The Role Of The Teacher In Reinforcing Social Values In Youth During The Period Of Online Distance Teaching

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Abstract

The study aims to identify the role of the teacher in reinforcing values in youth during the period of online distance teaching, from the perspective of the teachers themselves. To achieve objectives of the study, the researcher designed a questionnaire for students and divided it into four domains. The questionnaire, after being verified for validity and reliability, was distributed to the sample of the study that comprised (121) male and female teachers who were selected via simple random sample. The method adopted was the descriptive analytical approach. Results of the study revealed that the role of the teacher in the reinforcement ranked high in all domains, while in social overlap ranked medium. The results also revealed that there were differences with statistical significance which might be attributed to gender variable in favor of females. The findings also showed that there were no differences with statistical significance that might be attributed to the variables of job title and academic qualification. The study recommends that teachers' abilities and potentials in the domain of pedagogy should be developed in light of online distance learning. Teachers' technological skills should also be developed to cope with distance teaching as well.

Keywords: Distance teaching; Questionnaire; Reinforcement; Variables; Youth.

1. Introduction

Humanity has never gone through a significant technological change the way it has recently. Such a drastic change impacted not only our life, but also our thinking. It created challenges to humans by the accelerating changes and by lots of information that he has to cope with and utilize, though they endanger value system of communities. Values are one of the most important foundations on which the community is built. They are very important because of the active role they play in steering society directives and individual's behavior for which that society is distinguished and by which it is able to encounter challenges and changes via a framework of values that constitutes its identity and culture (Al-Saleem, 2015). Values are one of the most essential topics in the field of education.

The value system is also one of the important issues that modern education faces in all domains and at all levels. It is not just an issue that might be dealt with in accordance with individual's personal and ideological convictions, but it is that which controls the individual's social, religious, intellectual, and cultural inclinations. In fact, the system regulates individual's relation with the society in all fields of life (Al-Jallad, 2005).

School is the educational organization that is responsible for reinforcing the value system in the younger generations who will graduate equipped with an amount of wisdom and moral responsibility. The school also develops personal integrity of the student by providing him with various emotional and behavioral skills which assist in developing his values and knowledge. Thus, he can adapt himself to his environment by

the active learning achieved in a propitious social environment which creates out of him a good individual to his society (Abu Mukh, 2010).

The social administration of the youth at Negev region in the Green Line caters for value education by concentrating on the youth by preparing them for an educational and social type of life that qualifies them to be good citizens. This will be achieved through building education on values stemming from their culture. Henceforth, education in this case will be based on individual's natural inclinations and his readiness to merge that with objectives of the society through theoretical and practical methods, besides voluntary integrative programs whose aims are to graduate an independent and enlightened student who bears a sense of belonging and responsibility towards his society. Such outcomes were the findings of several researches and studies which indicated that working for the environment and for others helps develop self-esteem motivation, and reinforces individual's value system relevant to his existence, belonging, and commitment towards himself, his environment, and others. As long as these values are active and positive, the individual will be positive and effective. (Program of Self-development and Public Social Overlapping, 2015).

Nowadays, education passes through a real crisis typified by total closure of schools affected by more than hundred fifty countries worldwide. Consequently, more than 1.6 billion children and youth were denied learning (this comprises 80% of students joining school at the world level. (UNESCO COVID- 19 Educational Disruption and Response). Such a situation obligated all educational systems worldwide to concentrate on ways to secure continuity of the learning process by benefiting from sources of distance learning and teaching and by investing technology through preparing infrastructure to communicate and provide educational services to students (Almajali et al., 2021; Almajali & Hammouri, 2021; Hammouri & Abu-Shanab, 2018).

Although distance learning is distinguished for certain merits which secure several services such as: abrogation of place and time and reduction of costs, yet absence of the human factor from the process of distance teaching constitutes the foremost challenge that educational systems encounter. In distance learning, direct active dialogue besides conversation and follow up of students need urgent necessary measures to be taken in order to secure stability in students value system that directs their behavior and decisions including the adaptability to positively interact with their society (Al-Bustami, 2003). It is noted that social distancing affected the social fabric of school community as a result of the switch to distance learning. Consequently, new methods of contacts with students need to be initiated so as to provide psychological and social support for both students and parents. Such a thing necessitates that teachers should possess psychological and social values that enable them to deal with the students academically and socially in order to develop social values in them.

The field of values with its connotations and correlation to environment and society needs will secure students social and psychological health through distance learning (Distance teaching during emergency period, 2020). Due to the changes the teaching process is going through, the role of the teacher has become more significant. He has to make students understand and adapt themselves to the present situation and to make them share the responsibility to bridge the social gap by reinforcing social values in them by which they could face the current crisis.

In light of the switch from face-to-face teaching to the distance type, a social and behavioral gap, in addition to unexpected values appeared in both students and their parents as a result of detachment between theory and practice. Through the researchers experience in extracurricular activities and the role they play in consolidating values, he could feel the burden incurred on the teacher in general, and on his counterpart of the secondary level in particular, with regard to social values reinforcement. The current study aims to unveil the role of the teacher in reinforcing such values in youth and to what extent teachers themselves are aware of such a role through getting answers to the following questions the study poses.

1- what is the teacher's role in reinforcing social values in youth through distance learning, from the perspective of the teachers themselves?

2- Are there differences with statistical significance at the function level (a = 0.05) with regard to social values consolidation that might be attributed to variables of (gender, academic qualification, and job title)?

The significance of the study stems from its focus on the teacher who is one of the major sources of establishing and disseminating social values among his students through teaching with its two aspects: First, the theoretical part: This study will add up new information which both readers and researchers might make use of in consolidating values in the minds of youth as that enhances social unity and cooperation. Second, the empirical part of the study will assist people in charge of education in decision- making.

2. Theoretical Framework

Values play a crucial role in the success of any educational program because education is one of the pillars on which values rest and develop whether formally through educational institutions or informally through families. Therefore, whenever the family and various social institutions fail in teaching values to their individuals, then such individuals acquire values different from those of their community, thus becoming susceptible to dangers of delinquency that turn into a burden for the society.

2.1 Concept of value

Saleh (2000) defines it as a set of rules and principles that direct individual's behavior. It is the benchmark by which ideas, people, things, and behaviors are measured. Zamil (2015,23) defines it as a "set of social norms, ideas and behavioral practices which the individual forms for himself through interaction with the social milieu with the experiences and stances it involves which dictate his behavior, life style and interaction with others.

Despite the discrepancy of viewpoints regarding the concept of values, yet all confirm its significance in forming human behavior and in building up the individual's personality that

protects him from deviation and keeps the society strong and united (Al-Hammash, 2020).

2.2 Factors effecting shaping of individual values

First, family is the foremost cycle in the social system. It is also the basic social institution that plays a significant role in shaping individual's values from childhood to adolescence and maturity. The family inculcates its values which cover all types of lifestyle and thinking (Al-Shehri, 2008). Second, Society and local milieu, the milieu in which the individual lives affect his values which are a reflection of education of his society. The more preservative the society is, the more sublime the values of the individual will be (Al-Olayyani, 2008). Third, Media, in light of the increasing educational, scientific, and technological changes, has become very influential in the social bringing up process it provides various attractive experiences for both young and adults. Though media sometimes provides unwanted values, yet the acceptable patterns of values and norms it contributes help society members to absorb them, thus shaping personalities with certain traits (Shams Eddin, 2006). Fourth, Religious institutions also significantly reinforce value concepts in individuals through several means such as: carrot and stick, encouraging goodness, presenting patterns of ideal behaviors, and scientific guidance. Al-Olayyani (2008) pointed out that religion plays a very effective role in values of individuals, irrespective of their societies or religions. Fifth, Education also contributes to individual's buildup of value system. Values are an inseparable part of society educational heritage. To stay united, the society has to rely on regulations and fixed principles based on sets of values that reflect society's nature and traits (Hasan, 2005). Sixth, Educational institutions also affect individuals' values by the academic experience the learned go through by means of orientation activities prepared by their educational institution which inculcate in them certain values and refine others. In societies with clear identities, such institutions will be supportive to the family in building up and in developing individuals' value system. Academic life is a basic source for value upbringing because

interaction throughout different stages of schooling makes value the touchstone of reference for individual's decisions (Al-Shehri, 2008).

2.3 Special methods and technologies used by the teacher to develop students' values

The teacher needs to be careful to make the student opt for his values by guiding him to the original type, using the ideal methods to inculcate and develop such values. Among which, according to Zamil (2015), are the following:

1- Being ideal: to influence students, the teacher himself has to be committed to noble educational values.

2- Method of practical situations, to be effective, the value that should be reflected in the repeated practice by its owner till it becomes a part of the fabric of his daily behavior.

3- Practicing cooperative learning, Robyn (2000) pointed out that a special study on cooperative learning noted a remarkable development of behavior in the groups that practiced cooperative behavior.

2.4 Fields of value self-assurance value

Abu Al-Qeian (2018) outlines such fields in the following:

1- Education classes: the supervisory teacher oversees achievements and social affairs of class. He activates education classes so as to: refine student's social and behavioral identity, follow up their achievements in all subjects, follow up teachers' performance of his students in class, and finally prepare a database on personal, social, and economic information for every student. He is considered by students to be the ideal educator, class leader, and mature brother.

2- Social education classes: The center of social education supervises team of extracurricular education in school which consists of: student council facilities, social overlap center, trips center, center of education activities, and teaching staff. This supervisory teacher is trained by the ministry of education for two years under the supervision of youth and society department in the ministry. He is given salary increment (6%)

in ratio to the number of classes and is released from certain teaching hours to dedicate them for supervision.

3- Groups of youth: the youth's supervisor guides groups of them within the framework of extracurricular activities after school. Such groups are: youth leadership, organizations, clubs, and evening extracurricular activities. He is almost the age of youth who encourages them to work for the society. He either gets a simple salary or volunteers hoping to be rewarded with a scholarship from the university.

4- Social overlap program: the center of social overlap shoulders the responsibility of volunteering value assertedness, solidarity, social overlapping, as part of the teaching and educating system. It helps students to build up their social identity through teamwork and voluntary activities. Such things will consolidate their sense of self-esteem, belonging, and commitment to the domestic society, in addition to society in general.

The researcher elicits that researcher's system of sequential thinking began with knowledge, skills, and finally social values. It starts with teaching, with the technology it includes, then moves to class and school as a social meeting center that is in need for an educator to help the student build up a social and psychological immunity which eventually leads to a type of learning that incorporates values of giving, belonging, and feeling of responsibility within an interactive framework with the milieu.

2.5 Previous studies

In this section, the researcher reviews the relevant literature in a descending order as follows:

The study of Abdul Jawwad (2021) aimed to identify efficacy of online distance teaching in reinforcing digital citizenship's values in university students. To achieve objectives of the study, a scale was designed to measure those values and was distributed to a sample randomly selected from the fourth group of community college at Fayyoum University. The sample comprised (78) students. The study concluded that activities which support digital citizenship values in university students should be included

in online distance teaching programs. It also found out that it was necessary to exert more efforts and various sources to achieve digital security for university students, and to include, as well, syllabi that support digital responsibility.

The study of Al-Khresha & Al-Hajiree (2020) aimed to identify the role teachers of social studies play in developing values of citizenship in students of the secondary level at Al-Ahmadi governorate in the state of Kuwait from the perspective of the students. Sample of the study comprised (546) male and female students who were selected by the stratified-random sampling. The tool adopted for the study was a questionnaire that included (38) items. The results revealed that the degree of agreement on the role of teachers from the students' perspective was high. The results also revealed that there were differences with statistical significance which might be attributed to gender in favor of females, while there was no differences that might be attributed to sterilization.

The study of Bani Yunus (2016) aimed to identify the role that secondary schools in Jordan play in shaping the values of students and teachers from the perspective of both. The researcher adopted the quantitative descriptive approach. The sample comprised (250) male and female teachers and (334) first secondary class students. The results revealed that the role of the school in shaping values in the governorate of Kura was medium.

The study of Al-Muntheri (2014) aimed to identify the role teachers of Arabic play in inculcating values in the students. The sample comprised (753) male and female students who were randomly selected. A questionnaire was used as an instrument of the study. The results showed that the level of teachers' practice was high. They also showed that there were differences with statistical significance at the function level (a=0.05) for gender variable in favor of females.

The study of smit (2009) aimed to unravel the role of British school in developing values of forgiveness and tolerance and abnegation of abusive thought by students of London. Sample of the study comprised (15) teachers and (330) students from schools of eastern London. Data were collected via a questionnaire and interviews. The results showed that the role of the school was exemplified by concentrating on forgiveness value through prevention of bullying, arrogance and fighting passive customs that can be gained by extracurricular activities and by training students on strategies of dialogue. The results also revealed that applying school bylaws and directives are among the best methods to reinforce students' values of forgiveness.

The studies were presented in a descending chronological order. Most of the results of the current study agree with those of Al-Hajiree & Khresha 2020; and indirectly with those of Abdual Jawwad, 2021; and Bani Yunus 2016. They also agree with most of them with regard to the method adopted, the descriptive analytical, together with the tool, the questionnaire, the most propitious for objectives of the study. But this study differs from others with its objective that aims at identifying the extent of awareness sample members have. That was identified by their answers to the questionnaire which was developed by the researcher in light of his experience in supervising extracellular activities in the ministry of education at Negev region.

3. Research Method

To achieve objectives of the study, the analytical descriptive approach was adopted as it suits its nature and objectives. The relevant data were collected by tool of the study and the questionnaire, which will be analyzed in order to come up to results that help in interpreting and answering questions of the study.

3.1 Study population and sample

Population of the study comprises all teachers of comprehensive schools (Secondary and intermediate) in the eastern Negev region which amounted to (1235) during the school year 2020/2021. The researcher selected (121) male and female teachers. The questionnaire was distributed to sample members electronically and were also received the same way. The data received were analyzed. This sum of recipients represents (10%) of the study population. The sample was tested via the simple random sample as presented in the following table:

Table (1) Distribution of study sample members

Study variables	Groups	Frequency	Percentages
General	Male	58	40.9%
	Female	63	52.1%
	Total	121	100%
Academic Qualification	B. A	33	27.3%
	Graduate Studies	88	27.7%
	Total	212	100%
Job Title	Class teacher and educator	54	44.6%
	Subject teacher	31	25.6%
	A social education center	28	%23.1
	Social overlap center	8	6.6%
	Total	121	100%

4. Data Analysis and Results

In designing tool of the study, the researcher reviewed the relevant theoretical literature, like that of (Shehri, 2019), in order to determine tool fields which comprised (35) items divided into four domains, in addition to the pedagogical variable.

4.1 Validity

To verify the validity of the study, the tool was applied to an exploratory sample that comprised (30) male and female teachers, extraneous to the targeted sample, in order to verify validity of internal consistency and items contribution. Pearson correlation coefficient was used to measure the total grade of domain items.

Table (2) Correlation coefficients of study tool items with the total grade of their domain

Domain	Education		Social		Value		Social overlap Domain	
Item	Correlation coefficient	Function level	Correlation coefficient	function level	Correlation coefficient	Function level	Correlation coefficient	Function level
1-	**0.666	0.000	**0.809	0.000	**0.750	0.000	**0.702	0.000
2-	**0.839	0.000	**0.805	0.000	**0.640	0.000	**0.753	0.000
3-	**0.781	0.000	**0.828	0.000	**0.700	0.000	**0.631	0.000
4-	**0.798	0.000	**0.812	0.000	**0.597	0.000	**0.721	0.000
5-	**0.763	0.000	**0.881	0.000	**0.749	0.000	**0.731	0.000
6-	**0.823	0.000	**0.839	0.000	**0.724	0.000	**0.543	0.000
7-	**0.770	0.000	**0.609	0.000	**0.770	0.000	**0.609	0.000
8-	**0.739	0.000	**0.605	0.000				
9-	**0.751	0.000	**0.628	0.000				
10-			**0.662	0.000				
11-			**0.551	0.000				
12-			**0.659	0.000				

** Statistically significant at the level (a=0.01).

* Statistically significant at the level (a=0.05).

Table (2) presents the range of correlation coefficient of item values in the domains as follows: educational (0.666-0.839), social (0.551-0.881), value (0597-0770), social overlap (0.543-

0753). All these values were statistically significant which indicates validity of internal consistency of items. Table (3) shows values of

Pearson correlation coefficients between study domains and tool total grade as presented in the table

Table (3): Correlation coefficients and total grade

Domains	Total grade
Educational	**0.824
Social	**0.802
Value	**0.760
Social overlap	**0.780

** Statistically significant at the level (a=0.01).

* Statistically significant at the level (a=0.05).

Table (3) shows that correlation coefficients were high and statistically functional at (a=0.05) between domains and the overall grade of the scale. The range was (0.760-0.824) which assures that there is a high degree of validity of internal

consistency between domains and the total grade of the measurement.

4.2 Reliability

To very tool reliability, Cronbach Alpha for internal consistency was adopted. It was applied to a sample of (30) male and female teachers extraneous to the targeted study sample as shown in table (4).

Table (4) Cronbach's Alpha for internal consistency reliability

#	Domain	Cronbach Alpha	Number of items
1-	Educational	0.776	9
2-	Social	0.768	12
3-	Value	0.770	7
4-	Social overlap	0.799	7
	Total	0.821	35

Results of table (4) show that values of Cronbach Alpha for study tool ranged between (0.768-0.799) for the domains with a total validity value for the tool as a whole (0.821). such values suit purposes of the current study.

5. Study Results

The study posed the following questions through the answers of which it could achieve its objectives.

1- What is the role of the teacher in reinforcing social values in youth through online distance

teaching from the perspective of teachers themselves?

In answering the first question, arithmetic means and standard deviations for the role of the teacher in the reinforcement of the values were calculated pertaining each domain as presented in table (5). Table (5) Arithmetic means and standard deviations for teacher's role in reinforcement of social values in youth during online distance teaching from the perspective of the teachers themselves were calculated.

Table 5: Measures, Mean and SD

#	Domain	Arithmetic mean	Standard deviation	Rank	Level
1-	Educational	4.03	0.43	2	High
2-	Social	3.91	0.56	3	High

3-	Value	4.05	0.54	1	High
4-	Social overlap	3.20	0.82	4	Medium
	Total grade	**3.83**	**0.48**		**High**

According to the results in table (5), one can notice that the arithmetic mean of the social value reinforcement rated high (3.83) with a standard deviation (0.48). The value domain rated first with an arithmetic mean (4.05) and a standard deviation (0.54) with a high rank; the second was the educational domain with an arithmetic mean (4.03) and a standard deviation (0.43) with a high rank; third was the social domain with an arithmetic mean (3.91) and a standard deviation (0.56) with a high rank; finally, the social overlap domain with an arithmetic mean (3.20) and a standard deviation (0.82) with a medium rank.

The researcher attributes such a result to the awareness of sample members to the significance of their role in bridging the gap that resulted from online distance teaching producing negative behaviors, trends and values never known to many students in a traditional Bedouin society. The school in this society is considered essential for education and building up the society in which the teacher is the ideal for his students who can consolidate social and voluntary education, societal solidarity, acquisition of social skills, values, and good merits.

In addition, there is a dire need to have positive behaviors which help unify the society through practices of awareness manifested in helping the elderly and encouraging vaccination. This will be an extra burden laid on the shoulders of teachers who should utilize them in directing students' potentials to serve their society. This result agrees with that of Al-Muntheree (2014) which also showed that teachers' practices in consolidating values in students was high as well.

Table (6) Means and SD for all constructs

#	Item	Arithmetic mean	Standard deviation	Serial number	Level
Q3	Uses a clear correct language in presenting any educational situation.	4.53	0.61	1	High
Q8	Students need school to develop their skills and potentials.	4.47	0.66	2	High
Q1	Gives as much knowledge as he can in classroom.	4.46	0.70	3	High
Q2	Invests time to concentrate on ideas and knowledge that concerns students.	4.37	0.72	4	High
Q4	Uses several strategies in teaching to attract and arouse students' motivation.	4.26	0.69	5	High
Q9	Has played a positive role in online distance teaching.	4.07	0.90	6	High
Q7	Considers individual differences and types of learning.	4.01	0.94	7	High
Q6	Student's role is limited to distance learning through memorization and instruction.	3.10	1.04	8	Medium
Q5	Distance teaching is accepted by students in general.	3.01	1.00	9	Medium
Total grade for education domain		**4.03**	**0.43**	**High**	
Q10	I understand the role educational institution plays in the society at present.	4.45	0.65	1	High
Q11	I understand my role as an inspector and facilitator for students at present.	4.40	0.69	2	High

Q12	Create a positive learning environment through a conscious dialogue with students.	4.23	0.67	3	High
Q20	I am aware of significance of interactive classes in active communication and development.	4.02	0.76	4	High
Q15	Encourage students to submit suggestions for initiatives that support their role in the society.	3.98	0.83	5	High
Q13	I can influence students via distance teaching methods	3.86	0.94	6	High
Q21	My students participated in school activities organized by social education team.	3.85	0.97	7	High
Q17	I discuss with my students impacts of the pandemic on the society.	3.83	0.69	8	High
Q16	Communicate and interact with students proving help via various means of communication.	3.78	1.00	9	High
Q14	Took initiatives and activities through the period of distance learning.	3.69	0.96	10	High
Q19	I start and finish class with a social activity.	3.44	1.02	11	Medium
Q18	My students share with me education classes online.	3.36	1.09	12	Medium
Total grade for the social domain.		**3.91**	**0.56**	**High**	
Q24	I believe in protecting values to maintain societal unity.	4.44	0.67	1	High
Q23	I reinforce students' feelings of responsibility towards the society.	4.36	0.66	2	High
Q22	I cater to develop positive values and trends in students.	4.27	0.71	3	High
Q25	I carryout voluntary activities that consolidate values of giving and cooperation in students.	3.99	0.92	4	High
Q27	I balance teaching time between knowledge, skill, and values.	3.93	0.83	5	High
Q26	I make use of social media to enlighten students and consolidate values in them.	3.89	0.86	6	High
Q28	Distance teaching contributes to solving problems of bullying and overcrowding.	3.45	1.01	7	Medium
Total grade for value domain		**4.05**	**0.54**	**High**	
Q34	I encourage my students to help the elderly to get their needs.	3.91	0.95	1	High
Q33	I provide class activities to encourage students for volunteering.	3.55	1.00	2	Medium
Q29	My students encourage their parents and friends to take the vaccine.	3.26	1.17	3	Medium
Q35	My students do voluntary awareness acts on the corona issue.	3.09	1.13	4	Medium
Q32	My students help younger students in distance learning.	2.88	1.06	5	Medium
Q31	My students help in distributing food packages to the affected by corona.	2.87	1.18	6	Medium

Q30	My students help in distributing stationery to students in less fortunate regions.	2.82	1.20	7	Medium
Total grade for social overlap		**3.20**	**0.82**	**Medium**	

Table (6) shows that the educational domain ranked high with arithmetic mean (4.03) and a standard deviation (0.43). Item (3) which states: "uses clear correct language…." rated first with an arithmetic mean (4.53) and a high rank. The item that rated last was (5) which states: "Distance teaching …" with an arithmetic mean (3.01) and a medium rank. Such a result might be viewed in light of distance learning which has become a priority to keep the process of teaching on in the presence of the pandemic to compensate for school closure. This is the reason behind the switch to online distance learning.

The table also shows that the social domain ranked high with an arithmetic mean (3.91) and a standard deviation (0.56). Item (10) in the domain that states "I understand the role educational …" rated first with a high rank and an arithmetic mean (4.54).

Item (18) which states: "My students share …" rated last with an arithmetic mean (3.36) and a medium rank. Such a result might be viewed from the perspective that as teachers themselves constitute a part of interrelated framework of complex social relations in a united Bedouin society, that forced them to be greatly aware of their responsibility towards that society.

The table also shows that the value domain ranked high with an arithmetic mean (4.05) and a standard deviation (0.54). Item (24) which states: "I believe in protecting…" rated first with an arithmetic mean (4.44) and a high rank. Item (28) which states" Distance teaching contributes…" rated medium with an arithmetic mean (3.45).

Such a result might be attributed to the awareness of sample members for the value system that holds the society together through cooperative learning and volunteering. This explains why this system occupies a great part in the online distance teaching process the teachers perform.

The table also shows that the social overlap ranked medium with an arithmetic mean (3.20) and a standard deviation (0.82). Item (34) which states: "I encourage my students …" rated first with an arithmetic mean (3.91) and a high rank. Item (30) which states: "My students help in …" rated last with an arithmetic mean (2.82) and a medium rank. Such a result might be attributed to the challenges that face any voluntary, social, or health activity that should be taken into consideration. In addition, students scare such activities to avoid contracting the epidemic. This result might also be attributed to weakness in using technology by some teachers and that limits the role they play in this respect; despite the other practices they perform in other fields of distance learning.

Results related to the second question:

Are there differences with statistical significance at the function level (a=0.05) regarding the role of teacher in reinforcing social values in light of online distance learning attributed to variables of (gender, academic qualification, and job title)?

In answering the question, arithmetic means and standard deviations of students' responses regarding the issue are presented in table (7).

Table (7) arithmetic means and standard deviations of students' responses regarding domains of study variables

Variable	Levels		Educational	Social	Value	Social overlap	Total
Gender	Male N=58	Arithmetic mean	3.96	3.73	3.97	3.06	3.70
		Standard deviation	0.47	0.58	0.49	0.87	0.49

	Female N=63	Arithmetic mean	4.10	4.07	4.12	3.32	3.94
		Standard deviation	0.38	0.51	0.57	0.76	0.45
	Total N=121	Arithmetic mean	4.03	3.91	4.05	3.20	3.83
		Standard deviation	0.43	0.56	0.54	0.82	0.48
Academic qualification	B.A N=33	Arithmetic mean	3.99	3.88	3.92	3.17	3.77
		Standard deviation	0.39	0.64	0.54	1.04	0.55
	Graduates N=88	Arithmetic mean	4.05	3.92	4.10	3.20	3.84
		Standard deviation	0.44	0.54	0.53	0.73	0.46
	Total N=121	Arithmetic mean	4.03	3.91	4.05	3.20	3.83
		Standard deviation	0.43	0.56	0.54	0.82	0.48
Job title	Class educator N=54	Arithmetic mean	2.42	3.13	3.50	3.51	3.21
		Standard deviation	1.07	1.00	1.03	1.20	0.99
	Subject teacher N=31	Arithmetic mean	4.13	3.91	4.06	3.16	3.85
		Standard deviation	0.44	0.63	0.58	0.91	0.53
	Social education center N=28	Arithmetic mean	3.92	3.85	3.97	3.16	3.75
		Standard deviation	0.42	0.57	0.52	0.84	0.49
	Social overlap center N=8	Arithmetic mean	3.96	3.94	4.11	3.20	3.83
		Standard deviation	0.42	0.48	0.49	0.68	0.42
	Total N=121	Arithmetic mean	4.01	4.01	4.07	3.55	3.93
		Standard deviation	0.26	0.42	0.49	0.57	0.37

Table (7) shows that there are virtual differences between arithmetic means. To reveal statistical differences between the means (MANOVA) was used to analyze answers of study samples on all domains and the total grade of the scale in accordance with study variables. Table (8) illustrates the results.

Table (8) (MANOVA) results of students' responses regarding teacher's role in consolidating social values in distance learning attributed to study variables

Variance source/ Variable	Levels	Square Total	Freedom degree	Square Mean	F value	Function level

Gender Hoteling -0114 Sig. 0.016	Educational domain	.611	1	.611	3.492	.064
	Social domain	3.375	1	3.375	11.178	*.001
	Value domain	.710	1	.710	2.457	.120
	Social overlap domain	1.966	1	1.966	2.918	.090
	Total	1.638	1	1.638	7.285	*.008
Academic qualification Hoteling 0.030 Sig. 0.503	Educational domain	1.079	3	.360	2.054	.110
	Social domain	.111	3	.037	.123	.946
	Value domain	.083	3	.028	.096	.962
	Social overlap domain	1.136	3	.379	.562	.641
	Total	.201	3	.067	.298	.827
Job title Lambda 0.885 Sig. 308	Educational domain	1.079	3	.360	2.054	.110
	Social domain	.111	3	.037	.123	.946
	Value domain	.083	3	.028	.096	.962
	Social overlap domain	1.136	3	.379	.562	.641
	Total	.201	3	.067	.298	.827
Error	Educational domain	20.137	115	.175		
	Social domain	34.719	115	.302		
	Value domain	33.225	115	.289		
	Social overlap domain	77.504	115	.674		
	Total	25.857	115	.225		
Adjusted total	Educational domain	21.907	120			
	Social domain	38.303	120			
	Value domain	34.798	120			
	Social overlap domain	80.618	120			
	Total	27.840	120			

* Functional at the level (a=0.05)

Table (8) discloses the following:

١- Gender variable: There were no differences with statistical differences at the functional level (a=0.05) between individuals' values in the four domains, educational …. attributed to this variable. The statistical value of (F) test for the domains was (3.492), (2.457), (2.918), at the functional level (0.064), (0.120), (0.090) respectively. All these values don't count statistically functional at (a=0.05) level.

The table shows that there are differences with statistical significance at the function level (a=0.05) for the social domain attributed to gender variable; (F) value was (11.178) at the function level (0.001) which is considered statistically significant. The differences were in favor of females in the domain with an arithmetic mean higher than that of males. The table also reveals that there were difference with statistical significance at the function level (a=0.05) for the total grade attributed to gender variable. Total (F)

value on the scale was (7.285) with a function level (0.008) which is considered statistically significant. The differences were in favor of females with an arithmetic mean higher than that of males. The researcher ascribes such a result to the growing role of women in a traditional Bedouin society due to campaigns, guidance programs, and active institutions that attempt to empower women and to activate their role in maintaining societal safety and immunity. The researcher, in addition, attributes this result to the nature of woman which makes her more sympathetic and more responsible to students and to her job during the spread of corona virus.

Such a result agrees with that of Al-Khresha and Al- Hajiree (2020) which confirmed that there were differences with statistical significance in favor of women regarding value reinforcement.

2- Academic qualification variable

There were no differences statistically significant at the function level (a=0.05) between individual's evaluations for all domains (educational…) which might be attributed to academic qualification.

The statistical values of (F) test in all domains were: (0.500), (0.168), (2.168), and (0.050) with a function level (0.481), (0.682), (0.144), and (0.823) respectively. All these values are not statistically significant at the function level (a=0.05). They also show that there were no differences with statistical significance at the function level (a=0.05) for the total grade of the scale that might be attributed to academic qualification variance.

The (F) value on the total scale was (0.540) with a function level (0.464) which is never statistically significant. Such a result might be attributed to the distribution related to graduate sample which amounted to 72% of holders of higher studies degrees.

It is worth mentioning that the ministry undertakes and funds teachers' qualifying to obtain M.A degrees. In fact, the M.A degree is a requirement for promotion and for upholding job. Thus, it is a motive for teachers to obtain higher certificates while in service.

3- Job title variable

There were no differences with statistical significance at the function level (a=0.05) between individuals' evaluations for all domains (education …) that might be attributed to job title variable. The statistical values of (F) test of the domains were: (2.054), (0.123), (0.096), (0.562) at the function level (0.110), (0.946), (0.962), and (0.641) respectively. All these values are not statistically significant at the function level (a=0.05), on the total grade of the scale, which might be attributed to job title.

The (F) test value on the total scale was (0.298) with a function level (0.827) which is not statistically significant.

The researcher attributes such a result to the consensus that all employees in social education, whether they were teachers, class educators, centers…. etc., share regarding the significance

of inculcating social and religious values in students and the role of the traditional teacher in that. Such a role became greater in online distance teaching.

6. Recommendations

The researcher would like to recommend the following:

1- To develop teachers' abilities and potentials in the social pedagogical domain in light of online distance teaching.

2- To develop teachers' technological skills to cope with distance teaching.

3- To assign part of teacher's job to social activities which combine technology with values so as to encourage them to get involved in these activities

4- To enlighten and qualify parents so as to participate in teaching values to the students who are at home learning via online.

5- To expand programs of social overlapping, volunteering, giving, and responsibility to ascertain values of helping others in times of crises.

6- To conduct further research studies on the issue of the current study to involve identical societies and environments.

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