

# Arranging social values for secondary school outcomes and its relationship to their level of ambition

<sup>1</sup> Reda A. Hassan

## Summary

The research aims to identify the following:

- 1- The value arrangement of the secondary school outputs in Karbala schools.
- 2- Differences in the value arrangement according to the gender and academic branch variables (scientific, literary)
- 3- The level of ambition among secondary school graduates according to the variable of the academic branch (scientific, literary)
- 4- The relationship between the value arrangement and the level of ambition of the intermediate school outcomes in Karbala schools.

After getting the results, the following conclusions were reached:

- 1- The value structure of secondary school outcomes is not affected by the gender and academic branch variable, whether it is scientific or literary.
- 2- The reality of the country has a direct impact on the value building of students of both gender
- 3- The academic branch (scientific / literary) had an effect on the level of ambition, as it was found through the results that the students of the scientific branch enjoy a higher level of ambition than the level of the ambition of students of the literary branch.
- 4- There is a correlation between the value structure and the level of ambition of students and both gender, as it is the pillar for achieving their goals.

Depending on the results, the research presents the following recommendations:

- 1- Supporting the values preferred by secondary school students.
- 2- Including the original values that affect the level of ambition of students in the school curricula.
- 3- The teachers focus on the value aspects that contribute to achieving students' aspirations and their future aspirations.
- 4- Issuing brochures and publications to support and preserve the original values.

**Keywords:** Arranging social values for secondary school outcomes, level of ambition

## Chapter One / Research methodology and procedures

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<sup>1</sup> Karbala Education directorate ,Iraq. Email : [ridha.n.1979@gmail.com](mailto:ridha.n.1979@gmail.com)

### **Introduction:**

Values are from the basic concepts in all fields of educational, economic, political and social life, and that the element of progress and prosperity in human wealth does not grow except through a major tool in education, except values. They are influencing human relations in all their forms because they are a social necessity and they have standards and goals that must be met in every society. It affects individuals when they form attitudes, motives and aspirations in some social situations and the values express themselves through laws and social organization programs. (Shafiq 1997: 73)

And all revolutionary movements in the world seek to create a new mindset and a cultural transformation in society, and since students are part of this society, which assigns responsibilities that lie with them, so it has become necessary to study the values in schools, as we find that many countries of the world have been born in them with tendencies to regulate moral values. The prevailing social in their societies, which demonstrates the need to benefit from the experiences of others in this field and the current research seeks to identify the value arrangement of the outputs of secondary schools and thus enhance their choices and goals that they seek by identifying their aspirations and their future aspirations according to a valuable building that calls To honesty, honesty, open mind, and how to behave in different situations and to choose the right choices in their lives.

### **Research problem:**

Perhaps it is necessary to avoid objectivity and seriousness in dealing with the issue of values at all academic levels, as it plays the role of a mentor in different life situations, as it is concerned with its giving and positive and negative experiences, as the values work to assess the behavior and determine the desired and undesirable, and they differ from one society to another and from an individual For another. And it is the responsibility of various educational institutions, including schools, to form the personality of students and shape their attitudes, including the knowledge, information, values and behaviors that they instill in them.

The researchers believe that the crisis of values in Iraqi schools, and through their experience in teaching, is due to the rapid political, economic, social and technological changes in Iraqi society and the impact it has had on the values of our student students, whether positive or negative and alien to our society, which may lead to a value conflict between the authentic values. The intrinsic values and the effect of this conflict on their aspirations and visions, especially if these aspirations are far from the correct paths, which necessitated a study that deals with the subject of the value arrangement of the secondary school outputs in Iraqi schools and their relationship to the level of their ambition. A number of variables covered by the research.

### **Research aims:**

The research aims to identify the following:

- 5- The value arrangement of the intermediate school outputs in Karbala schools.
- 6- Differences in the value arrangement according to the gender and academic branch variables (scientific, literary)
- 7- The level of ambition among secondary school graduates according to the variable of the academic branch (scientific, literary)
- 8- The relationship between the value arrangement and the level of ambition of the intermediate school outputs in Karbala schools.

### **Research hypotheses:**

- 1- There are no significant differences with statistical significance between the arithmetic averages of the individual sample of the research on the scale of the ranking according to the gender variables and the academic field "scientific / literary"

2- There are no significant differences with statistical significance between the arithmetic averages among the individuals of the research sample on the scale of the level of ambition according to the variable of the academic / scientific / literary branch.

3- There is no statistically significant relationship between the ranking order and the level of ambition among the individuals in the research sample.

#### **Research fields:**

1- A sample of secondary school graduates enrolled in secondary school in the fourth year of secondary school in its two branches (Scientific and Literary)

2- The academic year 2018-2019

3- Karbala schools

#### **Research importance :**

The importance of research is manifested in that the research in the field of values takes the areas of life activities for the existence of values in all societies. If we want to build solid rules for educational and solid foundations, it must be placed in a value framework that is like radiation that gives revealing lights to the paths of humanity in historical periods and contemporary life and therefore we can By building students who are able to shape their decisions, they make sound choices to serve themselves

And their communities.

#### **Defining terms:**

1- Values: It is the commitment, belief, belief, knowledge, or inclination of the individual towards a set of judgments, laws, and standards that express the individual's point of view, and are related to his social reality, which he acquires through his interaction with those around him in society, to form a whole of a system of values that the individual exercises Through his behavior to be a standard for judging his actions and actions. (Back 1996: p. 67)

Procedural definition of values: It is the commitment, belief, belief, or knowledge of secondary school graduates in Karbala Governorate, or their tendency towards a set of judgments, laws, and standards that express their viewpoint, connectedness, and social reality.

2- The regional arrangement: "It is a comprehensive arrangement or organization of the individual's values, where each value in this arrangement represents one of its elements, and these elements interact together to perform a certain function for the individual" (Hamed 1985: p. 59)

3- Procedural definition of the value arrangement: It is an arrangement of values for graduates of intermediate school, where each value in this arrangement represents one of its elements and interacts together to perform a specific function for students.

4- The level of ambition: "It is the level that an individual creates for himself and desires to achieve it or feels that he is able to achieve it while he seeks to achieve his goals in life or accomplish his actions and it is a behavioral phenomenon" (Al-Nuaimi 2005: p. 72)

Procedural definition of the level of ambition: is the level that a graduate of secondary school creates for himself and wishes to achieve in life

## **Chapter Two / Theoretical framework and research literature**

### **First: the values**

The scholar differed about the definition and definition of the concept of values. Some of them defined it as "the set of goals that the individual aspires to achieve, which is the criterion for judging his behavior" (Zahir 1987: p. 66), while Rukesh defined it "firm beliefs in the individual through which a particular behavior is preferred over another, whether it is social Or personally (Zahir 1984: p. 23). As for Zahran, he defined it as "Muslim women for emotional mental judgments devoted to people, meanings, things, and the degree of activity, and they represent man's motives and direction of his desires towards it." (Shafiq 1984: p. 82)

Despite this disappearance in defining a specific definition of values, they unanimously agree that values are a set of provisions that a person issues on his social and human reality and his environment so that they are used as criteria and criteria. (Jihad 2003: p. 33)

### **Theories of values:**

There are several theories of interpretation of values adopted by a group of schools of psychology, especially in the origins of their formation and change from time to time, and among these theories:

#### **A- Theory of Psychoanalysis:**

Adopted by Freud, who emphasized that moral standards represent the weapon of society in curbing aggressive, primitive and genderual practices "for fun". As for the "I", it will serve as an administrative body that works to coordinate and organize the three systems of the individual's personality and bring him to a state of integration that is governed by the principle of reality that can From establishing a relationship to a social environment.

#### **B- Social theory:**

The socialists see that the individual's acquisition of values occurs through observing social models and through simulation and imitation, as if the individual observes the model if he is given a reward or punishment for a specific behavior, he will create an expectation for him that doing this behavior similar to the behavior of the model will bring him similar results if he imitated him.

#### **C- Behavioral theory:**




The owners of this theory see that a person changes his behavior, values, and rulings through linking processes and providing reinforcement. If the individual gets a positive reinforcement of his valuable behavior, he will repeat it more than once.

#### **D- Cognitive theory:**

This theory indicates that the individual is affected by cultural, cognitive and moral factors, where the world has developed an evolutionary sequence for the growth of values in the human being. It consists of three basic levels, after which it is branched from each of them into two phases. The level "pre-traditional" in which the person is affected by the consequences of his behavior, while The "traditional level" in which a person is influenced by the expectations of others in order to behave in the traditional way. As for the third level "beyond the traditional", the person is affected by moral values. (Waheed 2001: p. 56).

### **Second / the level of ambition**

The level of ambition is considered a subjective stimulus that a person aspires to reach, as it is considered one of the variables with great influence and the most closely related and important elements in the components of achievement because it is the level at which a person is expected to reach him according to the level of his capabilities and abilities, and some scholar have known the level of ambition "that it is an attempt to reach To a certain goal with diligence and perseverance "(Qandil 1974: p. 92), and others see it "is the level that a person desires to achieve or feels that he can achieve while he seeks to achieve his goals in life so that they are either realistic goals or ideal goals "(Rajeh 1973: p. 71)

-  The researchers mention many factors that affect the level of ambition, including mental capacities
-  The social and economic class
-  Parents' aspirations

- ✚ Experiences of success and failure
  - The reference group
- ✚ Self-concept
- ✚ Achievement Motivation
- ✚ Intelligence (Al-Afandi 1975: p. 42)

Which is considered important in influencing the level of ambition as it represents the most difficult degree in achieving the goals for which man seeks in the various areas of his life and his activities in his human and social environment.

### **Third / previous studies**

#### **1) Abu El-Nile Study "1985"**

This study aims to identify the value distribution of students in the United Arab Emirates, and the value differences between the two gender, the delegation of the researcher using the Port scale and Vernon and Lindsey to measure the "economic, social, religious, political, aesthetic" values. The sample of the study was 121 students. The male sample was 56 students, while the number of females was 65, and the study found that there are statistically significant differences in religious values in favor of females and statistically significant differences in economic values in favor of males, and the study did not find statistically significant differences between the gender in Aesthetic and political values. (Abu Nile 1985: p. 89)

#### **2) Study the Messenger "1984"**

The researcher's goal was to build a measure of the level of ambition among secondary school students and its relationship bites the variables "economic, social status, specialization, and gender" where his sample consisted of "285" students, and "271" students, and the researcher reached in his results that there is a correlation between specialization Academic and ambitious only. (Messenger 1984: p. 39).

### **Chapter Three / Research Methodology and Procedures**

#### **1 / Research Methodology:**

Follow the researcher in the current research methodology, on the descriptive approach, as it relates to the nature of the research.

#### **2 / Research sample:**

The sample of the research reached (120) male and female students from the intermediate school outputs and those who continued in the official working hours for the academic year 2018-2019 in the fourth preparatory class in the "Scientific and Literary" branch of a group of secondary school preparations in Karbala, who were chosen in a stratified random manner.

#### **3 / Research tools**

A- Rocche's scale of values

B- A measure of the level of ambition for "Messenger"

#### **Rocche's Scale of Values:**

To get acquainted with the value arrangement of the research sample, the researcher used the Rukesh measure of the "Arabized" values, which was localized by "Al-Batsh 1990" in Jordan due to the prevalence, acceptance, and spread of this measure.

The scale contains "18" of mean values, "which are values that indicate an individual's desired behavior or tendency," and "20" of teleological values, "which are values that represent a desired goal and behavioral outcome."

The examined individual is required to arrange these values according to their importance with respect to him, by placing next to each grade value that represents him. (Al-Batsh 1990: p. 102)

In order to verify the accuracy of the scale, the researcher presented it to a group of experts and specialists for the purpose of judging the universality of the scale for social values and those who approved its validity for that. To know the stability of the scale, the stability factor was calculated by applying it to a sample consisting of "8" students from outside the study sample according to the method of re-testing and with a difference "10" days between the first application and the second application, and the value of the stability coefficient reached "0.86", which indicates that the scale has a high degree of stability. (Appendix 1)

#### **Ambitious level meter:**

For the purpose of identifying the level of ambition in the research sample, the researcher used the scale of ambition prepared by the "Messenger 1984" which contains "76" paragraphs, and he was placed before each of his paragraphs five alternatives representing the level of the individual's ambition and his expression of his desire and belief from these paragraphs to be part of his personality, and was done Determining the weights from (1-5) the grades of each paragraph according to the alternatives chosen by the examined individual, where the alternatives of the paragraphs were given the following weights The alternative "always applies to" 5 degrees, and the alternative "often applies to" 4 degrees, and the alternative "applies to sometimes" 3 degrees , And the alternative "rarely applies to" two degrees, and the alternative "does not apply to" one degree. (Messenger 1984: p. 81)

For the purpose of verifying the validity of the scale, it was presented to a group of experts and specialists in the field of measurement and evaluation to verify the accuracy of the scale and those who purportedly approved its validity in measuring what was set for it. Also, the stability of the scale was verified by way of re-testing, as the scale was applied to "10" of male and female students. From outside the research sample and re-testing them with a difference of "10" days between applying the first test and applying the second test, the value of the coefficient of stability reached "0.87", which is a value that can be relied upon. (Appendix 2)

#### **4 / Statistical means:**

- 1- Pearson correlation coefficient
- 2- The arithmetic mean
- 3- T-test for independent groups
- 4- Standard deviation

**First:** Presenting and analyzing the results of the value building

**Table (1)**

Results of the curative value of the sample by gender

Value arrangement	gender	scientific		literary		T calculated	T tabulated	Statistical function
		X	$\sigma$	x	$\sigma$			
The aim	Male	9.8	0.75	10.21	0.59	1.43	1.96	No function
	female	10.19	0.86	10.58	0.80	1.21	1.96	No function
The medium	male	11.23	0.65	11.9	0.51	1.18	1.96	No function
	female	10.73	0.55	11.18	0.78	1.33	1.96	No function

It is clear from Table (1) that there are statistically significant differences between the study sample according to the gender variable, where the tabular (T) of (1.96) was greater than all the values of (T) calculated at the level of significance (0.05) and degree of freedom (118) and we can attribute This is due to the nature of life and the conditions that Iraq is going through in light of economic, political, social and cultural changes. It is certain that students are affected by the conditions that their society is going through and that have affected their standards and the arrangement of their values. It is their responsibility to protect it, achieve independence, and build their future A gain self-esteem and this is in line with what it says (2003 Collected Poems) that the unity of culture which values we take them very difficult to find a difference between the gender

Table (2)

Results of the research sample for the value arrangement according to the academic branch variable (scientific / literary)

value	section	male		female		T calculated	T tabulated	Statistical function
		x	$\sigma$	x	$\sigma$			
The aim	scientific	9.8	0.79	10.7	0.86	1.89	2.02	No significant
	literary	10.18	0.70	10.18	0.74	0.06	2.02	No significant
The medium	scientific	10.31	0.63	10.72	1.24	1.79	2.02	No significant
	literary	10.18	0.59	10.33	1.87	1.72	2.02	No significant

It is clear from Table (2) that there are no statistically significant differences according to the variable of the academic branch (scientific / literary) between the members of the research sample, where we note that the value of the (T) tabular is greater than all the values of (T) calculated at the level of significance (0.05) and the degree of freedom ( 0.58) As we note that there is no effect of the academic branch in which the student studies, the values for all students are similar in the scientific and literary branches because they stem from the reality of society, its culture and customs, and the result of the research is consistent with what reached the mechanism (Al-Mikhlafi 1995) that there is no difference according to the college's specialization. To the similarity of culture and its unification among the coating because it is a society culture.

**Second:** Presenting and discussing the results of the ambitious level

Table (3)

The results of the level of ambition for the members of the research sample

gender section	male		female		T calculated	T tabulated	Statistical function
	x	$\sigma$	x	$\sigma$			
scientific	257	7.18	247	8.74	5.356	2.02	significant
literary	278	8.43	263	7.43	7.535	2.02	significant

It is clear from Table (3) that the literary branch has reached the calculated value of (T) (5,356), which is higher than the value of (table) of the table of (2.02), while the calculated value of (T) for the scientific branch was (7.535) which is also higher than the value of ( C) The tabular of (2.02), which indicates the presence of statistically significant differences in the literary and scientific branches in the level of ambition.

We also note from the results that were found above that there is a difference in the level of ambition between students of the literary branch and the scientific branch in favor of the scientific branch and the reason for this is due to the nature of the scientific level that students of the scientific branch possess and the scientific way of thinking that motivates them to develop themselves and build their future, where it is known that ambition It is related to the individual's level of thinking and capabilities, in addition to the rapid and evolving transfers in the scientific field that

lead them to achieve their goals, dreams and areas of development in various sciences, unlike the literary branch whose focus in his studies is on the human and literary aspects.

**Table (4)**

Correlation coefficient between the level of ambition and the value building of the individuals in the research sample

level of ambition value	male		female	
	scientific	literary	scientific	literary
<b>The aim</b>	0.783	0.622	0.718	0.619
<b>The medium</b>	0.721	0.713	0.621	0.673

It is clear from Table (4) that there is a significant correlation between the level of ambition and the value building of the research sample at a degree of freedom (118) and the level of significance (0.05) where the values of the correlation coefficient between the tele values and the level of ambition for males in the scientific and literary branches amounted to (0.783) (0.622) Respectively, while the correlation coefficient values between the mean values and the level of ambition were (0.721) (0.713) respectively, while for females, the correlation coefficient values between the nutritional values and the level of ambition in the scientific and literary branches were (0.718) (0.619), respectively, while the coefficient of The correlation between the mean values and the level of ambition was (0.621) (0673) respectively, as can be seen from Table A Lah that the level of ambition is a close link building value system for students in the fourth preparatory branches of scientific, literary and for both gender, where the values are in mind towards the achievement and the achievement of positive results, showing what values the role of the student to link his top goals and ambitions because tuned to his behavior according to specific criteria.

## **Chapter V / conclusions, recommendations and proposals**

### **Conclusions**

5- The value structure of the intermediate school outputs is not affected by the gender and academic branch variable, whether it is scientific or literary.

6- The reality of the country has a direct impact on the value building of students of both gender

7- The academic branch (scientific / literary) had an effect on the level of ambition, as it was found through the results that the students of the scientific branch enjoy a higher level of ambition than the level of the ambition of students of the literary branch.

8- There is a correlation between the value structure and the level of ambition of students and both gender, as it is the pillar for achieving their goals.

### **Recommendations:**

5- Supporting the values preferred by secondary school students.

6- Including the original values that affect the level of ambition of students in the school curriculum.

7- The teachers focus on the values that contribute to achieving the students 'aspirations and their future aspirations.

8- Issuing brochures and publications to support and preserve the original values.



**Suggestions:**

- 1- Conducting a similar study for different levels of study.
- 2- Conducting a study to analyze the values in our society and make comparisons with the experiences and values of other countries.

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