The Cultural Content in the First Grade of High School English Textbook (Ordinary Level) in Egypt and its impact on Students' Values through their own Teachers' Perspectives

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Abstract: This study aims at identifying the current cultural content in the first grade of high school English textbook (ordinary level) in Egypt & modifies it through extra educational values. This is because these values could protect our students according to the continuous emerging in our daily life. The method of utilized in this research is "critical discourse analysis" in order to trace extracted the footprints of the educational values & the cultural content that conceded in that textbook. In addition to the various findings for the sake of teachers, students & decision makers. At last, this study provides some recommendations that are related to the operational results, which are derived from the study.

Keywords: cultural content, values, English Textbook, Teachers' Perspectives

Introduction

Education is very important for all round development of students from K.G. stage to higher education stage. Education has always been linked with society. It has both a personal & social dimension and like the two sides of the same coin. Today we are living in a world of paradox. As we see science & technology are developed so fast. Additionally, most societies are facing problems up till now like crimes, mental illness,drugs, terrorism, stress, frustration and epidemic diseases such as : covid-19. So, teachers must be aware of the values role. Not only the moral values but also all kind of values. At last but not the least, if we want to improve values among our students, we have to improve values among our teachers.

Research problem

Educational values are not to be taught and learned directly. Therefore, values are affected deeply through the relationships among students and their own teachers inside schools. So, teachers embody the different values like respect, objectivity, tolerance, intellectual curiosity, empathy, fairness and creation...........etc. Students should listen to alternative perspectives and respect them in order to make perfect decision to be good citizens in their own society. Moral education alone can create a community where moral and intellectual values. Any teacher should be an ideal towards their students. Additionally, that study investigates the cultural content in English textbook to analyze the level of achievement for students & its impact through their own teachers.

Research Questions

The main question of this research can be formulated as the following:

What is the cultural content in the first grade of high school English textbook (Ordinary Level) in Egypt & its impact on students' values through their own teachers' perspectives ?

This main question branches out the following sub – questions:

1.What are the concepts of values?

2.What are the types of human values?

3.What are the sources of values?

4.What are the main aims in the first grade of high school English textbook (Ordinary Level) in Egypt?

Research Contributions

Empirical Contribution

The findings of this research can be used as one of source for conducting further studies under the same topic. It also becomes productive input for (Ministry of Education) to reconstruct additional standard for textbook evaluation by adding cultural content &educational values.

Practical Contribution

The findings of this research can provide teachers comprehensive data about cultural content &educational values that included the textbook which was used in teaching &learning process. So, it will develop students' cultural awareness & acquire beneficial values for them.

Research Objectives

This research aimed at identifying the current cultural content in the first grade of high school English textbook (ordinary level) in Egypt & modify it through extra educational values.

Research Limits

This research is included the following limits:

1.place limits : Dakahlia Governorate.

2.time limits : The second term(2020)

3.human limits : Teachers who taught the first grade of high school English text book **New Hello English**

Reacherch Methodology

Due to achieve the research objectives, the researcher adapted the descriptive research method that depended on the collection of information, data,facts and described what was an object & dued to this approach to monitored the reality, the analysis in order to achieve the findings and a set of recommendations.

Research Terminology

1.Values

Operational Definition

The cultural content in the first grade of high school English textbook & its impact on students ' collective conceptions of what are considered good, desirable, and proper or bad, undesirable, and improper in their culture(or behaviours).

2.Cultural Content

refers to the symbolic meaning, artistic dimension & cultural values that originate from or express cultural identifies.

Literature Review

There are different (direct &indirect),(Arabic &English) literature review which dealt with the topics of cultural content & values for textbooks of different subjects in various stages and connected them with many variables. So, the researcher shed light upon them that were related to the topic of this research directly.

1. Forkan.Ali (2020)" **The Origins of Contemporary Moral Education and Political Ideology in Confucian – Marxist Ho Chi Minh's Vietnam** "

This study aimed at identifying the confucian values and moral education in contemporary East Asia & ideological dynamics in contemporary Vietnamese educational system. The researcher also indicated to different findings : the importance of confucian thought today has been demonastrated by the employment and reinvention ideas in relation to current socio-economic and political developments. East Asian countries have been maintaining the confucian philosophical ideology in their collective & personal life & have now institutionalized confucian ideas in their national interest and to encourage social empathy. At last but not at least, in these societies: the teaching of Confucius is exercised through informal institutions like family, as well as formal schooling through the national education curriculum.

2.Auliana et al (2018)" **Cultural Values Analysis in English Textbook "BAHASA INGGRS" **"

This study aimed at investigating the cultural values of English Textbook "Bahasa Inggris" by analyzing texts & visual images material based on seven elements of culture. Also, the researcher used destrictive qualitative analysis. The data of the

researcher were collected from texts and visual images in English Textbook for senior high school to reveal what cultural values are represented in the textbook, the cultural elements are categorized into Social Organization, Custom & Tradition, Language, Religion, Art and Literature, from the Government Economic System.The main finding of this study obtained was the content of Indonesian culture that accommodating Indonesian students. At last, the researcher suggested that teachers of English to be the expert instructors by giving additional social learning from other legitimate reference to the understudies with a specific end goal to have better information of intercultural data. Additionally, they should control the understudies to appreciate and offer regard to other culture keeping in mind the end goal to have social mindfulness among various culture.

3.Musaad.Alharbi (2018)**" Educational Values Practiced by Almujamah University Students in Saudi Arabia "**

This study highlighted the degree of educational values practiced by Almujamah University. It also identified the varieties of students' prescriptives that are connected with the educational values practiced in terms of the gender & the students' levels. Additionally, the major findings that the Saudi nation was a moslem society which led to make good relationships each other and kept social values,customs & traditions which organized the people's life especilly Almujamah University Students. Also, Students had loyalty to the private homeland,different values which were acquired through their families, schools, peers,relatives,media.......etc. At last, the researcher recommended that it should instruct a comparative study around values which had students' Saudi universities, students' elementry, prep.,secondary stages.It also should merge to courses which dealt with contemporary attitudes to constructed curricula.

4.Shimaa.Soboh (2017)**" Activating the Role of the Egyptian Family in the Promotion the Moral Values for University Students on the Light of some the variables Contemporary Community "**

This study discussed the most ethical value which should be in the Egyptian family that promoted by university students on the light of some the contemporary variables. It also identified the most important variables contemporary which affected

the role of the family in the promotion of the moral values of the students' university. Additionally, it highlighted the obstacles that limited the effectiveness of the family role in the promotion of the moral values for students' university. Finally, refer to the findings of the current study to develop a proposal included a series of measures to activate the role of the Egyptian family in the strengthening of ethical values and the students' university, dealing with the following aspects: **a**.Justification, objectives, requirements for the proposed senario.**b**. The mechanisms of proposed perception.

5.Lamiaa.Sharaf (2017**)" Moral Values for Students who Study Foreign Languages in some Governmental Universities and Private Universities in Egypt "**

This study aimed at formulating a proposed vision that contributed the development of moral values for students who studied foreign languages in some governmental &private universities. It also highlighted the obstacles that hinder the development of moral values for students who studied foreign languages.In brief,some results of this study that media in its current form was one of the tools of cultural invasion against the Muslim community. Social changes that had occurred in Egypt recently which affected its role in acquiring ethical problems for youth.

6.Luis.Rodriguez (2015)**"The Cultural Content in EFL Textbooks and Teachers Need to Do about it ? "**

This article analyzed the cultural content in three communicative English as a foreign language textbooks that were used as main instructional resourses in the English classroom. It also examined whether the textbooks included elements of surface or deep culture, and the findings indicated that the textbooks contained only static & congratulatory topics of surface culture & omitted complex and transformative forms of culture. Consequently the second part of the article suggested how teachers can address deep-rooted aspects of culture that might help English as a foreign language learners built more sustaintive intercultural competence in the language classroom. On the other hand, teachers and material makers should take advantages of real-life resourses such as newspapers, literature,Documentries, history and movies to study topics related to race, discrimination, social class struggle and humman right.

7.Shaogang.Yang (2013)**" On the Historical Development of Confucianists' Moral Ideas and Moral Education "**

This study identified that confucian ethics not only belonged to China,but also belonged to the world. It highlighted **Benevolence** and **Loyalty** were the highest principle of confucianism. Confucianism started from advocated the idea that **" deny self and return to propriety ",** and thus it regarded the authenticity and tolerance in the human relationship as the basic ritual requirements and the norms of moral cultivation. Finally, the results of this study refered to all ideas heavily stroke the traditional Confucianism, especially the moral "authority" in the idealist philosophy that unheld " the stages" and "the heavenly principles", through which moral education transformed from the learning of stages to the learning of human relations & daily functions, and restores its historical truth.

8. T.Pushpanathan (2013)**" Value Education for College Students "**

This paper aimed at identifying moral values tend to take precedence over other values and so the teachers should design a course on this and include it in the curriculum. They cannot be instilled merely by moral instructions and so they should be transmitted through practice rather than precepts, through example in action rather than mere instructions. Values provided the necessary standards through which the individual ego can escape from complete preoccupation with itself, from its own essentially isolated and arbitrary moods, feelings, impulses and desires. At last, the researcher referred to value education, directly or indirectly, attempted to help students answer some of the basic questions they asked themselves, through positive approach and attitudinal changes. Values-clarification process will enable them to live by conviction rather than convenience. Knowledge of values, attitudes, needs and their ideas and actual selves, would lead them to an awareness of self and others, thus making their interactions and responses more fruitful.

9.Dibakar.Sarangi (2012)**" Value Education Viewpoints on Major, Issues "**

This study discussed various viewpoints on eight major issues of values education. These were: The concept of value,value erosion & value crisis,need for value education and its objectives........etc. At the end of this paper, the researcher limited the

results with the few following lines: However current value education programme would largely achieve cognitive moral reasoning for value analysis & value judgement & hense reducing value conflict and confusion. Contemporary values centering on employment, equity, environment and sustainability can be largely fostered. At last but not the least, it would succeed to bring about a small start in the direction.

10.Hamid.Chanzanagh et al (2011)**" Citizenship Values in School Subjects : A case Study on Iran's Elementary and Secondary Education School Subjects "**

This research called for using **"Cultural Reproduction"** theory, level of citizenship values presence in elementary & secondary school subjects of Islamic of Iran's education system has been critically studies. Selected textbooks to be analyzed include four kinds of school subjects that concept –wise can whether implicity or explicitly contain material relevant to democratic citizenship values. The method of utilized in this research was " critical discourse analysis " in order to trace extracted the footprints of values conceded in school subjects.The research results demonstrated that in these books in the concepts such as: satisfaction, religious superiority, obedience and submission are present more.

Comment on literature review

In fact, most literature review shed light upon the importance of the cultural content & values in all textbooks in all stages in order to develop Arabian or foreign personality that derived from customs, traditions and values which were correspond of every society to be good citizens all over the world nowadays & in the future. But the current research evaluated the cultural content in the first grade of high school English textbook especially in terms of the importance of this stage in developing the students' cultural awareness towards themselves, their societies and other societies by using a hidden curriculum through different educational values.

Conceptions of Values

Values defined in Organizational Behavior as the collective conceptions of what is considered good, desirable, and proper or bad, undesirable, and improper in a culture.

A value is a shared idea about how something is ranked in terms of desirability, worth or goodness. Sometimes, it has been interpreted to mean "such standards by means of which the ends of action are selected".

Some common business values are fairness, innovations and community involved.

According to M. Haralambos, "A value is a belief that something is good and desirable".

According to R.K. Mukherjee, "Values are socially approved desires and goals that are internalized through the process of conditioning, learning or socialization and that become subjective preferences, standards, and aspirations".

According to Zaleznik and David, "Values are the ideas in the mind of men compared to norms in that they specify how people should behave. Values also attach degrees of goodness to activities and relationships".

According to I. J. Lehner and N.J. Kube, "Values are an integral part of the personal philosophy of life by which we generally mean the system of values by which we live. The philosophy of life includes our aims, ideals, and manner of thinking and the principles by which we guide our behavior".

According to T. W. Hippie, "Values are conscious or unconscious motivators and justifiers of the actions and judgment".

Some Types of Core Values

There are countless types of core values, as you can see, so you will need to choose the ones that are right for you or your organization. It's natural to want to choose a long list of core values in an effort to be the best you can be, but limiting your selection to two or three helps you focus on your mission in life without becoming distracted.

Here are some examples of core values from which you may wish to choose:

Dependability, Reliability, Loyalty, Commitment, Open-mindedness, Efficiency Consistency, Honesty, Innovation, Creativity,Good humor, Compassion, Passion, Spirit of adventure, Motivation, Positivity, Respect, Fitness, Courage, Environmentalism, Perseverance, Patriotism, Service to others.

Sources of Values

1   **Family** : Family is a great source of values. A child leams his first value from his family.

1.   **Friends & Peers** : Friends and peers play a vital role in achieving values.

2.   **Community or society** : As a part of society, a person leams values from society or different groups of society.

3.   **School** : As a learner,school and teachers also play a very important role in introducing values.

4.   **Media** : Media such as : Print media,Electronic media also play the role of increasing values in the mind of people.

5.   **Relatives** : Relatives also helps to create values in the minds of people.

6.   **Organization** : Different organizations and institutions also play a vital role in creating value.

General Secondary Education Aims

The secondary school has its own special nature in terms of students and the characteristics of their development in it, and calls for various aspects of recommendations & preparation, in accordance with the regulations established by the competent authorities, including: High school, high school scientific institutes,teachers'preparation institutes,vocational institutes of various types and what is developed at this level.

This stage involves others in achieving the overall objectives of education & learning in addition to its own objectives.

Its educational aims

1. Continue to achieve loyalty to god alone, and make the works pure to god and straight on his law in all its aspects.

2. Achieving loyalty to the general Islamic homeland & also the private homeland which corresponds to this age of transcendence on the horizon and looking to the highest & strength in the body.

3.Commitment to the abilities of the student &his various preparations that appear in this period &direct them according to what suits him &achieves the objectives of Islamic education in its general concept.

4.Developing the scientific thinking of the student, Deeping the spirit of research, experimentation and systematic tracking, using references and getting used to the methods of good study.

5.Allowing able students to continue their studies at different levels in higher institutes and university colleges in different specialization.

6.Graduating a number of qualified professionals &technicians to obtain the country's need in the first phase of education & carrying out religious tasks,art works & others.

7.Achieving family awareness to build a perfect Islamic family.

8.Preparing students for Jihad for the sake of Allah spirtually and physically.

9.Caring for young people on the basis of Islam, treating their intellectual & emotional problems & helping them to pass this critical period of their lives successfully and peacefully.

10.Aquiring them the virtue of useful reading & the desire to increase useful science and good work & the use of leisure time in a beneficial way in order to flourish the individual personality & the society conditions.

11.Creating positive awareness that students face destructive ideas & misleading tendencies.

After investigation, it's obvious that the previous objectives number 1,2,7,8,10 &11 refer to the importance of acquiring various values for students' secondary stage such as: loyalty to God alone, loyalty to the general Islamic homeland & the private homeland, family awareness and jihad.

According to the previous objectives, it's very beneficial to refer to the following literature review which dealt with different values & the cultural content for the sake of students' secondary stage especially:

● (Jana Rosker(2020)**"Ethics and the Beauty of Human Becoming ", Asian Studies**

http://dx.doi.org/10.29009/ijres.4.3.8

- Jana Rosker(2020)**"Li Zehou's Ethics and the Structure of Confucian Pragmatic Reason ", Asian Studies**

- (Thomas Hejduk (2019)**"Moral Education in Secondary Schools: What, How and Why?"**

- (Nguyen et al(2019)**"Analysis of Cultural Contents Embeded in English Textbooks for the Upper Secondary Level in Vitnam"**

- (Ulya Riadini(2018)**"The Analysis of the Cultural Content in the Tenth Grade of Senior High School English Textbook Based on Yuen's Cultural Dimensions"**

- (Heba.Anbar(2018)**"Value Conflict Implication on the Future Images Conception for Secondary Stage Students & Educational Requirement for Confront : An Empirical Study in Western Province"**

- (Mohsen.Kasem(2017)**"Some Judgement Values for Educational Practices in Secondary Stage and their role in Students Sense Development for their Citizenship Responsibility : Afield Stydy in Dakahlia Governorate "**

- (Ihsan.Fares (2014)**"Cultural Content Analysis of an English Textbook for Senior High School Grade Three in Cianjur,West Java"**

New Hello English for Secondary Schools course has been developed by a team of experts, using modern methodology and approaches.

The main aim of the course is to equip students with the necessary language, thinking and study skills to communicate effectively in English. It guides students to gain the necessary experience and confidence to apply these skills both inside and outside the classroom and beyond school in their current and future lives.

- New Hello English for Secondary Schools complies with the **Ministry of Education Framework and standards documentation.**
- Interesting cross curricular topics are presented through realistic situations.
- Each lesson integrates several of the four skills (reading, writing, listening and speaking),linked by a topic.

- New language is taught in context, so students develop **learning skills** which they can use throughout their lives.

- There is a focus on preparing students for the modern world as **future employees and citizens** so that they can deal effectively with the challenges of the modern world.

- **Life skills, Values** and **Issues** (such as communication, problem-solving and critical thinking skills and awareness of technology) are integrated throughout the course.

- **Audio** and **video** materials to accompany the course can be accessed on the Egyptian Knowledge Bank.

- All audio materials a distinct **Egyptian** focus, with an emphasis on Egypt's place within Africa and the wider world.

The content of this textbook is divided into two books:

The First Term (table1)

Modules	Units	Values
Module 1	Unit 1, Getting away Chapter 1	Workmanship & Cooperation –Working with other to sustain our environments.
Community	Unit 2 Supporting the Community Chapter 2	Cooperation – Helping your community.
The Reader Treasure Island	Unit 3 Improving Living Chapter 3	Honesty & Integnity – Respect for others.
	Revision1	
Module 2	Unit 4 Making New Friends Chapter 4	Respect – Tolerance & Acceptance of other people ; Independance – Importance of knowing when & how to seek advice.
Communication	Unit 5 Communication Chapter 5	Objectivity – Assessing technological change ; Respect – Communication when using the internet.
The Reader Treasure Island	Unit 6 Learning from Literature	Curiousity – Learning from poetry.

Modules	Units	Values
	Chapter 6	
	Revision 2	
	Language (Review)	

In module 1, unit 1: I notice that issues are matching with values. Then,these issues are environmental responsibility and community participation. The second is about conversation in the global community. The last one is sustainable development.

The unit 2 is related to help the community by environmental reponsibility students. In addition to technological awarness and researcging a famous person.
But alas, in the unit 3 is not involved how can students be effective towords their community.

In my own piont of view, the title of the unit 1 is not significant. So, I suggest the appropriate one which is "**Team work**" instead of "**Getting away**".

In module 2, unit 4, I think that issues are suitable for values. Then, issues include citizenship and what makes a good citizen. The fifth unit refers to technological awareness and communicating safely. Finally, The last unit sheds light on cross cultural communication.

In my own opinion, the title of each unit in module 2 is matching with values and issues. Moreover, It is aimful and brilliant idea to end the module 2 with the unit 6 "**Learning from literature**". This is because students have a chance to be sensitive and feel fun by imitation of poety.

The Second Term (table2)

Modules	Units	Values
Module 3	Unit 7, Health and Safety Chapter 7	Empathy
Education	Unit 8 Robot Chapter 8	Independence – Self – responsibility – Considering the Pros & Cons, and Deciding what to do based on personal decision.

Modules	Units	Values
The Reader Treasure Island	Unit 9 A good Education Chapter 9	Tolerance & Acceptance.
	Revision 3	
Module 4	Unit 10 What's your Job ? Chapter 10	Appreciating the values of work and perfection.
The World of Work	Unit 11 Amazing People Chapter 11	Respect for others' views.
The Reader Treasure Island	Unit 12 Hard Work Chapter 12	Resilience – Work ethics.
	Revision 4	
	Language (Review)	

In module 3,unit 7, I observe that issues are matching with values. Then issues involve citizenship and how to help others, communication and giving advice. The how special issues such as: technological awareness and impact of technology on our lives. The last one in this module refers to the following issues: Globalization, being creative and ready with adequate qualifications for the workforce.

In my own piont of view, the title of the unit 8 is not significant.so,I suggest the other appropriate one which is "**True decision**" instead of "**Robot**".

In the last module,unit 10, I think that the issues are globalization and getting ready for the world of work. The eleventh unit sheds light on non-discrimination and appreciation of everyone in society. In addition to the last unit in this module which refers to creativity at work and entrepreneur ship.

In my own commentary, the title of this module is not matching with the values of the three units. So, the new proposal title is "**Good relationship**" instead of "**The world of work**".

The Classification of the Values

The First Term (table3)

Community Values	Personal Values	Economic Values
Working with others to sustain the environment. M.1,U.1	Cooperation.M.1,U.1	Workmanship. M.1,U.1
Cooperation.M.1,U.1	Respect.M.1,U.1	Cooperation. M.1,U.1
Helping the community. M.1,U.2	Importance of knowledge when&how to seek advice. M.2,U.2	
Respect for others. M.1,U.3	Respect for others. M.1,U.3	
Acceptance of other people. M.2,U.4	Honesty&Integnity. M.1,U.3	
Tolerance. M.2,U.4	Respect.M.2,U.4	
Communication when using the internet.M.2,U.5	Assessing technological change.M.2,U.5	
	Objectivity.M.2,U.6	
	Curiosity.M.2,U.6	
	Learning from poetry. M.2,U.6	

The Second Term (table4)

Community Values	Personal Values	Economic Values
Empathy.M.3,U.7	Empathy.M.3,U.7	Appreciating the values of work & perfection. M.4,U.10
Considering the pros & cons. M.3,U.8	Independence.M.3,U.8	Work ethics. M.4,U.12
Tolerance. M.3,U.9	Deciding what to do based on personal decision. M.3,U.8	
Acceptance.M.3,U.9	Self personality.	

Community Values	Personal Values	Economic Values
	M.3,U.8	
Respect for others'views M.4,U.11	Tolerance. M.3,U.9	
Work ethics. M.4,U.12	Acceptance.M.3,U.9	
Resilience.M.4,U.12	Respect for others'views M.4,U.11	
	Resilience.M.4,U.12	

Field Study

In order to achieve the research objects, the researcher designed the questionnaire that included **three** aspects:

1. **Personal Values**

2. Economic Values

3.Community Values

The original society for sample was 1000 teachers who taught the first grade of high school English textbook (Ordinary Level) at Dakahlia Governrate.Applied sample of this study was 80 teachers in governmental & experimental schools. Additionally, distributing the questionnaire was in an electronic way because of corona pandemic.

Statistical Processing

To achieve study aims a questionnaire was designed to get the opinions of a sample (80) teachers in governmental & experimental schools who taught the first grade of high school English textbook (Ordinary Level) at Dakahlia Govern –rate.

Data analysis:

Calculating numerical value for every value through the following equation:

Numerical value = 3*frequency **High** + 2*frequency **Medium** +1*frequency **Low**

Calculating relative weight for every value by the following formula:

Relative weight = numerical value * 100 / n   n = the sample number

The values are arranged according to the relatives weight or the relative importance

Relative Importance = Relative weight / Number of alternatives

Number of alternatives = 3

Research results

Table (5) shows responses of teachers about Personal Values

Values	High	%	Medium	%	Low	%	Relative weight	Mean	Rank
Acceptance	35	44	40	50	5	6	190	63.3	5
Assessing technological change	48	60	21	26	11	14	197	65.7	2
Cooperation	43	54	28	35	9	11	194	64.7	3
Curiosity	18	23	48	60	14	17	164	54.7	10
Deciding what to do based on personal decision	27	34	28	35	25	31	162	54	11
Empathy	25	31	47	59	8	10	177	59	8
Importance of knowledge when & how to seek advice	41	51	31	39	8	10	193	64.3	4
Independence	37	46	37	46	6	8	154	51.3	12
Learning from poetry	4	5	31	39	45	56	119	39.7	13
Objectivity	23	29	47	59	10	12	173	57.7	9
Resilience	29	36	44	55	7	9	182	60.7	6
Respect	48	60	26	32	6	8	202	67.3	1
Respect for others' views	41	51	28	35	11	14	190	63.3	5.r
Self – personality	34	43	33	41	13	16	181	60.3	7
Tolerance	36	45	29	36	15	19	181	60.3	7r

This table data shows the relative weight, mean and rank of personal values which are obvious through the responses of sample. These data glance at the mean for personal values are between (67.3to39.7). It means that (Respect) is the greatest active value which is acquired for students. On the other hand, (Learning from Poetry) scorces the last rank among all personal values.

Table (6) Responses of teachers about Economic Values

Values	High	%	Medium	%	Low	%	Relative weight	Mean	Rank
Appreciating the values of work and perfection	40	50	33	41	7	9	193	64.3	1
Cooperation	39	49	34	42	7	9	192	64	2
Work ethic	31	39	34	42	13	19	176	58.7	3
Workmanship	21	26	47	59	12	15	169	56.3	4

This table data sheds light on the relative weight, mean and rank of economic values which are remarkable through the responses of sample.

These data highlight the mean for economic values are between (64.1 to 56.3). It means that (Appreciating the values of work & perfection) is the greatest represents the last rank among all economic values.

Table (7) shows responses of teachers about Community Values

Values	High	%	Medium	%	Low	%	Relative weight	Mean	Rank
Acceptance of other people	47	59	31	39	2	2	205	68.3	1
Communication when using the internet	49	61	21	26	10	13	199	66.3	2
Considering the pros & cons	32	40	40	50	8	10	184	61.3	7
Cooperation	39	48	30	38	11	14	188	62.7	5
Empathy	26	33	48	60	6	7	180	60	9
Helping the community	37	46	28	35	15	19	182	60.7	8
Resilience	30	38	44	55	6	7	184	61.3	7 r
Respect for oters	43	56	24	30	13	14	190	63.3	3
Respect for others' views	41	51	23	29	16	20	185	61.7	6
Tolerance	37	46	35	34	8	10	189	63	4
Work ethic	34	42	30	38	16	20	178	59.3	10

Values	High	%	Medium	%	Low	%	Relative weight	Mean	Rank
working with others to sustain the inviron- ments	26	33	45	56	9	11	177	59	11

This table data shows the relative weight, mean and rank of community values which clear through the responses of sample.

These data clarify the mean for community values are between (68.3 to 59).It means that (Acceptance of other People) is the greatest active value which is aquired for students. Unlike, (Working with others to sustain the environment) refers to the last rank among all community values.

Conclusion:

Generally,(Acceptance of the other People) is the largest active value among all values.Then, it scores the mean (68.3).On the other hand, the researcher finds that (Learning from poetry) symbolizes at the last rank among the whole values which scores the mean (39.7).

Referring to the relative weight in the three tables: the researcher finds that (Acceptance of other people) in community values scores the first place (205).The second place is (Respect)in personal values scores(202).

Back to community values: the third place is (Communication when using the internet) and scores (199). Concerning with the fourth place is (Assessing Technological Change) which scores (197).

After that, the fifth place is (Cooperation) which scores (194). Also, the last two values: fourth & fifth belong to the personal values.

Also, the researcher investigates the last fifth values which belong to the relative weight in the three tables in the following points:

- (Workmanship) in economic values scores (169).
- The researcher finds that four values in personal values are less than the previous one:
- (Curioisity) represents (164).

- (Deciding what to do based on personal Decision) scores (162).
- (Independence) represents (154).
- Finally, the least place is (Learning from Poetry) which scores (119).

Recommendations:

According to the findings of this study, the following recommendations highlighted that:

- Teachers need to have more Digital skills to face the technological changes in order to help themselves & their students.
- More social values must be included in this course so as to be an ideal one focusing on the values of crisis management & the logical thinking to get out safety.
- The researcher suggested that more values about health & safety should be added, especially in case of torrents epidemics & pandemic as we face nowadays **"Covid - 19"**
- It's advisable to add a real story at the end of each module that may have its impact on students personalities' to have aims in their own lives. It can convey hidden moral values.
- This course should embed more family values & enhance productively at the same time.
- It should encourage students to discard their negative behaviors.
- It should give due care to the Textbook as a means of getting extra values to achieve learning and amusement together.

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