



Research Article

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Received: 16 October 2022 / Accepted: 26 December 2022 / Published: 5 January 2023

Social Values and Their Relationship to Teachers' Awareness of Sustainable Development Standards

Hazim I. Momani

Al-Balqa Applied University,
Al-Salt, Jordan;
Irbid University College,
Irbid, Jordan

DOI: <https://doi.org/10.36941/jesr-2023-0022>

Abstract

This study investigates the level of social values and their relationship to awareness of sustainable development standards among teachers. The sample of the study includes 391 male and female teachers who were randomly chosen from schools in Irbid Governorate. Two study tools were employed to collect data, namely, the social values scale which consists of 8 items distributed on six domains (responsibility, environmental, citizenship, tolerance, work, and justice values), and the sustainable development principles scale which consists of 3 items distributed on three domains (social, environmental, and economic). The results of the study showed that the level of social values was high on the scale and in all domains, as follows: environmental, citizenship, tolerance, responsibility, and work, respectively, except justice values, which came at an average level. Furthermore, the level of awareness of the criteria of sustainable development combined in its three domains was high, as follows: environmental, social, and economic, respectively. Also, the results showed that there was a statistically positive significant relationship at ($\alpha = 0.01$) between the sample's estimates on the scale of social values and their estimates on the scale of sustainable development. The study recommends including social values and sustainable development standards in curricula and study plans for students, and in teacher preparation programs.

Keywords: Jordan, Social values, Sustainable development, Sustainable development standards, Teachers of Irbid

1. Introduction

In the twenty-first century, the world has been undergoing rapid changes and transformations in various fields. Societies are racing to keep pace with the developments and innovations that would facilitate ways of life and traditional patterns change. The educational system plays a prominent role in these developments as a tool for building the human being and preparing him to comply with the future outcomes as the human being is the goal of any development, whether it is related to the economic, environmental, or social aspect. In the end, the purpose of development is either to develop the person himself in terms of values, thoughts, behaviour, and habits, or to develop the human standard of living, and to improve the levels of health, education, and entertainment for him. However, the misuse of the available natural resources has led to environmental deterioration, imbalance, and the emergence of many environmental and economic problems, including global

warming, desertification, high pollution, famine, malnutrition, and others. All of this should have affected societies, and the pattern of a safe life for humans (Obeidat et al., 2022).

The treatment of economic problems does not bring sound results except in the light of social conditions that allow achieving the greatest amount of material gains. Hence, economic development must be accompanied by social development that enhances that development and preserves its gains (Abdel-Sabour, 2020). Undoubtedly, the most important ingredients for achieving a sustainable development project in any society are arming with correct and positive values, paying attention to the behavior of individuals and groups in settling development, and making it an integral part of the economic development system. To achieve this, it is necessary to pay attention to three basic aspects on which sustainable development depends, namely, the development of human skills and capabilities, given that the human element is capable of continuing development processes; equitable distribution of wealth and benefits of growth; and preservation of the environment and natural resources in a manner that guarantees the interest of future generations (Moses, 2019).

Values in general, and social values in particular, are considered one of the most important subjects in social psychology because of their close relationship to the morals and personality of the individual. Values are determinants of social behaviour. By knowing a person's values, one can know his character. They are standards for judging and controlling behaviour within the framework of the standards of the community, its culture, customs, and traditions (Al-Momani, 2015). Social life requires the existence of values as social life might be intolerable without them, and everyone, whether they are individuals or groups, will not be able to perform their tasks without the presence of a basic standard that guides their behaviour, and controls their attitudes to match the values and beliefs of society (Ishtiw, 2017). Values are a reflection of the society's culture and moral motives, so it feels a strong emotional attachment to values because they express the society's point of view and its judgment on actions and words, and its decision of what is acceptable or undesirable, and what is good and evil (Obeidat et al., 2022).

The Sociological Dictionary "Fairchild" defines social values as topics that the soul relates to, and feels the need, desirability, or necessity of them, and on which the members of society agree (Dictionary of Sociology: Fairchild). Ismail (2019) pointed out that social values are a set of laws and standards agreed upon by members of society to control the behaviour of the individual within it through human relations, tolerance, cooperation, and social responsibility.

The functions of social values here are that they work on the cohesion and stability of society, so they define for the society the goals of its life, its ideals, and its fixed and stable principles that preserve this cohesion. They help society to face the changes that occur in it by making the right choices that facilitate people's lives, linking the components of the community's culture together to be consistent, and protecting society from excessive selfishness, conflicts, and reckless desires at the same time (Al-Qarala, 2020). Social values play an important role for the individual and society as they lead him to specific directions in social issues by directing behaviour in different ways. They are criteria for judgment and evaluation, and values can be employed to judge individuals: one is better, the other is bad, and this is by matching their behaviour to the existing values in society. Values are also considered supportive of social systems and preserve the social structure, through they encourage coherence and order within the social framework (Tazi, 2021).

Social values have a set of characteristics. They are subjective and personal that are related to the individual and his personality. Values are relative characteristics that differ from one person to another and even differ for the same person according to his interests and needs, and according to time, place, and culture. Also, social values are abstract, objective, and independent, and their meanings are evident in the behaviour of the individual. Values are tiered, meaning they are arranged hierarchically. Some of them are basic dominant values, and there are less important values. Values are characterized as humane, meaning that they pertain to humans only but not to any other creatures. They are antithetical as for every positive social value, there is a negative value. Values are obligatory and collective, subject to the logic of society, its social systems, and laws (Jamal, 2022). Social values are learned and acquired. The individual learns and acquires values within the group,

and through socialization (Al- Momani et al., 2019) .

As for sustainable development, it expresses the human face of development and economic policies, which are measurable through multiple indicators: such as education, the degree of spread of knowledge, and the values' role in building sustainable human development, given that knowledge is the basis of development and progress required in all aspects of human activity. The progress of societies is measured by the rates of development they achieve, and their ability to provide for the needs of their members, raise their standard of living, and provide them with a decent life. The effects of sustainable development appear in all economic, social, health, educational, cultural, political, media, tourism, and industrial fields. The development aims to advance the individual and society, increase income, and raise the standard of living as a social necessity. As such, this requires stimulating the individual's latent potential, setting the necessary plans to develop his energies and innovative capabilities, and employing them for the benefit of the individual and society (Momani & Hayajneh, 2022). Sustainable development is not only the increase in wealth or income for society or individuals but also aims to advance their cultural, social, health, and educational conditions, empowering them politically, activating their participation in society, and employing their energies to serve themselves and their societies (Al-Sarhan, 2019).

Sustainable development is defined as the development of multiple domains characterized by interconnection, integration, and active interaction that is characterized by controlling and regulating resource consumption. Although sustainable development is independent, its domains support each other (Sasse, 2022). These domains are divided into the environmental domain, which works to take into account the environmental limits of each ecosystem and its good management, and it is forbidden to exceed them in consumption and depletion (Al-Suayi & Maghribi, 2022). And the economic domain includes reducing poverty and achieving human well-being by increasing his income and share of necessary goods and services; providing him with health care, and living necessities such as food, housing, transportation, clothing, health care, and education; and improving the individual's ability to benefit with modern technology (Jacob & Qunadza, 2018). The social domain focuses on the fact that man is the essence and goal of development through achieving social justice, combating poverty and hunger, preserving generations and gender equality (Alkahliah & Shahhat, 2021), and providing necessary social services such as health, education, political control, and popular participation (Qajam, 2021).

The philosophy of sustainable development is based on a set of values, ethics, and facts on which it is based and believed in. This philosophy helps and guides employees when practising, implementing, executing, and evaluating sustainable development projects and programs. Among these values and ethics is the belief in human rights such as the right to life, growth, education, work, and dignity, and that each person has his individuality and personality, with the conviction that there is difference and diversity among people. The right of the individual to exercise his freedom and self-determination within the limits of societal values without prejudice to the rights of others, and belief in individual differences, whether between individuals, groups, organizations, societies, or cultures, and discrimination between people for any reason, such as religion, gender, colour, ethnic, geographical or political affiliation. Sustainable development believes in participation, democracy, social justice for all people, tolerance, respect, and acceptance of others. Also, it believes in the importance of preserving the environment from all forms of pollution, preserving resources in all their forms and types, rationalizing their use, not being extravagant or wasting them, and not causing any harm to future generations or the future of current generations (Abu Al-Nasr & Muhammad, 2017).

The United Nations recommended a set of sustainable development goals (SDGS), and included them in the sustainable development plan for the year 2030, including providing food security for all, eliminating poverty and hunger in all its forms, promoting sustainable agriculture, ensuring a good education for all members of society, and promoting their life learning opportunities, achieving gender equality, empowering women, ensuring that sustainable energy services are obtained at an affordable cost, enhancing comprehensive and sustainable economic growth, providing decent work

for every human being, stimulating sustainable comprehensive manufacturing, encouraging innovation, making cities and human gatherings safe, capable of standing, and sustaining, providing good water and sanitation services, building effective institutions, and Allowing all people to have access to justice (UNESCO, 2017). Human society today must cooperate based on participation in human rights, and duties regardless of gender, race, and special beliefs, and focus on social values as one of the important determinants of social behaviour. Values are educated and acquired behaviours, and as soon as the individual acquires these values, they may become a criterion for directing his behaviour and forming his opinion of the subjects and situations he is exposed to. Also, saturating the individual with values leads to the fact that it becomes motivated his psychological composition, constitutes his behaviour and determines the rules of this behaviour (Obeidat et al., 2022) .

The teacher is a basic corner in the educational process who plays an important role on the preventive, developmental, and therapeutic levels in preparing the learner and helping him to achieve his ambitions and satisfy his desires. Doing so requires strengthening his role by focusing on his development and preparation as human abundance and a major element in the educational process. The development of education is based on the preparation and development of the teacher on a continuous and sustainable basis. Also, the requirements of rapid change and cognitive, scientific, and technological developments necessitated the teacher's interest and motivation to learn the skills of the twenty-first century to ensure the teacher's continuity at this renewed level of knowledge, skills, and attitudes (Al-Momani & Hayajneh, 2022). This indicates the need to employ educational systems to bring about the required change in attitudes, habits, and values to advance the comprehensive development process because education is also concerned with enabling individuals to identify developmental problems and work to find appropriate solutions to them, increase awareness of environmental and ethical issues, and pay attention to values, attitudes, skills, and behaviours that are consistent with sustainable development paths, which aim to build the future and prepare for future generations. This requires focusing on the field of daily values and practices that take a developmental character, such as consumption, pollution, waste, savings, and preserving the environment (Wafra, 2018). Education is a means of delivering values and knowledge to generations, to build a person who is capable of improving himself and his community (Al-Momani, 2019).

And that the change in the economic, technical, social, and demographic principles necessitated the emergence of urgent demands to achieve quality within the framework of sustainable development (Al-Jaradat et al., 2012). Haj Ali et al.'s (2021) study revealed the importance of developing teachers and always keeping pace with the changes in society around them, and creating interaction with changes and positive impact on learners, which leads to building an educated person who can participate actively in achieving development programs and sustainable development. Hence, it must be emphasized the importance of improving the teacher's capabilities to create solutions and reach a more sustainable future. It is necessary to develop teacher preparation programs, as the teacher has the greatest impact on the student's learning. He is the one who directs the educational process towards achieving its goals and with which the educational process will be successful or failed.

1.1 Problem of the Study

Researchers have observed that there is an overlap between social, economic, and environmental problems, and the treatment of economic problems does not come with sound results except in the light of social conditions that allow the achievement of the largest amount of material gains. Hence, economic development must be associated with the social development that secures that development and works to preserve its gains. The human being is the goal of any development, whether it is related to the economic, environmental, or social aspects. The intention of development, in the end, is either the development of the human being himself in terms of values, thoughts, behaviour, and customs, or developing the standard of human living, improving health and education levels, and entertainment. There is no doubt that the various development strategies often

depend on the social and value aspects, and the behavior of individuals and groups in resettling development and making them an integral part of the economic development system. Hence, it can be said that sustainable development in its economic, environmental, social as well as administrative domains is not achieved unless it is based on valid social foundations and values. It is not possible to imagine the reality of any person lacking values or without them. The world of every human being is a homogeneous unit formed by his value system. Hence, there is no contradiction between value and reality in a person's life, but there is a radical unity between them, which is in a state of satisfaction when we are agreed with the medium in which we live. Henceforth, the present study aims to identify the level of social values among school teachers in Irbid Governorate and their relationship to the principles of sustainable development they have, by answering the following questions:

1. What is the level of social values for teachers of the Irbid governorate schools?
2. What is the level of the standards of sustainable development awareness among teachers of Irbid Governorate schools?
3. Is there a statistically significant relationship at the level ($\alpha = 0.05$) between the social values of the teachers of the Irbid governorate schools and their awareness of the standards of sustainable development?

1.2 Limitations of the Study

The current study was limited to Jordanian school teachers in Irbid Governorate, during the second semester of the academic year 2021/2022. The results of the current study are also determined by the degree of sincerity of its tools that were used to collect their data, and the objective and objectivity of the sample members' response to their items.

2. Literature Review

Othman (2012) studied the relationship between social values and environmental behavior in a random sample consisting of 379 male and female students at Benghazi University- Libya. The results showed that students have a high level of social values and environmental behaviour, and there is a statistically positive significant relationship between social values and environmental behaviour. Al -Khawaldeh and Al -Khawaldeh (2013) examined the level of awareness of school teachers in Jordan regarding the components of education for sustainable development. The findings of the study showed that teachers' awareness of the components of education for sustainable development was at a high level in the total degree and the three social, environmental, and economic fields, and there were statistically significant differences in the level of teachers' awareness of the components of sustainable development in favour of teachers with 10-year experience or more.

Burmeister and Eilks (2013) investigated the level of awareness of sustainable concepts and education for sustainable development among student teachers in Germany and experienced chemistry teachers. The sample consisted of 87 student teachers and 97 experienced chemistry teachers who participated in answering a set of open survey questions. The results of the study indicated that groups of experienced teachers showed positive attitudes towards the environment and sustainable development, while few trained students possessed theoretical knowledge and concepts about environmental sustainability and sustainable development. Al-Saleem (2014) aimed to identify the degree of contribution of the teachers of the basic stage to the consolidation of social values among students of the basic education stage in Mafraq Governorate in Jordan from teachers' and students' viewpoints. The study sample consisted of 223 teachers and 377 students. The results revealed that the contribution of primary school teachers to the consolidation of social values among students came to a medium degree.

Al-Adwan and Daoud (2015) studied the degree of Jordanian geography teachers' awareness of sustainable development standards. The study sample consisted of 52 teachers. The results of the study revealed that the awareness of geography teachers with the criteria of sustainable development

is at an average level. The economic field came first, followed by the environment, and the social field. The results revealed that no significant statistical differences were referring to the educational qualification variable. Al-Waeli and Al-Qur'an (2018) examined the level of primary school teachers, awareness of the sustainable development standards in relationship to students' motivation towards environmental sustainability in Zarqa Education Directorate-Jordan. The results showed that the level of teachers' knowledge of sustainable development standards was medium and that the student's motivation towards environmental sustainability was at a medium level of knowledge, and there was a significant statistical relationship between the level of teachers' knowledge of sustainable development standards and the motivation of their students towards environmental sustainability.

Abdel-Sabour (2020) conducted a study aimed at identifying social values and their impact on sustainable development. The descriptive analytical method was used in the study. The positive social values were identified, represented by the values of responsibility, reconstruction and reform, social solidarity, constructive cooperation, moderation and non-extraversion, good citizenship, justice, and the role of those values in sustainable development. The study concluded that the includes of sustainable development combine two main elements: development as an Instrument of change, and sustainability as a time factor. There is a need for equitable distribution and the opportunity to benefit from natural resources for future generations. It also showed that there is a close relationship between social values and sustainable development, as social values pave, push and contribute to achieving sustainable development.

Al-Shurman and Al-Fursan (2020) studied the role of school administration in achieving the domains of sustainable development in Jordan from the point of view of teachers. The study was applied to a sample of 340 male and female teachers using a questionnaire consisting of (24) items. The results showed that the role of school administration in achieving the domains of sustainable development was high. The social domain came first followed by the economic domain and the environmental domain.

Al-Momani and Hayajneh (2022) aimed to reveal the level of knowledge management and its relationship to the standards of awareness of sustainable development among teachers by using a questionnaire for sustainable development which consisted of 30 items distributed over three domains (economic social, and environmental,), and the knowledge management tool which consisted of 28 items. The sample consisted of 331 teachers randomly chosen from the Irbid Governorate. The results of the study revealed that the knowledge management level and awareness of the standards of sustainable development level combined among teachers were high. The three domains of sustainable development came at a high level, respectively; environmental, social, and economic. Olijah (2022) studied the level of environmental awareness and its relationship to some social values among a sample of students of the College of Arts in the city of Al-Khums in Saudi Arabia. A questionnaire was applied to a sample of 52 students. The study concluded that the majority of male and female students enjoy a medium level of environmental awareness, and the majority of male and female students enjoy the presence of some social values to a high degree. The study concluded that the majority of male and female students enjoy a medium level of environmental awareness, and they enjoy some social values to a high degree. It also found a significant positive relationship between the level of environmental awareness and some social values, but it is weak.

After reviewing previous studies, it is noted that many studies dealt with the issue of social values and sustainable development and the need to educate teachers about them. However, there is a lack of studies that dealt with the relationship or impact of social values on sustainable development except for Abdel-Sabour (2020) and Olijah's (2022) studies.

3. Methods

This study employed the correlative descriptive approach in describing the level of social values, the level of awareness of sustainable development standards for teachers in Irbid Governorate, and the relationship between their level of social values and awareness of sustainable development standards.

3.1 The Population and Sample of the Study

The population consisted of all public school teachers in Irbid First Education Directorate, whose number is 2571 male and female teachers, distributed over 33 schools for males and 42 schools for females. A stratified random sample of 420 male and female teachers was selected, according to school gender, with a percentage of 20% from male and female schools (15 schools). The number of questionnaires retrieved was 391. Table 1 displays the distribution of the study sample members.

Table 1: Characterises of study sample members (gender and experience).

			GENDER		Total
			Male	Female	
Experience	less than 5 years	Count	59	94	153
		% of Total	15.1%	24.0%	39.1%
	From 5 - less than 10 years	Count	60	86	146
		% of Total	15.3%	22.0%	37.3%
	From 10 years and over	Count	42	50	92
		% of Total	10.7%	12.8%	23.5%
Total	Count	161	230	391	
	% of Total	41.2%	58.8%	100.0%	

3.2 Study Tools

3.2.1 The Social Values Scale

The researcher built a scale of social values, which in its initial form consisted of 40 items distributed over six domains: responsibility, environmental, citizenship, tolerance, work values, and justice values. To verify the validity of the scale, it was presented in its initial form to a group of arbitrators with expertise and competence to express their opinions and suggestions about the content of the scale and its items, in terms of content and the number of items for each domain, and to reveal the suitability of its items to the objectives of the study in terms of belonging to the scale in general, domain, and its linguistic and grammatical formulation. The referees' observations were taken into account, which included reformulating some items, and deleting two items, and thus the scale, in its new form, involved 38 items spread over six domains.

To verify the stability of the social values scale, the scale was applied to a pilot sample consisting of 52 male and female teachers from the study community and outside its sample. Its value reached for the domain of responsibility values (0.85), the domain of environmental values (0.80), the domain of citizenship values (0.79), the domain of tolerance values (0.84), the domain of work values (0.83) and the domain of justice values (0.82) while the value for the scale items was (0.91). thus, all of which are acceptable. The construct validity of the social values scale was tested by calculating the corrected item-total correlation coefficient for its items, whose values ranged between (0.29) and (0.72), which is greater than (0.20) and is acceptable for the current study.

3.2.2 Sustainable Development Scale

In this study, Al-Momani and Hayajneh's (2022) scale was used. It consists of 30 items, divided into three domains: the social domain, the environmental domain, and the economic domain, which is considered appropriate to achieve the objectives of this study.

3.2.2.1 The Statistical Standards for the Scales

To determine the level of social values and the level of sustainable development for each of its domains, the study employed the statistical criterion as displayed in Table 2.

Table 2: The level of social values and sustainable development

Mean for Each Domain	Level
1 – less than 1.80	very low
1.80 – less than 2.60	low
2.60 – less than 3.40	Average
3.40 – less than 4.20	high
4.20 – 5.00	very high

3.3 Study Variables

The study included the following variables: Gender which has two categories, Female and Male; an experience which has three levels (less than 5 years, 5 - less than 10 years, 10 years, and more); social values which are exemplified by the mean of the sample members' estimates on the social values items; and sustainable development which is represented by the mean of the sample's estimates on the of the sustainable development scale items.

3.4 Statistical Analysis

The means and standard deviations were used to answer the questions of the study. Besides, Two Way MANOVA was to identify the statistical significance of the differences between the means, and the Pearson correlation coefficient to find out the relationship between social values and sustainable development.

4. Results

4.1 Level of Social Values among the Teachers

To answer the first question stated, the means and standard deviations of the evaluations of the sample members were calculated on the items of the social values scale and each of its domains as presented in Table 3.

Table 3: The study sample's evaluations on each domain of the social values scale and collectively

Subscale	Rank	Mean	Std. Deviation	Degree
Responsibility Values	4	3.65	0.62	High
Environmental Values	1	3.88	0.34	High
Citizenship Values	2	3.79	0.36	High
Tolerance Values	3	3.78	0.43	High
Work Values	5	3.59	0.48	High
Values Of Justice	6	3.37	0.65	Medium
Social Values		3.64	0.31	High

It is noted from Table 3 that the level of social values among the sample members is high with a mean (3.64) and a standard deviation of (0.31). and that all domain of social values was at a high level, except for the field of 'justice values' at a medium level. As shown in Table 3. This result is attributed

to the fact that Jordanian society is a conservative eastern society that is concerned with social relations, as well as the rate of education is high. The Jordanian educational system also cares about social fields by offering courses taught in various educational institutions. The researcher attributes that environmental values were ranked first to the awareness of the Jordanian teacher and society in general about environmental risks and their impact on humans. In addition, we have newly passed through the Corona crisis, which has greatly affected the citizen's thinking and interest in the environment as a result of the widespread media broadcast, which focused on environmental domains in combating the epidemic. As for justice, it was ranked last as a result of the feeling of many Jordanian individuals that they have not taken the appropriate opportunities in a society where they deserve the best they got. This result is consistent with Osman (2012).

4.2 Level of Teachers' Awareness of Sustainable Development Standards

To answer the third question, the means and standard deviations of sample members' evaluations were calculated on the items of the sustainable development scale and each of its domains as displayed in Table 4.

Table 4: The evaluations of the study sample on each domain of the scale of sustainable development and on them collectively

Subscale	Rank	Mean	Std. Deviation	Degree
Social	2	3.50	0.60	High
environmental	1	3.73	0.58	High
economic	3	3.40	0.54	High
Sustainable development		3.54	0.51	High

It is noted from Table 4 that the sustainable development level among the sample with a standard deviation of (0.51) and a high average of (3.54) and that all domains were at a high level, and the highest field is the "environmental" field with an average of (3.73), followed by the "social" field with an average of (3.50) in the second place. Finally, the economic field came with an average of (3.40). This is attributed to the fact that the teacher is aware of the requirements of the times, including the concepts of sustainable development in its multiple domains as it is one of the factors that contribute to achieving the goals of the educational process, and the goals of the learning and teaching process, for people to live on this planet in safety and security, maintain a clean environment, encourage rationalization of consumption in the necessities of life-related to water and energy, pay attention to health, address poverty, and prevent pollution in all its forms. These results agree with the findings of Al-Khawaldeh and Al-Khawaldeh (2013), Al-Shurman and Al-Fursan (2020), Al-Momani and Hayajneh (2022) while they differed with the findings of Al-Adwan and Dawood (2015) and Al-Waeli and Al-Quran (2018), which came at an average level.

4.3 Relationship Between Social Values And Sustainable Development among Teachers

To answer the fourth question which states, a matrix of Pearson correlation coefficients was calculated between the study sample members' estimates of the domains of the social values scale, and their estimates of the sustainable development scale domains as illustrated in Table 5.

Table 5: Matrix of Pearson Correlation Coefficients between the sample members' estimates on the domains of the social values scale and the sustainable development scale

Domains of Sustainable Development		Domains of Social Values						
		Responsibility Values	Environmental Values	Citizenship Values	Tolerance Values	Work Values	justice values	social values
Social	Pearson Correlation	.560**	.430**	.276**	.200**	.259**	.218**	.526**
	Sig. (2-tailed)	0.000	0.000	0.000	0.000	0.000	0.000	0.000
Environmental	Pearson Correlation	.698**	.502**	.245**	.241**	.297**	.282**	.632**
	Sig. (2-tailed)	0.000	0.000	0.000	0.000	0.000	0.000	0.000
Economic	Pearson Correlation	.599**	.436**	.207**	.214**	.375**	.327**	.620**
	Sig. (2-tailed)	0.000	0.000	0.000	0.000	0.000	0.000	0.000
Sustainable Development	Pearson Correlation	.692**	.510**	.272**	.244**	.345**	.306**	.662**
	Sig. (2-tailed)	0.000	0.000	0.000	0.000	0.000	0.000	0.000

** Statistically significant at the level of statistical significance ($\alpha = 0.01$).

Table 5 shows that there is a positive statistically significant relationship at ($\alpha = 0.01$) between the study sample's evaluations on the scale of social values and their estimates on the scale of sustainable development, where the correlation coefficient between them reached (0.662). This is because social values are considered a precursor to sustainable development, a driver for it, or a realization of it (Abdel-Sabour, 2020). As such, the human being is the goal of any development, whether that development is related to the economic, environmental, or social aspects. The purpose of development, in the end, is either the development of the human being himself in terms of values, thoughts, behaviour, and habits, or the development of the human standard of living, and the improvement of health, education levels, and entertainment.

And that the various development strategies depend on the social and value aspects, and the behavior of individuals and groups in the settlement of development. The concepts of social values and sustainable development are very close. The first means integrating social and environmental concerns into various human activities, and the second means reconciling the economic, social, and environmental aspects. Today, organizations are interested in preparing sustainable reports that include social, ethical, environmental, and economic aspects, and adhere to the preparation of reports according to the specifications related to environmental management "ISO 14000", the global standards for social accountability SA 0008, the accounting and accountability specifications and the guideline for writing sustainable reports in the GRI system.

And sustainable development needs commitment before implementation, and this can be achieved through an integrated system of values, the most important of which is social values. An institution that wishes to exercise its social responsibilities and contribute to achieving sustainable development must take into account the following: respect for the environment, achieving safety systems in production and products, enriching social dialogue and improving working conditions, respecting human rights, fighting corruption and bribery, commitment and responsibility towards the local community and contributing to local development, dialogue with stakeholders, adherence to international standards related to social responsibility and sustainable development. This result is consistent with Osman (2012), Abdel-Sabour (2020), and Ali's (2020) findings.

5. Conclusions and Recommendations

Social values are one of the vital themes in building societies. Attention to them has become a universal and indispensable requirement as they are important for the educational process, especially for teachers and their domains are closely related to the educational process. Sustainable

development is the main goal that all educational institutions seek to achieve, and it is closely related to social values, considering that social values are one of the resources that must be employed and sustained in the educational process. The results of the study indicated that teachers' social values and awareness of sustainable development standards have achieved a high level among teachers, as they are message carriers who must have social values to deliver to their students. These values are standards of reason and affection, which emanate from thought and awareness, and they are based on freedom of choice and will, which appear in human actions and words. They are constant and continuous, and they are a source of pride for their owner. In addition, teachers must possess sufficient awareness of the domains of sustainable development, because education is no longer just a matter of eradicating illiteracy, and delivering the cognitive domain alone to students, but rather it has become closely linked to life. It is necessary to teach students how to conserve the resources in the community and make good use of them to be sufficient for the whole community, and future generations.

Includes sustainable development combines two main elements: development as an Instrument of change, and sustainability as a time factor, and whoever owns social values and cares about society is interested in sustainable development sustainability as time because it is one of the strategies for maintaining the survival, continuity, and sustainability of society and that social values with sustainable development are either paving the way, driving or achieving it (Abdel-Sabour, 2020).

It is clear from the findings the importance of educational institutions in instilling values and refining the individual and society in them. Many social values need support and sustenance from various educational institutions and focus on the importance of the environment and the need to preserve its resources from depletion and pollution to preserve human health, and other organisms on the earth, and to contribute to the progress of sustainable development which is a priority for teachers.

The study recommends including social values in the curricula to enable learners in schools and universities to apply them and inculcate them in the mindset and souls of young students. The study points out the importance of values in reforming society, as well as including sustainable development standards in curricula and study plans, and holding training courses and workshops for workers in various sectors to learn them and apply them in their private and practical lives. It also recommends caring with teaching the environmental domain in the different educational stages to enhance the awareness of community members about environmental problems and their consequences. It is also necessary to conduct more studies on the principles of sustainable development and their relationship with other variables such as the knowledge economy, motivation, and self-efficacy because of the impact of these topics on the educational process, and achieving goals related to awareness of sustainable development standards. It is necessary to review educational policies with their curricula, methods of teacher preparation and evaluation, and methods of teaching and evaluating students to be compatible with the standards of sustainable development in all its domains.

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