0%	Statistical significant differences
43	33.3%	25%	33.3%	8.3%	0%	Statistical significant differences
44	83.3%	16.7%	0%	0%	0%	Statistical significant differences
45	91.7%	8.3%	0%	0%	0%	Statistical significant differences
46	41.7%	41.7%	16.7%	8.3%	0%	Statistical significant differences
47	75%	0%	16.7%	8.3%	0%	Statistical significant differences
48	50%	16.7%	33.3%	0%	0%	Statistical significant differences
49	75%	16.7	16.7%	8.3%	0%	Statistical significant differences

5.3   Results of Educational Performance Measurement

5.3.1 Practical Results

The values form contained (4 values) of different valuable values that are spread among high school teachers, and the form also contained (46) phrases that describe the behavior for the following reasons:

- Through the results, the commitment extent to which high school teachers are found in different values, there are no statistically significant differences between high school male and female teachers.
- While the commitment degree of high school teachers to the prevailing values and their educational performance in terms of training and experience showed no statistically significant differences in their commitment to different values.
- There is no correlation between the commitment degree of the high school teachers to different values and the scientific qualification level.
- There is no correlation between the commitment degree of the high school teachers to moral and social values and the number of training courses they received in the educational field.
- There is no correlation between the commitment degree of the high school teachers to subjective and recreational values and the number of training courses they received in the educational field.

The commitment degree of high school teachers to different values and educational performance has a positive correlation, which illustrates their commitment to different values and educational performance.

5.3.2 Comparison between the current study and previous studies

The current study aimed to identify the prevailing values among high school teachers and their impact on their educational performance. The researcher benefited from previous studies in supporting the theoretical side and selecting the appropriate method, the analytical-descriptive method.

- The researcher benefited from the statistical side of previous studies.
- The current study benefited from previous studies in building the tool.
- The present study agreed with previous studies that addressed the topic of values.

6.   Conclusions

The researcher concludes that the study showed no statistically significant differences in the prevailing values between male and female high school teachers.

- It shows the commitment degree of the high school teachers to the prevailing values and their educational performance.
- This confirms that teachers are good models for their pupils, and he is the corner of the educational process. With his knowledge and sophistication, the trained teacher can make up for what the school lacks in the material means of education.

7.   Recommendations

- The necessity of directing high school teachers to the prevailing values has the most influence on the feelings of female and male students.
- Training high school teachers on appropriate methods, activities, and educational means is necessary to develop different values.

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- Ensuring the completion of the work and the performance of duty, strength of character, ownership, patience, justice, and honesty.
- The high school teachers' commitment to the prevailing values is also clarified through school activities, affecting the development of values for male and female students.
- The high school teachers' commitment to performing religious rites to be models for male and female students
- The high school teachers' commitment to cooperation and integration in the group, keeping secrets, following charitable persons, humility, equality, tolerance, and accepting the opinions of others
- The necessity to solve the behavioral problems of male and female students
- The necessity for teachers to attend training seminars and educational workshops.
- The teacher must see the new information in the techniques and teaching means.
- An atmosphere of love and cordiality should prevail between male and female teachers and students.

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