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Research Article

The Role of the Elementary School Teacher in Building the Value System of Students from the Perspective of Pedagogical Supervisors

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Abstract

This study aimed to investigate the role of educators in promoting values and the challenges they face. The research methodology used was a descriptive technique, where a questionnaire was distributed to 460 school supervisors to collect data. The findings revealed that the overall arithmetic mean of the teacher's role in forming students' value systems was 4.71, and it had a significant level of significance. The dimensions included social, ethical, personal, and national values. Additionally, no gender differences were found in any of the study's dimensions. However, statistically significant differences were found in the fourth dimension (national values) in favor of those with more experience. The study recommends conducting further studies using a similar design on other samples to gain new insights. Based on the main results, the study recommends assigning a dedicated first-grade teacher to help students learn social values through extracurricular activities such as volunteering. Furthermore, the study emphasizes the importance of the primary school teacher's enthusiasm in spreading ethical values by including them in the curriculum. In summary, this study highlights the significant role educators play in shaping students' values and the challenges they face. The findings can inform policymakers and educators on strategies to improve the quality of education and promote positive values in students. Future studies can build on these findings to provide a more comprehensive understanding of the role of educators in promoting values.

1. Introduction

The essence of human creation and its motivation to do good values They provide the group with a general structure as well as a pattern of internal movement management.To preserve the coherence and peace of society, its structure, and protection from instability and social instability, they force the individual to consider his cultural framework, historical past, and future, which he must build based on his superior intellectual talents.

It is assumed that the members of a society share certain values that unify them, contribute to the community's cohesion, and strengthen social interaction among its members. Nonetheless, we cannot rule out the potential for a clash between the purported principles of society and the values of cultures that coexist within the framework of society, which would lead to instability. A man who is the centre of economic, social, educational, and cultural development and its lynchpin may be

hampered by his incapacity to choose among these opposing principles and apply the values they believe in (Ismail, 2002).

As suggested by Schwartz (2006) and Mohamad & Sihes (2019), values are one of the perceptions that came to clarify the individual's behaviour and guide him through numerous scenarios that determine the requirements of acceptance or rejection by the group.And taste produces a pattern in the individual's behaviour, including the development of the individual's contact with the surrounding social environment, which determines social roles.

This demonstrates how values evolved to define an individual's personality within a social context, as well as to facilitate and control his behavior.Since its inception, Islam has been concerned with values, whereby the good ones are planted. New values are instilled in order to maintain the Muslim individual's cohesion, growth, and development, as well as to enable him to live properly with its society and the surrounding environment.Values are variable and unstable, depending on changing social and environmental conditions. It has altered the value frameworks of individuals, resulting in the creation of extraneous values in society that tried to disperse them so that the individual inside them became divided between their original values and the alien values (Orla and Richard, 2008; Morska, (2019).

1.1 The concept of values

A collection of beliefs that serve as the pillars of a set of trends, driving individuals towards their goals and the means to attain them, or a collection of behaviours that these individuals do because they believe in them Values may include several illustrative instances that influence behaviour and are sometimes learned (Gorenak and Košir,2012).

Al-Issa (2009) described values as "a set of principles, beliefs, and laws defined by the Holy Qur'an and the Prophetic Sunnah by which we determine the nature of human activity as infringing or not infringing religious and social principles and beliefs."

In light of this definition, it is evident that values are not inherited but rather acquired by the individual via his varied experiences within an environment that has a distinct impact on him and develops a variety of special trends that eventually coalesce into what is known as value (Mahmoud, 2011).

Al-Harbi (2010) describes it as a set of attitudes generated by the individual towards a certain issue or event, whether through acceptance or rejection, leading to the achievement of the individual's varied aims and objectives.

1.2 Importance of values

Individuals and societies place a high premium on values because they serve as a compass that guides human behaviour and aids in crisis management. Understanding the person entailed comprehending the values that cling to the reins of affairs and steer him, as they reveal the individual's behaviour, identify its foundations, and assist him in constructing it. In addition, it works to protect and prevent young people from delinquency. It plays a clear role in building their personalities and capacity to adapt and coexist with their problems and issues, making them more capable of making sound decisions, eliminating their problems, addressing their crises and challenges, and improving their society (Al-Jamoui, 2013).

According to Al-Qarni (2015), the more a society enjoys privacy and culture, the more it preserves the cohesion of society. It clarifies its goals and supreme values to lead a sound social life. It is also responsible for establishing intellectual security and protecting it from the threat of external invasion that works to stereotypically align the ideas of the Muslim human being with the patterns of the West. When a society possesses a value that distinguishes it from other societies, it is distinguished.

Values are important in the lives of both individuals and groups because of the following (Ali,

2010; Gamage, Dehideniya, and Ekanayake, 2021):

1. Individuals' behaviour inside an organization is primarily determined by its values.
2. Values are the cultural criterion that allows humans to compare choices and behavioural alternatives, determining whether the majority is acceptable or unacceptable.
3. Values are what keep groups and institutions connected, as their unity depends on how much their values are the same and how much they depend on each other.
4. Values are the fundamental framework against which objectives are set, as there should be no disagreement with or opposition to them. They also contribute to achieving behaviours required to fulfil the goals.
5. Values work to unify groups among all members of the institution and to gather all individuals in them in a particular format that may lead to gathering and undermining the causes of dishonest competition or a lack of harmony and compatibility between them, which works to motivate groups and unify institutions and their interdependence while increasing their effectiveness.

Al-Masry (2010), Gökçe (2021) and Marija et al. (2019) draw the following conclusions about the significance of values at the individual and society levels:

1.3 The importance of values for the individual

1. Individuals develop a strong, well-balanced personality by adhering to their values and beliefs, which allows them to adapt and agree favorably.
2. The individual gets a genuine feeling of safety.
3. It is believed to be an excellent means of self-expression.
4. It compels the individual to enhance his beliefs and views in order to comprehend the surrounding reality.

1.4 The importance of values for society

Values play a significant and effective role in the existence and stability of society. As a result, values are critical to the compatibility of society's lives.

1. Creating equilibrium and stability in the life of society and preserving its cohesiveness and vitality
2. By connecting the cultural components of society, they are more in sync with one another.
3. Values are crucial in confronting society's challenges and difficulties.
4. It exerts pressure on the members of society to labour and focuses their actions on undesirable pursuits.

1.5 The teacher's role in shaping values

The teacher is also accountable before God Almighty for rearing young people, preparing them, and developing them periodically under society's aims, desires, and shifting hopes. Whatever efforts we make to improve curricula, provide modern buildings, and outfit them with all laboratories and educational materials, they are rendered ineffective in the presence of an incompetent and unqualified teacher who is unable to employ and invest them in the educational process. A well-trained and qualified teacher, on the other hand, can bring it to life and thus serves as a good role model and example to be followed (Qashlan, 2010).

There are numerous responsibilities that teachers perform to instill and reinforce values in their students, and they can be categorized as follows (Al-Omari, 2010):

First: theoretical roles, including

1. The teacher's perception of the significance of his job in teaching values and that they are an integral element of his educational activity, as well as their interest in value issues and

highlighting them through the educational content and objectives.

2. Show students the importance of values as the reason why humans choose to live on Earth over other species.
3. Monitoring the system of values prevalent among students, classifying them as positive values to be strengthened and harmful values to be combated, and revealing the harms they cause to the individual and society.
4. determining the set of values that students should exemplify throughout the school year, distributing them over the months, and trying to address and teach them.
5. linking values to the tolerant Islamic faith and the rules of proper Islamic behaviour that make the individual feel pride, psychological happiness, self-respect, and respect for others, as well as achieving the community's strength, stability, and cleanliness from disintegration and moral and social weakness.

Second: The practical roles include

1. The teacher's behaviour is consistent with excellent ideals, serving as both an example and a good example.
2. Allow students to express their thoughts and positions freely.
3. The teacher gives good examples and models that show what happens when you work hard at educational values.
4. to be proficient in applying the methods and strategies for instructing various values in educational settings.
5. It facilitates dialogue and discussion about the value dimensions of the academic content.

The values dealt with in the current research can be categorized as follows:

The teacher's role in the development of social values:

1. It encourages pupils to form positive relationships.
2. Students are encouraged to comply with school regulations.
3. to instill in kids a passion for teamwork and cooperation in school.
4. When possible, students are encouraged to apply the principle of forgiveness.
5. It encourages children to be truthful while interacting with teachers and peers.
6. If the student has made a mistake toward others, he is encouraged to forgive and apologize (Al-Qadi, Abdul Ghani, and Noah, 2012).

The role of the teacher in promoting moral values:

1. It explains to children the behaviours for which penalties are issued based on the school's policies.
2. utilizes educational procedures and strategies that promote students' understanding of justice.
3. Teach students the etiquette of attentive listening and avoiding interruptions.
4. The teacher uses instances and proof from the Qur'an and Sunnah to illustrate the relevant punishment for the student's various behaviors.
5. Teach the pupil to accept responsibility for his acts to achieve the outcome of those actions (Al-Sayegh, 2006).

The educator's involvement in the formation of personal values:

1. to serve as a role model for his students in terms of personal hygiene.
2. to provide a safe and unrestricted school atmosphere.
3. It teaches pupils to welcome diverse viewpoints and constructive criticism with open arms.
4. that the pupils participate in activities that build their self-confidence.
5. to require pupils to be honest in their words and behaviour (Qashlan, 2010).

The role of the teacher in developing national values:

1. It fosters an appreciation for manual labour among students.
2. He encourages students to value professions rather than value themselves.
3. Students are familiar with tourism destinations and can explain their role in conserving them.
4. He teaches his students patriotism and the defense of the nation's sanctuaries.

5. It reaffirms the principles of belonging and allegiance to the nation's leaders and requires them to follow its orders (Al-Maliki, 2010).

2. The Research Problem

Social change has accelerated. The most important of these have been globalization and the change in social and cultural systems, which have changed people's value frameworks and led to the existence of alien values in society, which work to disperse society so that people can distinguish between the original values and the alien values. Since educational institutions receive their culture from the community, students might be influenced by social developments. They believe in values, yet their actions don't always match their words. Thus, education must foster values in all domains. Arab teachers must teach this. He leads education and inspires future generations. Teachers now mold lives. He molds society's personalities across disciplines.The instructor builds the value system through educational attitudes and behaviors, socially acceptable trends, and great student behavior.

And since the teacher is one of the most important parts of the education process and the school is the first place a student goes after home, it has a lot of responsibility for the development and consolidation of values, including the development of religious, moral, and social values, and for contributing to the development of his country in terms of values, ideas, democracy, production, and investment of modern resources.

The research problem is determined by answering the following question.

From the point of view of pedagogical supervisors, what is the role of the first-grade teacher in shaping the students' sense of right and wrong?

From this, the following sub-questions are derived:

1. From the point of view of pedagogical supervisors, what does the primary school teacher do to help shape the social values of their students?
2. What is the role of the elementary school teacher in building the students' moral value system from the perspective of the pedagogical supervisors?
3. From the point of view of pedagogical supervisors, what is the role of the elementary school teacher in building the students' personal value systems?
4. What is the role of the elementary school teacher in the development of the students' national value system from the perspective of the pedagogical supervisors?
5. Are there statistically significant differences at the level of p 0.05 for the primary school teacher's role in building the students' value system from the pedagogical supervisors' perspective based on the variables "gender," "years of experience," and "educational attainment"?

2.1 Research Objectives

The current research paper will aim to:

1. Identify the role of the elementary school teacher in building students' social value systems from the perspective of educational supervisors.
2. From the perspective of educational supervisors, recognize the role of the elementary school teacher in building students' moral value systems.
3. recognize the role of the elementary school teacher in developing students' personal value system from the perspective of educational supervisors.
4. From the point of view of the people in charge of education, you should understand the role of the elementary school teacher in building the students' national value system.
5. Recognize the statistically significant differences at the level of $\&=0.05$ for the role of the primary school teacher in building the students' value system from the perspective of the pedagogical supervisors due to the variables "ggender, years of experience, and educational attainment."

2.2   Importance of the research

This research is significant because of the following local, regional, and global factors:

1. The research is important because, as far as the researcher knows, it is one of the few studies that looks at the role of the elementary school teacher in the development of students' value systems from the point of view of educational supervisors.
2. the importance of promoting values in elementary school children, especially with regard to foreign values. However, the present investigation aims to provide an objective scientific study that contributes to the provision of scientific and knowledge-based material and offers solutions to the challenges faced by elementary school teachers in building a value system, as well as suggestions for elementary school teachers in this regard.
3. The study is an important scientific contribution to the field of values and can bring new knowledge to the Arabic library in general.
4. This study is also based on the importance of primary education, its successful role, and its extraordinary contribution to the activation of students' values.
5. The study provides useful data and information for decision makers in the Ministry of Education regarding the role of the primary school teacher in the development of children's value systems using the recommendations and findings of the study. Research Terminology:

2.3   Role

Abu Al-Wafa (2006) "Role" is defined as the tasks that an industry does to help the community reach certain goals. In this study, the job is described as a set of practices and actions that the first-grade teacher does as part of the school's curriculum and outside of school to teach students values.

2.4   Primary grades teacher

Teachers of different specialties teach students in grades 1, 2, and 3 of Saudi Arabian primary education (Khawaldeh and Al-Shammari, 2017). In this study, he is described as a teacher hired by the Ministry of Education to teach primary school students and try to promote their ideas.

2.5   Values

Al-Issa (2009) described values as a set of principles, beliefs, and laws defined by the Quran and the Prophetic Sunnah through which we determine the nature of human activity as incompatible with religious and social principles and beliefs. The current research defines values as a set of consistent rules and principles, as well as a normative rule that controls people's wants and needs and their different tendencies. This helps students in basic education set goals and organize their lives based on what is good or bad.

2.6   Educational Supervisor

The Ministry of Education and Higher Education hires a pedagogical supervisor (Al-Hallaq, 2008) to oversee both male and female teachers within the scope of his scientific specialization. This is done to improve the education process, which shows up in how well students do in school. According to the current study, an educational supervisor is a person who the Ministry of Education hires to oversee primary teachers in Saudi schools within the scope of their specialization to develop and monitor the educational process using performance indicators and standards.

2.7   Research Limitations

The limits of the search will include the following:
- **Human limits**: The research will be applied to educational supervisors.
- **Objective limits**: The research will deal with "The role of the primary school teacher in building the value system of students from the point of view of educational supervisors."
- **Time limits**: the application of the research will be limited to 2021.
- **Spatial limits**: the application of the research will be limited to Saudi Arabia.

2.8   Previous studies

The purpose of Barhoum's (2009) study was to determine the extent to which the teacher plays his role in promoting the faith values of his students and to show the gender variations in the average scores of students about the teacher's role in promoting their religious values. The research employed a descriptive-analytical strategy, and a sample was constructed. The researcher employed a questionnaire to gather data from 400 male and female students from 10 ordinary schools in Khan Younis and West Gaza districts. The questionnaire served as a data collection instrument to meet the research's aims. The study's results demonstrated that the instructor supports the nominal values of secondary school students in a significant proportion of cases (77.40807 percent). Also, there were statistically significant differences at a 0.01 level in the domains and total score in the mean scores of the sample members regarding the role of the teacher in promoting faith values due to the gender factor (male, female) in favour of females, except the field of belief in the honourable messengers, which was not statistically significant.

The purpose of Kotaiah's (2014) study was to build moral ideals among school-aged youngsters by the teacher. According to the study, schools and teachers exert the second-greatest influence on children's moral behaviour after the home. Teachers can instil children with a variety of moral qualities by instructing them in subjects such as English, Hindi, general science, mathematics, and social studies, and by providing them with activities that foster the development of moral values, as well as by working on the development of projects, competitions, games, songs, dance, travellers, national days, and international festivals.

In addition, Bhardwaj, Tyagi and Ameta (2015) attempted to determine the function of curricula, teachers, and school administrators in instilling values in pupils via the various approaches employed by the English language teacher. Using a questionnaire and interviews, 24 teachers from public and private schools were asked about their instructional tactics and the events organized by their schools at the national and international levels to instil values in pupils. Due to inadequate pre-service training, some of the tactics employed by primary school instructors are ineffective in instilling values in kids. Consequently, administrators and school administrators must train instructors on teaching ways to embed values, as the success of the values development project for children rests significantly on this. Based on the instructors' vision, abilities, attitudes, and behaviour, the research revealed that the school plays a role in shaping the values and attitudes of primary school kids about ethical issues, discipline, and preserving composure.

Positive psychology Bhave (2016) investigated the role of the teacher, school, and classroom activities in fostering values. In the present study, qualitative analysis was employed. The data gathered from secondary sources such as books, periodicals, newspapers, and websites were analyzed qualitatively. According to the findings, teachers must incorporate valuable attitudes, moral abilities, and social skills into the teaching and learning process at school and the entire curriculum. The research also indicated that the school has a role in instilling human, social, and moral values in students by adopting a more humane management approach and fostering better human relations between teacher and student, as well as fostering cooperation and mutual respect among students and teachers, as well as enhancing students' discipline and moral behaviour and fostering creativity.

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Al-Anazi's (2017) study aimed to identify the role of the secondary school teacher in enhancing the values of citizenship among secondary school students from the perspective of educational supervisors, as well as to determine whether there are statistically significant differences between the averages of the responses of the research sample due to the variables of years of experience and specialization, and examined the role of the secondary school teacher in fostering the values of citizenship among secondary school students. The research employed a descriptive methodology, and the sample included (80) educational supervisors from all education offices linked with the General Administration of Education in the Hail region. The researcher employed a questionnaire to collect data to meet the study's aims. There were statistically significant differences between the responses of the research sample members according to the variable years of experience in the total number of fields between the three domains and the total number of fields. The study's results indicated that the secondary school teacher played a significant role in fostering students' citizenship values in each of the three domains, and thus in the total (out of 5). between (from 5-10 years) and (less than 5 years) in favour of (from 5-10 years), and between (more than ten years) and (less than 5 years) in favour of (more than ten years), with significance levels of (0.04) and (0.00), respectively.

Radwan, Al-Zboon and AlZboon (2017) conducted a study titled 'The role of educational media in promoting the values of citizenship among secondary school students in the Directorate of Education in Zarqa' from the perspective of their teachers. The purpose of the study was to determine the role of educational media in promoting the values of citizenship among secondary school students in the Directorate of Education in Zarqa. from the perspective of their instructors. The research employed a descriptive methodology, and the questionnaire was the primary data collection instrument. The research sample comprised 250 male and female instructors from the schools of the Directorate of Education in Zarqa for the 2016–2017 academic year. From the perspective of teachers, there are statistically significant differences in the role of educational media in enhancing citizenship values among secondary school students due to the variable of gender and specialization in favor of females.Still, there are no statistically significant differences due to the experience variable. The research advised attaining the objective of education through the institutions of the Ministry of Education and educational media, as well as activating the role of educational media in developing citizenship values among secondary school students.

2.9 General comment on previous studies

- Some studies focused on the role of the instructor in developing values. Some studies provided light on the relationship between scientific research and community involvement.
- As part of their research, some studies looked at how curriculum, teachers, and school administrators shape students' values (Bhardwaj, Tyagi and Ameta, 2015).
- Research has shown how important it is to have a more humane way of managing people, to build stronger relationships between teachers and students, and to help students and teachers develop positive attitudes and values like cooperation and mutual respect.
- Research focused on the secondary stages
- The studies didn't talk about elementary school or how important it is to teach them values.
- Several researchers employ the same method, which is the descriptive method.

3. Research Methodology

Because of the nature of the problem, the descriptive method must be used. This method focuses on what is or should be about an educational phenomenon in order to diagnose it, find its parts, and figure out how its parts relate to each other. This includes the processes of analysis and interpretation in order to come to meaningful generalizations.

3.1   Research population and sample

The questionnaire was administered to a sample of educational supervisors from the research population; the sample size was 460. All members of the sample were interviewed for information. Table 1 shows how the members of the research sample are split up based on their factors.

Table 1: Distribution of research sample members according to personal variables

Variable	Categories	Frequency	percentage
Sex	male	325	70.7%
	female	135	29.3%
Experience	Less than 5 yrs	49	10.7%
	From 5-10 years	41	8.9%
	More from 10 years	370	80.4%
Education	bachelors	374	81.3%
	High research	86	18.7%

Table 1 shows that the "male" category in the gender variable obtained 325 samples of the answers of the members of the research sample (460) with a percentage of 70.7%. In contrast, the female category had 135 samples with a percentage of 29.3%. Table 1 shows that the category (more than 10 years) in the variable of experience obtained (370) samples of the answers of the members of the research sample (460) with a percentage of (80.4%), while the category (from 5-10 years) came in at (41) samples with a percentage of (8.9%). Table 1 shows that the category "Bachelor's" in the educational qualification variable obtained 374 samples of the answers of the 460 members of the research sample, for a percentage of 81.3%. In contrast, the category of "postgraduate studies" had 86 samples with a percentage of 18.7%.

3.2   Research tools and application procedures

The questionnaire was used to collect data and information connected to the topic of the study, It was put together with the help of the research's theoretical framework and previous studies.

- In the first section, demographic information about the research sample is displayed (gender, years of experience, and educational qualification).
- Section Two: Questionnaire Axes, as outlined below:
- From the point of view of educational supervisors, the main dimension was the role of the primary school teacher in the development of the students' value system. This dimension was split into four main axes:
1. The first axis was the involvement of the primary grade teacher in constructing the children's social value system from the perspective of the educational supervisors; the relevance of her words was determined using a five-point Likert scale (always, often, sometimes, rarely, never). It contains ten phrases.
2. The second axis: the role of the primary grade teacher in constructing the moral values system for pupils from the perspective of educational supervisors and the responses to its statements on a five-point Likert scale to determine the degree of significance (always, often, sometimes, rarely, never) It contains ten phrases.
3. The third axis: the role of the primary grade teacher in constructing the students' personal value system from the perspective of the educational supervisors; the responses to its statements will be based on a five-point Likert scale to determine the degree of importance (always, often, sometimes, rarely, never); it consists of ten phrases.

4. The fourth axis: the function of the primary grade teacher in constructing the pupils' national value system from the perspective of educational supervisors, with the relevance of its assertions determined using a five-point Likert scale (always, often, sometimes, rarely, never). It contains eight phrases.

The researcher used a five-level Likert scale for each part of the research because it identified five levels: always given rate (5), often given rate (4), sometimes given rate (3), rarely given rate (2), and never given rate (1). If the paragraphs are going in the positive direction, or if the paragraphs are going in the negative direction, these rates reflect these rates.

Level length equals the difference between the upper and lower limits of the scale.Required number of levels: $(5-1)/3 = 4/3 = 1.33$

These criteria were utilized to evaluate the arithmetic averages:
-   minimal level of (1.00–2.33)
-   A medium (2.34-3.67) degree.
-   A fantastic deal of 3.68-5.00.

3.3 The authenticity of the tool

3.3.1 The validity of the content of the research tool

The initial version of the research instrument was presented to fifteen arbitrators with expertise and experience in the field of education. The recommendations of the arbitrators were taken into consideration concerning the accuracy and clarity of the groups, their affiliation to the field, and their consideration of the age group, as well as based on the arbitrators' opinions and observations regarding the degree of suitability of the instrument to the research objectives. These suggestions were discussed with the research supervisor, and the necessary alterations were made to the statements on the analysis tool card to make them appear more transparent and truthful. After deletion, addition, and modification, an agreement percentage of 80 percent or higher was obtained, and the tool was completed in its final form, as shown in Appendix 1.

The construction validity of the research tool

To validate the creation of the research instrument, the Pearson correlation coefficient between the paragraph and the dimension to which it belongs was calculated. The table displays the values of the correlation coefficients for the subsections of the second axis: the problems that transform the function of the teacher in constructing the value system and the field as a whole (Table 3). The table displays the values of the correlation coefficients for the third axis: prerequisites for developing the role of the teacher in constructing the value system (Table 4).

Table 2: The values of the correlation coefficients of the paragraphs of the axis of the role of the teacher of the primary grades in building the value system with the field as a whole

Item No.	Correlation coefficient with domain	Item No.	Correlation coefficient with domain	Item No.	Correlation coefficient with domain	Item No.	Correlation coefficient with domain	Item No.	Correlation coefficient with domain
1	**0.31	11	**0.31	21	**0.31	31	**0.31	41	**0.31
2	**0.25	12	**0.25	22	**0.25	32	**0.25	42	**0.25
3	**0.32	13	**0.32	23	**0.32	33	**0.32	43	**0.32
4	**0.33	14	**0.33	24	**0.33	34	**0.33	44	**0.33
5	**0.30	15	**0.30	25	**0.30	35	**0.30	45	**0.30
6	**0.31	16	**0.31	26	**0.31	36	**0.31	46	**0.31
7	**0.25	17	**0.25	27	**0.25	37	**0.25	47	**0.25
8	**0.32	18	**0.32	28	**0.32	38	**0.32	48	**0.32
9	**0.33	19	**0.33	29	**0.33	39	**0.33	49	**0.33
10	**0.30	20	**0.30	30	**0.30	40	**0.30	50	**0.30

** Statistically significant at the significance level (0.01).

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Table 2 shows the values of the correlation coefficients between the paragraph and the axis of the role of the teacher of the primary grades in building the value system to which it belongs as a whole. The correlation coefficients ranged between 0.25 and 0.43, which are statistically significant and acceptable values for conducting this research.

Table 3: The values of the correlation coefficients of the paragraphs that focus on the problems that transform the role of the teacher in building the value system with the field as a whole

Item No.	Correlation coefficient with domain
1	**0.57
2	**0.63
3	**0.61
4	**0.63
5	**0.61
6	**0.57
7	**0.63
8	**0.61
9	**0.63
10	**0.61

** Statistically significant at the significance level (0.01).

Table 3 shows the values of the correlation coefficients between the paragraph and the problem domain that transform the role of the teacher in building the value system to which it belongs as a whole. The correlation coefficients ranged from 0.29 to 0.70, which are statistically significant and acceptable values for conducting this research.

Table 4: The values of the correlation coefficients of the paragraphs in the field of requirements for developing the role of the teacher in building the value system with the field as a whole

Item No.	Correlation coefficient with domain
1	**0.57
2	**0.29
3	**0.61
4	**0.63
5	**0.61
6	**0.57
7	**0.29
8	**0.61
9	**0.63
10	**0.61

** Statistically significant at the significance level (0.01).

Table 4 shows the values of the correlation coefficients between the paragraph and the field of requirements for developing the role of the teacher in building the value system to which it belongs. The correlation coefficients ranged from 0.29 to 0.70, which are statistically significant and acceptable values for conducting this research.

3.3.2 Tool stability

Cronbach's alpha method for internal consistency between paragraphs was used to check the stability of the research tool. Table 5 shows the values of the reliability coefficients for the fields based on the return method and Cronbach's alpha method for internal consistency.

Table 5: The values of the correlation coefficients for calculating the stability by the alpha-Cronbach coefficient method

Dimension	Cronbach-Alpha	Items numbers
Social values	85.4	10
Ethics Values	80.4	10
Personal values	77.1	10
National values	79.1	8
Total	90.7	38

Table 5 shows that the research scale enjoys statistically acceptable stability, as the total alpha coefficient reached 90.7%. The stability coefficients of the research tool with the alpha Cronbach ranged between 77.1% and 85.4%, which are high stability coefficients that can be trusted in the current research tool application.

3.4 Statistical processing

- Using the Pearson correlation coefficient and the Cronbach's alpha method to find the stability of the research tool
- extracting frequencies and percentages.
- Using arithmetic means (means) and standard deviations to calculate the value given by the research sample members to each phrase or group of phrases (axis) and the general arithmetic mean for each axis
- Extracting the results of the Pearson correlation coefficient
- Using the results of a one-way analysis of variance to measure the degree of difference according to the research variables (gender, years of experience, educational qualification)

4. Results

The answer to the first main question is: "What is the role of the primary grade teacher in building the students' value system from the educational supervisors' point of view?"

To answer this question, the arithmetic averages and standard deviations of the primary grade teacher's role in building students' value systems were extracted from the point of view of educational supervisors in light of the dimensions of the research. Table 6 illustrates this:

Table 6: From the point of view of educational supervisors, arithmetic averages and standard deviations of the role of the first-grade teacher in building the students' sense of right and wrong

n.	rank	dimension	mean	SD	degree
1	4	Social values	4.60	0.39	high
2	3	Ethics Values	4.72	0.37	high
3	2	Personal values	4.73	0.40	high
4	1	National values	4.81	0.35	high
		Total mean	4.71	0.34	high

Table 6 displays that the arithmetic averages ranged from 4.60 to 4.81, with the total arithmetic mean for the dimension of the role of the primary school teacher in developing the value system of students from the perspective of educational supervisors coming in at 4.71, with a high degree and a standard deviation of 0.34. In the research sectors, the fourth dimension came in first, stating "national values" with an arithmetic mean of "4.81" and a standard deviation of "0.35". In contrast, the first dimension came last, stating "social values" with an arithmetic average of "4.60" and a degree of application. The

extreme and standard deviation are both 0.39. This may be due to the awareness of primary school teachers regarding the significance of promoting and building moral values in all of their dimensions (social values, ethical values, personal values, and national values) among students, given their role in establishing the student's moral commitment, which in turn affects his personality and his role in society as a whole. This conclusion was consistent with the findings of Barhoum's [25] study, which concluded that the instructor supports the nominal values of secondary school students in a significant proportion of cases (77.40807%).

This result was also consistent with the findings of Kotaiah's (2014) study, which asserted that teachers might instill youngsters with varied moral characteristics by teaching various subjects. This result concurred with Bhave's (2016) findings that the school has a role in instilling human, social, and moral values in students by developing a more humane management approach, improving human relations between teacher and student, and assisting in the development of good attitudes and values among students and teachers, such as cooperation and mutual respect, as well as improving students' discipline and moral behaviour and fostering creativity. Both students and instructors possess. This conclusion was also consistent with Al-Anazi's (2017) study, which concluded that the secondary school teacher significantly influenced students' citizenship values in each of the three domains and thus in the aggregate. This conclusion contradicts the findings of a study by Bhardwaj, Tyagi and Ameta (2015), which concluded that some of the tactics utilized by instructors could not embed values in primary school kids due to inadequate pre-service training. The arithmetic means and standard deviations were extracted for each sub-paragraph domain by answering the sub-questions listed below.

The answer to the first sub-question states: "What is the role of the primary grade teacher in building the students' social value system from the educational supervisors' point of view?"

The social value system's arithmetic averages and standard deviations were taken out, as shown in Table 7:

Table 7: Arithmetic averages and standard deviations of the social value system arranged in descending order according to the arithmetic averages and the degree of importance

n.	rank	dimension	mean	SD	degree
1	1	Determine priority social values and work to teach them to students during the school year.	4.81	.46	high
2	2	Develop a love of teamwork and cooperation with others among students.	4.79	.46	high
3	3	Please encourage students to assist their colleagues.	4.78	.49	high
4	4	Encouraging students to form friendships positively.	4.77	.47	high
5	5	Instilling a culture of dialogue among students and participating in it.	4.75	.48	high
6	6	Warn students of social differentiation in different ways.	4.64	.63	high
7	7	Encourage students to participate in school activities.	4.54	.59	high
8	9	Encouraging students to visit the sick and comfort them.	4.48	.71	high
9	8	Motivating students to participate in volunteer work.	4.50	.70	high
10	10	Enhancing the trend of cultural openness to others among students.	3.93	.95	high
		total mean	4.60	.39	high

The arithmetic averages varied from 3.93 to 4.81, with the total arithmetic mean of the dimension of the social value system being 4.60 with a high degree and a standard deviation of 0.39, as shown in Table 7. It requires "defining priority social ideals and working throughout the school year to instill them in children." With an arithmetic mean of 4.81, a high degree, and a standard deviation of 0.46, the second-placed paragraph has the phrase "creating a passion for teamwork and cooperation among pupils." with a high degree of application, an arithmetic mean of 4.79, and a standard deviation of 0.46. The eighth paragraph, encouraging students to visit and comfort patients, ranked second to last. With an arithmetic mean of "4.50" with a high degree and a standard deviation of

"0.70," paragraph "10" ranked last, stating "Enhancing the trend of cultural openness to others among students" with a mean applicability degree and a standard deviation of "0.95"

The answer to the second sub-question states: "What is the role of the primary grade teacher in building the moral values system for students from the point of view of educational supervisors?"

The social value system's arithmetic averages and standard deviations were taken out, as shown in Table 8:

Table 8: Arithmetic averages and standard deviations of the system of moral values, arranged in descending order according to the arithmetic means and the degree of importance

n.	rank	dimension	mean	SD	degree
1	5	Determine priority moral values and work to teach them to students during the school year.	4.75	.48	High
2	9	Employ administrative procedures to instil human values among students.	4.57	.63	High
3	7	Employing the educational situation to instil human values among students.	4.69	.52	High
4	10	Employing extracurricular activities to inculcate human values among students.	4.53	.64	High
5	8	Enhancing the value of tolerance with others among students.	4.67	.60	High
6	1	Instruct students to respect and honour their elders.	4.88	.38	High
7	2	Encourage students to undo the mistake if it becomes clear to them.	4.83	.40	High
8	3	Encourage students to love for others what they love for themselves.	4.79	.43	high
9	6	Directing students towards representing human values in terms of self-censorship.	4.71	.54	high
10	4	Praising behaviours that reflect the student's adherence to moral values.	4.76	.49	high
		total mean	4.72	.37	high

The arithmetic averages varied from 4.53 to 4.88, with the total arithmetic mean for the dimension of the moral values system being 4.72 with a high degree and a standard deviation of 0.37, as shown in Table 8. The first-placed paragraph "6" regarding the research items declares, "Teach kids to respect and appreciate their elders." The arithmetic mean was 4.88 with a high degree of applicability and a standard deviation of 0.38n of the moral values system being 4.72 with a high degree and a standard deviation of 0.37, as shown in Table 8. The first-placed paragraph "6" regarding the research items declares, "Teach kids to respect and appreciate their elders." The arithmetic mean was 4.88 with a high degree of applicability and a standard deviation of 0.38. At the same time, paragraph "7" came in second place, stating that "students are encouraged to retract the error if it becomes clear, with an arithmetic mean of 4.83 with a high degree of applicability and a standard deviation of 0.40." The second-to-last paragraph was titled, "Using administrative procedures to develop human values in students." With an arithmetic mean of 4.57, a standard deviation of 0.63, and a high degree, The last-placed paragraph (4) states, "Using extracurricular activities to instill human values in kids." with a mean applicability degree of 4.53 and a standard deviation of 0.64.

The answer to the third sub-question states: "What is the role of the primary grade teacher in building the students' personal value system from the educational supervisor's point of view?"

Table (9) shows that the arithmetic averages and standard deviations of the personal value system were taken:

Table 9: Arithmetic averages and standard deviations of the personal value system arranged in descending order according to the arithmetic means and the degree of importance

n.	rank	dimension	mean	SD	degree
1	5	Determine personal priority values and work to teach them to students during the school year.	4.72	.50	high
2	1	The teacher was keen to set a good example for students.	4.86	.38	high
3	2	Enhancing the value of self-discipline among students.	4.80	.46	high
4	8	Encouraging students to imitate characters with a positive impact.	4.68	.59	high

n.	rank	dimension	mean	SD	degree
5	6	Develop the self-esteem of students.	4.73	.51	high
6	4	Develop a sense of responsibility among students.	4.75	.50	high
7	7	Directing students towards self-monitoring of their behaviour.	4.70	.53	high
8	9	Cultivate a culture that accepts positive criticism.	4.64	.62	high
9	3	Instilling love and appreciation for work in students.	4.77	.50	high
10	10	Developing the value of positive dealing with money among students	4.62	.59	high
		total mean	4.73	.40	high

Table 9 displays that the arithmetic averages ranged between (4.62) and (4.86), with the total arithmetic mean of the dimension of the personal value system being "4.73," with a high degree and a standard deviation of "0.40." As for the research items, paragraph "2" came first, stating, "The teacher is eager to serve as a good role model for students." With an arithmetic mean of 4.86, a high degree, and a standard deviation of 0.38, the second-placed paragraph "3" declares, "Increasing the importance of self-discipline among pupils." With an arithmetic mean of 4.80, a high degree of application, and a standard deviation of 0.46, while in the penultimate position, paragraph 8 declares "fostering a culture that accepts constructive criticism." With an arithmetic mean of 4.64, a high degree of applicability, and a standard deviation of 0.62, paragraph "10" came in last, describing "the development of the value of positive money management among students" with an arithmetic mean of 4.62, a high degree of applicability, and a standard deviation of 0.59.

The answer to the fourth sub-question states: "What is the role of the primary grade teacher in building the students' national value system from the point of view of educational supervisors?"

The national value system's arithmetic averages and standard deviations were taken out, as shown in Table 10:

Table 10: Arithmetic averages and standard deviations of the national value system are arranged in descending order according to the arithmetic averages and the degree of importance

n.	rank	dimension			degree
1	2	Encouraging students to preserve the nation's property and gains.	4.86	.37	high
2	3	Urging students to respect and abide by regulations and laws.	4.85	.37	high
3	5	Enhance the value of loyalty to the country's leaders and work with their directives.	4.83	.43	high
4	4	Instilling the value of pride in the national identity among students.	4.84	.41	high
5	7	Introducing students to religious and tourist attractions in the homeland and their role in preserving them.	4.75	.50	high
6	8	Introducing students to the country's institutions and its civilized systems.	4.67	.59	high
7	6	Develop a sense of responsibility towards the homeland among students.	4.81	.47	high
8	1	Encouraging students to maintain public facilities.	4.87	.38	high
		total mean	4.81	.35	high

The arithmetic averages ranged from 4.75 to 4.87, with the total arithmetic mean of the dimension of the national value system being "4.81" and the standard deviation being "0.35" (Table 10). The eighth paragraph, "Encouraging students to preserve public facilities," came first regarding the research items. The arithmetic mean was 4.87 with a high degree of applicability and a standard deviation of 0.38 of the national value system being "4.81" and the standard deviation being "0.35" (Table 10). The eighth paragraph, "Encouraging students to preserve public facilities," came first regarding the research items. The arithmetic mean was 4.87 with a high degree of applicability and a standard deviation of 0.38. At the same time, paragraph "1" came in second place, which states, "Encouraging students to preserve the nation's property and its gains," with an arithmetic mean of "4.86" with a high degree of applicability and a standard deviation of "0.37," and paragraph "5" came in the penultimate rank, which states, "With an arithmetic mean of 4.75, a high degree, and a standard deviation of 0.50, the sixth paragraph, "Introducing students to the nation's institutions and civilized

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systems" placed last." with a mean of 4.67, good applicability, and a standard deviation of 0.59.

The answer to the second main question states: "Are there statistically significant differences at the level of &=0.05 for the role of the teacher of the primary grades in building the students' value system from the point of view of educational supervisors due to the variables" gender, years of experience, and educational qualification?

First: the gender variable

A t-test was conducted for independent samples to find statistically significant differences for the sex variable.

Table 11: T-test for the sex variable

morale degree	T-value	freedom degrees	SD	mean	Categories	Field
0.101	1.641	459	4.58	.42	Male	**Social Values**
			4.65	.31	Female	
0.128	1.526	459	4.70	.40	Male	**Inborn Values**
			4.76	.29	Female	
0.111	1.598	459	4.71	.43	Male	**Personal Values**
			4.77	.33	Female	
0.595	0.532	459	4.80	.37	Male	**National Values**
			4.82	.32	Female	

The above Table shows no statistically significant differences in all research dimensions, where the significance level's value was higher than (0.05) according to the gender variable.

Second: years of experience variable

Table 12: One-way analysis of variance test to find statistically significant differences related to the demographic variable "years of experience

morale level	F-value	mean squares	freedom degrees	sum of squares	Contrast source	Field
.157	1.857	.287	2	.574	between groups	**Social Values**
		.155	457	70.630	within groups	
			459	71.204	Total	
.084	2.496	.354	2	.707	between groups	**Inborn Values**
		.142	457	64.723	within groups	
			459	65.430	Total	
.057	2.890	.477	2	.954	between groups	**Personal Values**
		.165	457	75.430	within groups	
			459	76.384	Total	
.050	3.015	**.382**	2	**.763**	between groups	**National Values**
		.127	457	57.843	within groups	
			459	58.607	Total	

The above table shows no statistically significant differences in the first three domains, which obtained a statistical significance higher than "0.05" in the years of experience variable. It appears from the above table that there are statistically significant differences in the fourth domain (national values), which obtained a statistical significance of "0.05" in the variable years of experience.

Table 13: Schaffa post-test to show the statistically significant differences between the arithmetic averages of the answers of the research sample

More than 10 years	10-5years	Less than 5 years 5-10		Category	Field
4.77	4.68	4.85	Mean		
0.241	0.036		4.85	Less than 5 years 5-10 years	**National Values**
0.387			4.68	5-10 years	
			4.77	More than 10 years	

Table 13 shows that there are statistically significant differences at the level of significance (α = 0.05) between the category "less than 5 years" and the category "from 5 to 10 years" in the dimension of "national values." In favor of the "less than 5 years" category, where I got an average of 4.85, which is higher than the average for the "5-10 years" category, which amounted to 4.68.

Third: The educational qualification variable

A t-test was conducted for independent samples to find statistically significant differences in the educational qualification variable.

Table 14: T-test for the educational qualification variable

morale degree	T-value	freedom degrees	SD	mean	Categories	Field
0.022	2.293	459	.38385	4.6238	Bachelor's degree	**Social Values**
			.42616	4.5163	Postgraduate	
0.030	2.183	459	.36681	4.7412	Bachelor's degree	**Inborn Values**
			.41403	4.6430	Postgraduate	
0.031	2.168	459	.39729	4.7519	Bachelor's degree	
			.44370	4.6465	Postgraduate	
0.089	1.705	459	.33739	4.8285	Bachelor's degree	**Personal Values**
			.43085	4.7558	Postgraduate	

The accompanying table suggests that there are statistically significant variations between the "bachelor's" and "graduate studies" categories on the first dimension, "social values." By examining the values of the arithmetic averages, we discover that the differences favor the "bachelor" category, which received an arithmetic average of 4.62. It is higher than the arithmetic average for the category "graduate studies," which was 4.51. It appears from the above table that there are statistically significant differences between the "bachelor's" and "graduate studies" categories on the second dimension, "moral values." By examining the values of the arithmetic averages, we discover that the differences favor the "bachelor" category, which received an arithmetic average of 4.74. It is higher than the arithmetic mean for the category "graduate studies," which was 4.64. There appear to be statistically significant differences between the "bachelor's" category and the "graduate studies" group on the third dimension, "personal values." According to the results of the arithmetic averages, the disparities favor the "bachelor" group, which received an arithmetic average of 4.75. It is higher than the arithmetic mean for the category "graduate studies," which was 4.64.

5. Conclusion

This research aimed to examine the role of the elementary school teacher in building the value system of students from the perspective of pedagogical supervisors, and descriptive analytic methods were used. The paper has reached significant results, and the general conclusion is as follows:

- The total arithmetic mean for the primary school teacher's dimension in constructing students' value systems from the perspective of educational supervisors, with its dimensions (social values, ethical values, personal values, and national values), was 4.71, with a high degree of significance.
- According to years of experience, there are no statistically significant differences in the first three domains (social, ethical, and personal values). Still, there are statistically significant differences in the number of years of experience in the fourth domain (national values), which favors the "less than 5 years" category.
- Based on the variable "less than five years of experience," there are statistically important differences in all parts of the research.
- In all parts of the investigation, there are statistically significant differences in favor of the

"bachelor" group when it comes to the educational qualification variable.

6. Recommendations

Based on the main results, the study suggests some recommendations as follows:

1. It's important for a first-grade teacher to be dedicated to helping kids learn good social values through extracurricular activities like volunteering.
2. The primary school teacher's zeal is important for spreading ethical values by including them in the curriculum.
3. It's important for a first-grade teacher to want to teach students' values by involving them in class activities.
4. The primary school teacher's zeal is important in promoting national ideals through extracurricular activities, such as volunteer labor.
5. The importance of doing similar studies on different samples, like the current one, to come up with more ideas for the future

7. Acknowledgments

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