

THE VALUE STRUCTURE OF WORKING AND NON-WORKING IRAQI WOMEN

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ABSTRACT: : This research aims to identify the dominant value and the value structure in women. A number of statistical tools appropriate to the aims of the research were used. The results obtained by the researcher showed that the beauty value was dominant in the educated and uneducated working and non-working Iraqi women. The researcher designed a scale based on Springer's scale of value classification. The test sample consisted of 315 educated, working and non-working the sample in general and that it is also dominant in the educated working women, whereas the value of religion was dominant in the educated non-working women. In the light of the results obtained the researchers came out with a number of conclusions, recommendations and suggestions.

THE RESEARCH DEFINITION

The problem of research

Values are one of the components that represent one of the emotional aspects of the personality, as they are at the forefront of the organization of personality [1] and they constitute a frame of reference to guide behavior, And based on the methods of adaptation of the individual, as well as the orientation of his behavior towards what is desirable and away from what is prohibited by the types of behavior under the rules and standards of society, and make the individual acceptable and consistent in his behavior, especially social behavior. Despite the importance of values and the response of multiple studies to research and study, but we find a clear lack of a study dealt with a very important segment of society and represent half of the society and the Iraqi woman in general and educated in particular, whether working or not working, To know their values and thus know their personality in general, , Because the welfare of the community of the goodness of its members, especially women, is the mother and wife and sister and it is the responsibility of educating future generations who lead the wheel, especially under the current circumstances and the real challenge facing the Iraqi society, which we are in dire need of those who guide the people In order to stand up against the enemies of Iraq, who are trying to destroy the noble values of the great people of Iraq and distort the society, values are directly related to the socially compatible standard, They include the individual's psychological health in the presence of positive values that enable him to cope with the life problems he is exposed to. Which determines the type of relationship between him and his community, and that the individual's commitment to the values of his group makes his social acceptance. Therefore, the problem of our current research is to answer the following question: What are the prevailing values and values of Iraqi educated and non-working women?

II. Importance of Research

Values are important components that character work in individuals. Individual characteristics, characteristics, and objectives are one of the main sources of values [2]. Values also play an active role in building a personality, the more the individual's system of values advances, the more cohesive and integrative it becomes, the greater the integrity of his personality, while the contradiction in his value system leads to psychological and behavioral disorders [3].

Personality has multiple dimensions, such as physical, social, emotional, and mental, as the personality is integrated into the physical, mental and emotional forces as a social being and without this capacity, it is not possible for him to grow as a human being. These dimensions, in turn, have multiple components. The researcher has chosen in her current research a variable related to personality, namely values, as we find that the pattern of personality in any society is only the product of values and trends resulting from shared experiences, which gives the individual balance and stability in social life and provide the basis that helps us in the prediction of the course of social life [4]. as Morris believes that the values of the determinants of personality, and these determinants into three main categories are:

1. Psychological determinants include many personal aspects such as personality traits and patterns.
 2. Environmental and social determinants and explain the similarities and differences between individuals in the light of environmental and social influences.
 3. Biological determinants include features and attributes such as length and weight and Changes in these characteristics are accompanied by a change in values [5].
- The interest in values has emerged since ancient times and has assumed a wide place in human thought because it interacts with all aspects of human life. It affirms itself and defends it with its own people [6]. It has attracted the attention of rulers, educators and philosophers. We find them in the laws of Hammurabi and his interest in the organization of society and its promulgation of laws that represent social, political, economic, and educational content. These laws represent the moral mind at the time called for by law. We also find values in ancient Egyptian, Indian and Chinese civilization.

The study of values began scientifically and methodically from the 1830s, thanks to two psychologists Thurstone and Spranger [7]. who felt important in human life. One of the basic features of Human life is one of the fundamental aspects of human life, which relates to the stages of personality formation and various manifestations of behavior [8].

(The society does not achieve its objectives and continues its functions without the unified and organized goal of values [9]. The cohesion of society depends primarily on the strength of compatibility between its values and objectives. While values are a social necessity, they are at

the same time an individual necessity, As it acts as a means directed to the behavior of individuals and their activities and motives, if it is absent or conflicting, man feels that he is alien to himself and his community, and may lose his desire to work and less production[10].

Thus, the values in this perspective do the same role that the master performs in the ship, which he conducts and establishes with intent, a decree to a known goal. The understanding of man is the understanding of the values that hold on to his time and direction [11].

Women are the backbone of society and half of it, especially after it has been taken additional responsibilities outside the home, as she began to participate in the work and became a source of family income, as well as her leading role in the management of the house, raising children and organizing the affairs of the family. Islam has given women an important place and rights, proving its importance and sanctity.

In general, we can say that the importance of our research is derived from the importance of the research sample and the importance of values, which are reflected in the following:

1. Social standards and standards to judge all types of behavior.
2. It forms a fundamental pillar contributing to the control of behavior.
3. Directing the individual and society towards clear goals.
4. It forms an essential pillar in the emotional goals that help the curriculum designers adapt these curricula according to the prevailing values in society and contribute to changing the undesirable values. Or the promotion and development of desirable values.
5. Assist in career guidance according to the individual's values, and this helps in the success of the individual professionally and thus progress the whole society.
6. Is used in the field of educational guidance, as the knowledge of the educational guide to the values prevailing in individuals helps to understand them, and thus the success of his role as an educational guide and facilitate the process of guidance.
7. Contribute to the field of psychotherapy, as the therapist works to achieve consistency between the values of the individual and the society, to be more adaptive and compatible with the surrounding environment.

Objectives of the Research

The present research aims to achieve the following objectives:

1. To identify the prevailing value and value of the educated and non-working Iraqi women.
- 2 - To identify the prevailing value and value of the Iraqi working woman.
- 3- To identify the prevailing value and value of Iraqi women's non-working women.

IV / Limits of research

The current research is determined by educated Iraqi women working in government departments and institutions of government and non-working for 2018.

V. Determining the terms of research

1. Values (values)

a-Philosophical glossary

'Value is attention to something or the desirability or inclination to desire and so on, suggesting that values are personal, subjective, and a means to achieve an end' [12].

- b. - White (1951) 'is a goal or criterion of judgment derived from a particular culture and desirable' [13].
- c. Klchohn (1967) is a clear or implicit concept of the individual or group in which it is desirable that influences the choice among the forms of action, or media and limitations [14].
- d. - AlSalman (1978) 'are concepts of the objectives and criteria of governance, desirable collection by members of society, and be positive, implicit, or explicit, derived from verbal behavior' [15].
- e. Al-Nouraj (1990) are facts that reflect social structure, which is not interested in guessing its intrinsic weight as much as it is concerned with its application to individuals and groups in order to know their social levels and the seismological differences that distinguish one from another [16].
- f – Al Hassan (1999) 'is the ideological motivation that affects the ideas of the human beliefs, and these controls put human behavior in a certain mould in line with what the community wants and benefit' [17].
- g-Al-Maaytah (2000) is a set of principles and criteria established by a society in the light of accumulated experience. It is the result of collective selection processes that are adopted by the members of the community to regulate their relations.' [18].

h- Abdul-Saheb (2008) 'is a six patterns of mental and emotional provisions organizations circulated about things, meanings and human activity, and these provisions based on the orientation of the individual attention that reflected in all of the social attitudes.[19].

From the previous review of some of the definitions, which dealt with the values we note their rich variety and diversity, as a result of the multiplicity of fields or the science that uses the term such as psychology, sociology, and we believe that most of these definitions into the positive template values, which is undesirable, while some indicated that they bear a positive and negative trends, such as the definition of the Issam and Naheda .

The procedural definition of values is the degree to which women, whether educated or uneducated worker non-functioning of its reply to the paragraphs of the measure of the values used in this research).

Theoretical background and previous studies

Values We look at the values of how they are formed, their characteristics, their classification, their sources, and how they are measured, as well as the theoretical trends that they tried to explain.

How to configure the values

The process of the formation of values goes through the following stages:

1. The stage of attracting the attention of the learner to the value. Here, the learner's attention is drawn to the value, to create awareness of it, to stimulate the desire to receive, to focus and observe. The response comes after that, in which the learner shows little interest in the phenomenon, and then comes the active response obedience or parallelism.
2. Acceptance stage At this stage, the response continues to be sufficient to make others recognize the values in the person and its behavior is constant And is sufficiently committed to making it willing to be recognized in this way, so that the value becomes sufficiently representative of depth, becoming a dominant force in the behavior of the individual.

3. The stage of preference of value At this stage the individual becomes so committed to the value that he follows it and wants it.
4. The stage of commitment to value At this stage the individual reaches a high degree of certainty and conviction and accepts the value of the soul, and is convinced of the health of his direction, He has the ability to convince others of the health of what he is convinced of.
5. Value Regulating Stage Here, the value is organized in a coordinated and orderly manner so that it can overcome the conflicts that arise from these values [20].

Classification of Values

There are multiple classifications of values, For example, classified according to destination, intensity, generality, permanence, clarity, and we will show the following classification according to the content of the relationship to the scale used in the research and based on this classification in the identification of its areas :

- 1 - Theoretical values and owner's, scientists, philosophers and researchers And the direction of their owners knowledge, the owners interested in the search for the truth and discovery, and follow the philosophical and intellectual abstract, and are interested in logical and scientific, and seek behind the laws that govern these things, and consider matters of objectivity and monetary and knowledge, and the goal of their owners
And the direction of their owners knowledge, the owners interested in the search for the truth and discovery, and follow the philosophical and intellectual abstract, and are interested in logical and scientific, and seek behind the laws that govern these things, and consider matters of objectivity and monetary and knowledge, and the goal of their owners Access to knowledge and objective scientific truth.
- 2 - Political values and their owners are interested in political action and guide the public opinion, and be a political direction, and interested owners to obtain power, and guide the public and political activity, and their goal to lead others in all aspects of life, and guide public opinion.
- 3- Economic values are characterized by men of money and business, and the direction of economic, and the content is in the interest of the individual material profit, and takes from the world around him a means to obtain wealth and increase through production, marketing and consumption and investment of funds. The goal of the owners Achieving profit and profit.
- 4 - social values and their owner's reformers and social people, that is, their social orientation and the content of these values is the individual's interest in mixing with people, and interact with them, and adapt to their lives, and influence and influence them, and get their love.
- 5 - religious values and owners of clergy and religious, and the direction of their owners religious, and the content of the individual's interest in seeking to know beyond the tangible world, and research in the creation of man and his destiny, the origin of the universe and the goal of their owners to obtain the satisfaction of God, and the satisfaction of those around him.
- 6 - aesthetic values and owners artists, innovators, creative, plastic, and the direction of their owners aesthetic, content and attention to the individual with all the beautiful appearance, harmony, and coordination, Agree

and innovate, and taste beauty in all its forms. And the goal of their owners access to beauty and perfection, and taste in all its forms [21]

Sources of values

For values multiple sources can be summarized as follows:

1. The individual is the personality of the individual, and the nature of composition and intelligence and the age stage from the basic sources that contribute to the individual's personal values, personality with its characteristics, components, and goals is one of the individual's sources of values [22]. It was also found that sex is related to values, as one study indicated the difference in the grades of boys and girls on the scale of values in many studies [23].
2. Environmental factors are representative of the family, school, peers, community culture, media, and religious institutions. Factors that have an impact on the individual's achievement [24].

Measurement of values

There are two direct methods of measuring values:

1. Verbal method It is used in a large measure of values, as it is the most common, and it can identify the value of the individual, and locate accurately based on the answer to a number of related paragraphs, and is also used in the measurement of trends.
2. Measure values by means of trend and interest indicators towards attitudes and objects, on the basis that values are a combination of attitudes or concerns towards attitudes and objects [25].

Theoretical Approaches to the Interpretation of Values

Several approaches to the interpretation of values have been proposed and the following is explained.

1. Perspective (Psychoanalysis) : Freud sees values being acquired in the first five years of a child's life. He explained that the child is united with his father of the same sex, and is represented by his orders and his intentions, to be the so-called 'supreme ego' [26]
This part, which represents the moral side of the human being to monitor and give orders, and corrects them, and the threat of punishment. Conscience is an essential part of the higher ego that grows as a result of punishment. The child incorporates all that is condemned and punished by his parents. The perfect ego (Ideal- Rgo) grows as a result of the reward, that is, the integration of all that is agreed upon by the parents Thus, the higher self is the values and ideals of society, which are transmitted from parents to children [27].
The higher ego is generated as a result of the experiences experienced by the individual, as a result of his contact with social reality, including standards, values, and systems [28].
The Somnours and Flugler connect the higher ego with the moral levels. Glusburgl and From are linked to values and ego, then behavioral factors that are behavior-oriented and adaptive [29].
2. Behavioral Perspective In this perspective, the authors see values as an acquired behavior as a result of the individual's interaction with the surrounding environment. The behaviorists see value according to the principle of reward and punishment on the one hand, and the principle of pleasure and pain on the other .values are acquired through positive and negative reinforcement. They treat values as positive and negative and are

nothing more than conclusions from apparent behavior [30].

The value may be gained through the processes of conditional learning according to the individual's response to environmental factors. This is what we find in the views of Pavlov and Skener. Thorndike believes that values are preferences between pleasure and pain. Positive values lie in pleasure, While the Negative values lie in the pain that man feels The change in values of individuals is based on their behavior resulting from a sense of pleasure or gratification as a result of reward, or a sense of pain or lack of satisfaction as a result of punishment [31]. Therefore, this trend leads to the individual's credit to the values of the environment in the case of satisfaction with the practices of the individual in his daily actions.

3. **Humanist Perspective** Maslow views the human personality as optimistic and humane, and he trusts all the confidence in human abilities, which is reflected in his views. Maslow has linked the development of values, and the motives and needs according to the pyramid of needs he put , The higher needs of civilization, such as the needs of self-realization, knowledge, understanding and aesthetic needs, are found at the top of the pyramid
4. **The Social Perspective** The authors of this perspective believe that the environment, whether material or social, is a force that adapts the character of the human being and normalizes its nature. The individual grows in his society and drinks his values and standards. Socialists emphasize the On the reciprocal functional relationship between education as a social process and values as determinants of social behavior .Pandora, Walters, Donald and Miller believe that values are made up through learning, especially through modeling, This means that the training procedures involved in learning values are the same as those involved in learning what kind of .They emphasize the role of reinforcement in the learning process

The individual learns through the living models he sees, Especially when the model is associated with enhanced results. When an individual sees another person being punished or punished for a specific behavior, he attempts to imitate that positive model and avoids the behavior associated with negative reinforcement. Effective personal and social characteristics must be available that affecting the model to be effective in the child [32].

5. **Cognitive Perspective** This perspective is valuable as a mental drive that has become a relatively constant and constant mental factor. The owners of this perspective acquire values arising from an individual trying to balance his social relationships and mental abilities by judging things and attitudes that are closely related to the individual, his social relations, and his mental abilities [33].

(Piaget) presents a detailed theory, in which the stages of growth of the child are defined, and the regular cognitive constructs in the growth of thinking and values. He believes that the acquisition of values is based on the change in cognitive structure, and that the cognitive trend reveals the role of consciousness, perception, and And the cognitive framework in the composition of values. And that the laws and regulations are not rigid, but flexible and subject to change. And that the child does not need adults to develop their values, but to interact with others.

Karathul believes that values are acquired by categorizing the educational goals in the emotional field. This aspect raises emotional behavior, which addresses the feelings and feelings. In our discussion of this aspect, we must consider the concept of 'The allocation'

The process by which an individual makes something part of his internal structure, and responds with greater acceptance or knowledge only.

Commenting on the theoretical trends that explained the values

After we reviewed the theoretical trends that interpreted the values, we find that there are different opinions in the interpretation; we find that some trends have converged in their interpretation, while different in interpretation and each of these trends reflect the view of the owner or the school or the direction to which he belongs, as the multiplicity of these destinations does not mean the validity of some or the other error, there is no theory contains the facts or provide comprehensive and complete interpretation, as each of these trends complement the other, It gives a whole picture, complete, And a process of the concept of values and their origin in the individual. And that the difference between these trends lies in the methods and foundations by which values are acquired, we find the direction of psychoanalysis focused - as is known in its interpretation of any psychological or behavioral phenomenon - on early childhood experiences, And the events of the past in the personality and behavior of the individual, painful events - as confirms the owners of this trend - make the personality of the adult person tend to neurosis, while the good events that the individual exposure as a child make his personality in adulthood tend to alike, Thus, from the point of view of psychoanalytic people, he can not determine his own experiences in life, and therefore he is unable to control his destiny. Rather, all his values are governed by the experiences of his childhood, and he is governed by these values that have formed in his personality since childhood.

Therefore, the owners of psychoanalysis believe that man is guided by the values that he judged by his early childhood experiences, which determined the type of values and their positive or negative aspects. Behavioral values are, in their view, a behavior acquired by the individual as a result of his interaction with environmental stimuli, This is different from the trend of psychoanalytic in asserting that values are acquired by the influence of the environment and the resulting positive or negative behavior, not by the effect of reward and psychological punishment within the individual by the influence of his or her ideal conscience The reward and punishment here is external to the environment and not from within the individual. With regard to positive or negative values, we find that behaviorists agree that the environment determines this. Behaviorists also differed with those who tended toward psychoanalysis.

The human point of view is close to the point of view of psychoanalysis in that man is driven by his own values. He is also a trainee in the type of these values, in their positivity, or in their internal negativity - with the obvious difference in interpreting their view of values - It prepares the man a path and a specific value according to his needs and degree of satisfaction.

Although socialists agree with behaviorists in the role of learning and reinforcement in strengthening behavior and values, they do not adequately explain some patterns of

behavior that suddenly emerge in an individual in certain circumstances. They therefore suggest the existence of social models. The individual imitates and models her behavior. In addition, there is a role for the individual to believe in the selection of models that imitate her behavior. Here, we find that those with a social perspective agree with the behaviorists in the freedom of the human being to act on its values, whether positive or negative. As for its type, the environment contributes to its identification and its promotion and thus they are contrary to the psychoanalytic perspective.

Finally, the cognitive perspective focuses on the cognitive structure and its role in values. They interpreted behavior according to the mental processes, on which the individual interprets the world around him. In this perspective, the role of society in the emergence of values has not been overlooked. Their appearance is governed by the purpose of obtaining something, and judgments about things and attitudes are closely related to the individual, his social relations and his mental abilities. She sees that man is positive and effective, and always seeks for the better, a rational being, not being. Because it can deal with events and facts that are exposed to it in an effective manner.

From this, we conclude that the owners of this perspective are similar to the psychoanalysts, and the human perspective that man is internally driven. He is intellectually driven from the point of view of the knowledgeable, by his age, by conscience and idealism, as well as behavioral, social, and human beings in the role of the environment in directing the individual to certain values, or in positive and negative values motivated by something.

In general, these theoretical trends emphasized the following aspects:

1. The process of acquiring values begins in childhood.
2. The values of the individual become more stable and stable with age.
3. The growth of values goes towards the evolution of the personality of the individual, and his psychological and social development.
4. Values are stable and stable when an individual reaches intellectual maturity and maturity.

Previous studies that dealt with the values

In the following is a presentation of the most important studies obtained by the researcher, which dealt with the values most closely related to the current research:

- 1 - Study (Philip Jacob) United States (1969) The study aimed to identify the impact of university education in the students' values. The study did not mention the details of the sample, using the Port and Vernon scale, and Pearson correlation coefficient as a statistical method. The study found that the university education had an effect on the homogeneity of the students' values and showed no effect for the other variables.
2. Williams Constance Study (1972) The study aimed at identifying the relationship between professional choice and values. The sample was 145 university students and used the Port, Vernon and Lindsey scales, and Pearson correlation coefficient as a statistical method. The study found a positive and functional relationship between values and professional choice.
- 3 - Metwally study, Abbas Ibrahim (Egypt, 1990) The study aimed to identify the relationship between social responsibility and values and identify the differences

between students in the hierarchy of values, the sample consisted of (335) university students. The value-scale scale was used by Hamdan Zahran and a secret hypothesis. Using Pearson's correlation coefficient, the T-test of one sample, and the zoological test, the study found a positive and functional relationship between social, religious and social responsibility values. The theoretical, religious, and social values were the highest values among students with high social responsibility.

- 4 - The Study of the Origin, Wajdan Abdul Amir (Iraq, 1999) The study aimed to identify the relationship between religious values and the level of mental health among students of Baghdad University gender and specialization. The study sample (400) students and university students. A measure of religious values was used by the researcher. The study found that students enjoyed high religious values and a positive and weak relationship between the two research variables.
- 5 - The study of Kazem, Ali Mahdi et al. (Libya 2000) The study aimed to identify the value structure of the students of the University of Qar Yunis, and the sample of the study (320) students, and using the measure of port and Vernon, and Pearson correlation factor as a statistical method. The study concluded that the economic value of the male and female social values were high.

Comparative presentation and balance between the previous studies.

The following is a presentation and a balance between the previous studies that were presented in this research according to the following axes:

- 1 Place of study and time varied previous Arab studies that dealt with the values in places of conduct distributed between Iraq, Egypt and Libya. The foreign studies were from the United States of America, while the periods in which these studies have been extended from (1969) until (2000), and study, and the oldest, most recent study [34].
2. The objectives of the study varied in the previous studies that dealt with values in their objectives. Some of them sought to identify the relationship of values with other variables, such as social responsibility, personality factors and the level of mental health according to gender variable and specialization. The study (Philip, 1969) presents To identify the impact and role of the university in the values of students. This research aims to identify the prevailing values of Iraqi women working and non-working[35].
3. Study Tools Most of the studies used the Port-Vernon-Lindsay scale of values. The study used a measure of values from its preparation. In this research, the researchers will prepare a measure of values and extract all the cytotoxic properties.
4. statistical Mean: Most studies used the Pearson correlation coefficient to identify the values prevailing in their research specimens, as well as a single sample tester in some studies. In our research, researchers will use the arithmetic mean and the Pearson correlation coefficient.
5. Results of the previous studies dealing with values differed in their results. In the studies on gender values, the study pointed to the dominance of the economic value of males and the social value of females. The study (Ali, 2000) supported this finding. The study (Al-

Nashi'a, 1999) indicates that university students enjoy high religious values[36]. The study (Dobashi, 1976) confirmed gender differences in religious values and for females. The researchers will compare the results of the previous studies with the current research findings.

Research Procedures

First: The Research Community and Its samples

This research was limited to Iraqi women in Baghdad governorate / Rusafa. The study sample included (315) educated and non-working women, distributed to (192) women working in the government departments and

institutions such as Postal Department of Albaladeyat, Al-Rasheed Bank, Talbiyah Branch, Technology University in Al-Wahda, Ministry of Science and Technology in Al-Jadriya, Ibn Al-Baladi Hospital in Sadr City, Hera Primary School in albaladyat , Karada Vegetable Oil factory. Table (1) illustrates the details of this sample. The study sample included (123) educated women not working in Adhamiya, Zayouna, Baladiyat, Shaab, Karrada, Sadr City and Jadriya. Table (2) shows the details of this sample. They were selected according to the simple random method.

Table (1): Distribution of the sample of the research sample educated working woman

total	Vegetable Oil factory	Hera Primary	Ibn Al-Baladi Hospital	Ministry of Science and Technology	Technology University	Al-Rasheed Bank	Albaladeyat postal	city
192	20	24	30	31	33	20	34	number

Table (2) : Distribution of the sample of the research sample of the non - working educated woman

total	Jadrea	Alsadr City	Karrada	alshaab	Albaladeyat	Zayona	Aladhamya	city
123	26	17	19	17	20	16	18	number

The research tools

seek to achieve the objectives of the research using a measure of values to identify the prevailing values of Iraqi women working and non-working, and the researchers prepare a measure for this purpose, based on the perspective (Spranger) in the classification of values, Which he classified into six types (theoretical, political, economic, social, religious, and aesthetic). The scale consists of (31) paragraphs in a position containing six options, each of which expresses the value of the six values, and asks the examinee to choose one of the six options allocated to each of the 31 paragraphs.

The scale is corrected by giving one degree to the option, or the value chosen by the respondent, while the rest of the five options or values are given a score of zero for each. The scores of each of the six values are recorded at the bottom of the last sheet of paper in the scale, after counting the number of paragraphs After counting the number of paragraphs selected by the respondent, which express that value, as the values of each value are collected, and the highest score among these values, which is the value prevailing in the individual The researcher has extracted the virtual honesty of the scale before its application in this research, Presenting it to a group of experts and specialists in psychology and psychometric .

Statistical means the arithmetic mean was used to identify the prevailing value of working and non-working Iraqi women.

RESEARCH RESULTS

The results of this research include a presentation and explanation of the findings of the current research, and compare these results with the results of previous studies, and includes the findings of the researcher based on the findings of its research, as well as the recommendations that recommend, and finally the proposals it proposes.

First, presenting the results and interpreting them

Below is a presentation of the research results reached in light of the preliminary data and processing them statistically, in order to achieve the objectives of this research and as the following:

- 1- The first objective (to identify the prevailing value and value of the Iraqi women working and non-working women). To achieve this goal, the mean values of the six values were calculated in the total research sample of (315) working and non-working women. Then the comparison between these averages, the prevailing value is the value of the higher arithmetic mean, and depending on the arithmetic mean as a statistical method, and the results reached the rule of aesthetic value in the total research sample. Table (3) illustrates these averages.

2-

Table (3) : The arithmetic mean of the six values in the research sample

aesthetic	Religion	social	economical	Political	theoretical	value
6,532	6,016	4,227	4,155	3,480	4,641	arithmetic mean

From Table (3) it is clear that the value of (aesthetic) has the largest average arithmetic, which reached (7.532), so this value is prevailing in the current research sample. As shown in Table (3), the value structure of educated and working non-working Iraqi women is (Aesthetic, religious, theoretical, social, economic, political). This result can be traced back to the current changes in our country, the

breadth of modern means of communication and the exposure of television channels to the propagation of country spaces through programs and programs with content that drives women Towards the aesthetic values. This result is different from the result of a study (Kazem et al., 2000), which indicated economic value.

- **The second objective** (to identify the prevailing value and value of the educated Iraqi working woman). To achieve this goal, the arithmetic mean values of the educated women were calculated only in our current

sample of values of (192) women, then comparing them and then the comparison between these averages, and the results also reached the value of the aesthetic value in this sample.

Table (4) : Shows averages. Table (4) the arithmetic mean of the six values in the research sample

aesthetic	Religion	social	economical	Political	theoretical	value
6,015	5,016	3,900	3,050	3,608	4,012	Arithmetic mean

Table 4 also shows that the value structure of educated Iraqi women working is (aesthetic, religious, theoretical, social, political, economic). This result can be traced back to what TV channels are offering, and to the social welfare Which motivate working women to adopt similar values and are consistent with the values of their colleagues at work, as well as the search for excellence between them through clothing, appearance and aesthetic features.

3 - The third objective (to identify the prevailing value and value of Iraqi educated non-working women).

To achieve this goal, the mean values of the six values were calculated in the total research sample of (123) non-working educated women and based on the arithmetic mean. As a statistical method, the results reached the religious value of the educated women who are not working in the sample of this research. The value structure of this sample is (religious, aesthetic, social, economic, theoretical, political). Table (5) illustrates these averages.

Table (5) the arithmetic mean of the six values in the research sample

aesthetic	Religion	social	economical	Political	theoretical	value
5,977	6,227	5,683	4,609	2,603	3,702	Arithmetic mean

This result can be attributed to the role of socialization in our Iraqi society, which seeks to push women to embrace religious values. This role has been more influential in non-working women, To avoid the effects of the functional community, which drives them to focus on keeping pace with their colleagues in clothing and the pursuit of elegance and beauty in a fundamental way.

CONCLUSIONS

From the findings of the research we can reach a number of conclusions which we summarize as follows:

- 1- The society has a great role in influencing the values of the individual.
- 2. The work affects the type of values prevailing in the individual.
- 3 - Iraqi society encourages women to religious values and beauty.

Recommendations

In the light of the results reached in this research, the researchers recommended the following:

- 1 - Strengthening and strengthening the religious value that the results indicated to its sovereignty in the Iraqi women who are not working, as values that promote virtue, solidarity and affection in society.
- 2 - Work on the development of religious value, which indicated the results to come second in the Iraqi women educated working, as they are a large and important segments of society and the mothers and educators of the new generation and must develop such value to them to do their part to instill it with their children.
- 3 - To encourage the institutions of society, especially cultural and social to promote religious values and theory, the fact that culture and religion the basis of good society and progress.

Suggestions

- 1 - A number of proposals proposed by researchers conduct research similar to this research to compare the prevailing values of Iraqi women educated and uneducated.
- 2 - Research similar to this research to compare the prevailing values of Iraqi women and women in other societies, whether Arab or foreign.
- 3 - Research similar to this research to identify the prevailing values among Arab women in general.
- 4 - Conducting survey research to identify the impact of watching TV programs in the sovereignty of some values of Iraqi women.

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