

The Employment of Quest Strategy Over The Web In The Development of The Awareness of Political Values For Students of Social Sciences At The Secondary Stage

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Abstract

The current research aims to find out the effectiveness of the employment Web Quest on the development of Cognitive achievement and the Awareness of political values for high school students. The research sample is (391) students from public high school. Both the analytical descriptive and the semi-experimental designs are used. Different tools were used as follows: A List of political values, a card of content analysis (content), A cognitive achievement test, And scale to measure the awareness of political values. The results demonstrated that there is a difference with statistical significance between the average scores of the experimental group, "the research group" in the pre and post applications of cognitive achievement test, , And the measurement of awareness in favor of the post application. The results show also the size of the significant impact of the political values unit on the Cognitive achievement and in raising the awareness of political values.

Keywords : *(Quest strategy over the Web, awareness, political values , social sciences).*

Introduction:

The importance of the development of political values lies in that they are directly related to the educational objectives it seeks to achieve for the learner. The curriculum, which is not interested in the political side, is no longer an effective approach, And that it should be enacted the students' major political values , such as democracy, freedom, equality , responsibility and the

public interest in the various curriculum. And in particular the various branches of social sciences, which are largely dependent on thinking, investigation and linking problems with reality.

There are a great number of studies, including the (Hamid Shaaban , and Nadia Hassan 2001) who confirmed in their studies that the high school curriculum includes only a few topics that help to develop the political awareness and citizenship among the students. They neither allow them to know the democracy and citizenship responsibilities nor develop their awareness of their communities and their world; they are almost devoid of activities, civics and history because they are linked directly to the path of political values. Moreover, for the importance of stage in which these values can be supported through teaching the political history.

So many studies confirmed on the importance of instilling political values in the hearts of students through the curriculum because of the political vacuum among young people , and the weakness in the sense of belonging and a sense of responsibility.

Some of these studies as: the study of each of : (Elham Abdul Hamid , 2008) , and (Sami Fathi Abdul Ghani Emmara 0.2010) , and (Jehan Kamal 0.2011) , (Sami Nassar , 2011) , the situations through which the students exercise the rights and responsibilities of citizenship. Secondary education also suffers from weaknesses and deficiencies in that it does not encourage political participation. It also hinders the freedom of opinion and the opposition, and instead supports the submission and obedience and compliance values.

They also emphasized the failure in achieving of political education in the educational institution where the curriculum of the social sciences do not included concepts , attitudes and values towards the development of a culture of citizenship , civic education and its issues. They also do not include topics that develop citizenship among students, as they do not know their responsibilities and their rights. They do not develop their awareness of their community and their world; those curricula

do not have activities and attitudes that develop the political responsibilities of the students.

He also stressed (Sami Nassar , 2011) in his study that the youth revolution imposed on those in charge of the education system to review the philosophy and objectives to cope with the issues of identity existing and unity based on diversity, acceptance of others , and the culture of citizenship and what it includes of the values associated with life in any community , this includes domains such as : the domain of political rights; that leads to raising the young people 's awareness of democracy and political crises in the community , as well as entrenching education to the principles of the right to have a different opinion , respect the opinion of the others, admit the existence of third parties and reject the culture of consensus and intolerance.

The (Web Quest Strategy) reflects the idea of the modern teaching based on the integration of technology in education and education in order to achieve connectivity and functionality between them by raising the learner's interest using interesting and attractive manner, and satisfy his needs, activate his motifs and his desire to seeking more knowledge. An investigator of the philosophy of the Quest strategy over the Web finds that, it is based on the assumptions of both Piaget and Constructivism theories through the principle of constructivism of knowledge; that the individual is the one who builds his knowledge of himself , (Widad Abdul Sami , Yasser Bayoumi , 2008). And thus constitutes a new way far from the traditional use of the Internet, which does not exceed reading and access to information, as it is not possible for students with "Quest over the Web" to follow the familiar path to copy parts of the text in order to answer the questions, but they should apply the critical thinking on different pieces of information.

And develop a product that represents a summary of the work of a group of students. Students also learn during the " Quest over the Web" through solving problems by taking advantage of the network, The Quest strategy over the Web is based on providing specific educational tasks to help the learner

to make himself different tasks such as ; research , exploration of information over the Web, and the use and recruitment of this information and not just getting it (Nabil Azmi 0.2014, 391-392).

Background of the problem:

The Egyptian revolution faces particular challenges represented in the lack of political awareness, ambiguity of the concepts and practices of democracy and weakness of political experience; therefore there was a need to consolidate and develop the political values in the different educational curricula for their importance in the recent period after the revolutions of January 25, 2011 and June 30, 2013 , and the consequent of the political, economic and social variables , which necessitated the work to help the children of the Egyptian nation gain the appropriate political concepts and values in the light of new variables, This is through the employment of modern strategies, including the Web-Quest strategy via the web which is interested in the development of the upper cognitive abilities of the learners such as analysis, synthesis and evaluation, the Web-Quest strategy via the web allows the use of thinking skills and problem-solving for the learner, it aims at the search for solutions to the questions or real problems not artificial ones (Abdel Aziz his request.

The Study Problem:

It is illustrated by a lot of studies and previous literature that most of the social sciences curricula at secondary schools neglect the development of political socialization; they do not allow them to know their responsibilities and their rights. They do not develop their awareness of their community and its problems, which hinders preparing the students for a democratic society, they also hinder the freedom of opinion and the opposition, they do not encourage the students for the political participation which in turn required the importance of employment of the modern strategies for the political socialization and the development of political values using the Web- Quest strategy where many studies confirmed that the Quest strategy via the web helps with the development of the

educational achievement, the critical thinking, the research skills and the quest. Among these studies:

Studies of (t (Wui & Saat 2008), and Mohammed El Heelaand Mohammed Nofal, 2008), and (Manal Mobarz and Hanan Rabee, 2009) and (Mitchell Mitchell, 2003), and (Halat, 2008). And (Ikpeze & Boyd 2007) and (Li, H., Yang, Y, 2007) and (Arshad Eessa.2013), and (Abdulaziz Tolbaa.2009), and (Wajdi Shukri, 2009).

The Study Problem is represented in:

The weakness of the development of awareness of the political values, in the education curricula, especially the secondary stage, which confirms the need for its development through modern strategies recruitment, which is determined in the current study in the Quest strategy via the Web.

Hence, we can address the problem of current research on the following questions:

1. What are the main political values that must be developed for the secondary school students
2. What is available of the previous political values in the curricula of the social sciences at the secondary stage?
3. What is the educational design of a unit based on a Quest-Web strategy for the development of the political values awareness for the students of social sciences at the secondary stage?
4. What is the effectiveness of recruitment the strategy of the Web Quest for the development of the Cognitive achievement for the secondary school students?
5. What is the effectiveness of recruitment the strategy of Web- Quest on the development of the awareness of the political values for the secondary school students?

Aims of the study:

The current study aims to:

1. Know the most important political values that must be developed for the secondary school students.

2. Prepare an educational design for a unit based on the Web- Quest strategy for the development of awareness and the political values for the students of social sciences at the secondary stage; and know their impact on the cognitive achievement.
3. Know the effects of the Web-Quest strategy on the growth of the awareness of the political values for the secondary stage students.

The study hypotheses:

The hypotheses in the current study are determined in the following:

1. There is a statistically significant difference between the average scores of the experimental group "study group" in the pre and post application of the cognitive achievement test for the unit of the political values that based on the recruitment of Web-Quest strategy via the Web for the secondary school students in favor of the post application.
2. There is a statistically significant difference between the average scores of the experimental group "study group" in the pre and post application of the gauge of the awareness of the political values for the unity of political values based on employment Web-Quest strategy via the Web for the secondary school students in favor of the post application.

The study sample and its Delimitations:

The sample of the current study is represented in:

Human Delimitations:

a sample of students in a public secondary school of about (391).

Spatial Delimitations:

the study tools, and educational materials were applied in three educational directorates at the secondary stage in some governorates such as: Snurs educational directorate, Fayoum Governorate), and (Lower Egypt represented in Beni Obeid

educational directorate, in Dakahlia Governorate), and (Central Cairo represented in Heliopolis educational directorate, Cairo Governorate).

Objectivity Delimitations:

Analysis of content (8) curricula (history, sociology, and national education) for the secondary stage.

Research Design:

The study approach in the current study is determined in the following two forms:

1. The descriptive analytical design to determine the theoretical framework.
2. The semi-experimental design to test the proposed unit for the development of awareness and political values based on the use of the Web-Quest strategy via the Web for students of social sciences at the secondary stage, and measure its impact.

Tools and educational materials:

The current study is based on the use of the following educational tools and materials:

1. A List of the necessary political values for the development of awareness of the political values for the Secondary School Students.
2. A content analysis card (content) for the Social Sciences books at the secondary stage.
3. A cognitive achievement test to know the extent of understanding the secondary school students of the nature of the political practices in the Egyptian society, and their need for the political values.
4. A standard to measure the awareness of the political values for the secondary school students.
5. A Preparation for site for the Web-Quest strategy via the Web for a unit of six-political values.

The Study Terms:

The present study adopts the following key terms:

1. **The Web-Quest Strategy** which is based on the integration of Web technology in the educational process, through Quest-based activity in which the students participate in an attractive task using a pre-defined resources which are available on the internet, where the network provides infinite amount of information so that the learners interact with each other and with the pre-defined resources of learning via the internet for the development of political socialization and the awareness of the political values for the secondary school students.
2. **The political awareness** :which means the individual's ability to understand the situations, the political issues and the problems in the local, regional and international community, so that he may have the ability to analyze, link the events, and identify the conclusions that will help to change and develop the existing situation.

Theoretical framework: includes:

1. **The first axis- The Web-Quest strategy via the Web** (the concept, the development and Origin, the benefits, and the factors of success).
2. **The second axis- The political values** (its concept, its importance, its characteristics, and the school as an institution for the development of the political values, the educational requirements for the secondary stage of the political values).

The first axis- The Web-Quest strategy:

The concept, The development and the origin:

The Quest-Web strategy is considered as one of the most important projects and educational strategies that are very meaningful and directed. It is based on the use and recruitment of the web to take advantage of the existing information on the Web as this strategy depends on the provision of specific educational tasks that help the learner to carry out different operations himself starting from research, exploration of information via the Web, and the use and recruitment of this

information and not just acquiring it (Nabil Azmi 0.2014, 391-392).

The idea of the Web Quest Strategy started at the University of San Diego, California, USA, in 1995, by a group of researchers in the Department of Educational Technology, led by Dodge Bernie, B. and Marsh Tom., it began to spread in many educational institutions in Europe and the United States of America as a modern way of education through research via the Web. The Quest-Web strategy depends on education which is centered around the student because it consists of tasks and various activities to help and make it easier for the student to explore and infer the required information, and to facilitate the use of higher cognitive skills that he obtains. The nature of this strategy allows students to use the thinking skills and problem-solving, it is also concerned with the development of the upper cognitive abilities of the learners such as analysis, synthesis and evaluation, it relies on the electronic resources that exist on the web and selected in advance, which can be grafted with other resources such as books, magazines and CDs (Abdulaziz Tolba, 2010.78).

2- The Web Quest benefits are represented in:

1. It gives students an opportunity to discover the information by themselves and not just providing it for them, that makes them educated researchers.
2. It encourages teamwork, and the exchange of views and ideas among the students, that does not prevent the individual work, of course.
3. it Leads to helping the students to acquire the research skills such as information collecting, interpretation, analysis, presentation and evaluation.
4. It grants the students the ability to research deeply and thoughtfully for specific points, but through the selected limits by the teacher, which helps non-dispersion of the students and intensify their efforts in the direction of the desired activity they are carrying out. This makes the

Quest via the Web (Web- Quest) an effective and an ideal way for the stages that contain sharp contrast levels in the students' thinking level

5. It provides a safe path for the use of the online education, through guiding the students to the reliable objectives that are relevant to the research subject.

3- The success factors for the (Web-quest):

1. The success of the strategy depends on: (Wgdi Shokry Gawdat, 2009.101), and (Shahat Etman, 2009.25), and (Hanan Mohammed El-Shaer, 2006.56)
2. Suitable educational materials for the age and the abilities of the pupils for whom this activity is directed.
3. The availability of the participatory teamwork flexibly and according to the current circumstances.
4. Adding reliable resources to enrich the lesson in a positive way.
5. Enabling the student to work independently where the role of the teacher turned to be a carrier for knowledge and a facilitator of learning and education.

4- The Web Quest stages: The Web Quest (cognitive trips) has six main stages, namely:

First: The Introduction:

The introduction around the lesson and preamble(warming-up) to raise students' motivation, which is to clarify the idea of the lesson, elements and focus on its goals for preparing the student status for a prior evolution concerning what he will learn. The teacher can set a series of questions about the main ideas of the lesson, he can also be guided by the analysis chart of the lesson or the lesson planning to help him provide an image of what will follow later.

How the teacher can provide the desired knowledge or information to the student?

Are there non-traditional methods as presentation, explanation and discussion?

Is it possible to confine knowledge in one resource or two resources?

What are the roles of the teacher and the possible roles of the student during the explanation or the discussion of a topic?

Second, The task:

It is the main and the most important part of the Web Quest that includes the basic ,the sub, organized and well-prepared tasks, and these tasks must be interesting and relevant to the real life situations, it is where the learner reveals the selected topic and his role in the activity, and it includes activities with open ends and the emphasis on the higher- thinking skills, and the description of this task should be short and concise and the prior knowledge is necessary to complete the scientific task . It takes into account the guidance questions that the students need to have in front of their eyes in order to achieve the mission:

1. What is the task that the students are implemented to do?
What is the importance of this task?
2. What are the surrounding circumstances of the task?
What is the questions which might be considered problematic?
3. What led to the existence of these circumstances?
4. Is there more than one way of looking at things?

Among the most prominent tasks, that helps the student to understand the scientific subject:

1. the task of formulating the subject using the student's language.
2. The collecting task
3. The task of verification and traceability
4. The task of the dialogue and negotiations
5. The task of the journalist
6. The task of analysis

Third, the process and procedures:

The administrative procedures: where the students are divided into groups, and the tasks are distributed among themselves, the required time to accomplish the task is determined. Distributing the task into specific and clear steps should be taken into consideration, so it is possible to provide links and relations within the Web Quest.

Moreover, the teacher must provide different ways to present their results, such as the process scheme - Multimedia - Presentations - Research Tools -A Web page - Summary tables - Concepts Maps. All this in order to make the students rely on their thinking and recruit their creativity.

Fourth: The Resources:

Determine the list of available resources that can benefit the student to complete the tasks through: Websites -Scientific encyclopedias - periodicals and magazines - articles and researches - a presentation program.

Fifth: Assessment:

This phase is considered an important component of the Web Quest and the basic rule here is that the students are able to assess themselves and compare what they have learned and accomplished or that the teacher evaluates the work of his students in the previous stages. Most of the Web Quest uses the user monitoring and the scoring guide in assessing the performance and the results of the students in the form of marks, where it can develop a set of standards that help in assessing the students. The teacher has to explain apparently to his students the criteria used in the assessment.

Sixth: The Conclusion:

At this stage a set of recommendations on the Web Quest and the work of students and the achieved results have to be determined, Also the students should be reminded of what they did and what they have learned, and they should be encouraged through a presentation prepared by the task group. In addition, they should apply the experience they have learned in different

situations. The teacher can ask his students additional questions to encourage them to continue the discovery of ideas and new knowledge that arouses the interest of the discovered content. (Shadia Abdul Halim, Salah Fouad 2015.152).

The second axis-The political values: in terms of: (its concept, importance, characteristics, and the school as an institution that develops the political values, the political values requirements).

First-The concept of the political values: They are the values that reflect a sense of national identity and national belonging, and contribute to the preparation of the individual towards the political participation within the community, such as democracy, the Shura, Obedience, Justice, Islamic Jihad, and sacrifice (Ahmed Hussein Abd Elghany Al Gamal, 0.226).

Moreover "Maen Khalil Elomar, (2004.217). sees that they are ethical standards that reflect ideal model of ideas and perception of the characteristics of civilization for what is acceptable and what is unacceptable within the social environment in which we live reflecting the entire society in general and not the privacy of a certain segment group

Based on the above, we can say that the political values determine the relationship of the individual with the political authority; it is a behavior that the political system seeks to instilled in the hearts of young people, and contribute to the preparation of the individual to participate in political life.

Second-The importance of political values: the values has a great importance to the individual and public levels (Diaa El-Dien Zaher, 1984, 8-9); As for the individual level: we find that the student is in dire need in dealing with people, situations and objects to a format or a system of standards and values, this system is as aguide for his behavior, energies and motives of his activity, and it is a self-evident that if the values are absent or conflicting, man feels a stranger, off himself and his community, and even loses the motivation to work and gives less production and feels disturbed.

The Political values affect the teenager's response through the political upbringing process; they are encouraged to pay attention to the issues of the community and practice the political activity, as they turn the political behavior to be an extension of the social behavior hence, the political values are to be broadcasted in the spirits as a driving force towards the political participation.

The Political values have a significant role in the political upbringing process, as it works to: formulate the national character of the people and raise them socially, encourage them to pay attention to the issues of the society and the practice of the political action, they also instill in the spirits momentum towards work and the political participation, they give the opportunity for the individuals to express their opinion, they help to understand the surrounding world and expand its reference framework in the understanding of their life and what is going on in the community. The political values are considered an essential part of prevailing culture in the community.

Third-The characteristics of political values-The political values are characterized by a number of characteristics, including: (Zainab Ali Mohamed, 2005), and (Sami Nassar & Fahd and Ruwaished 0.2005), (important Faraj,

1. **The values are a human, historical, social phenomenon:** because they are relevant to the social reality in which the individual lives, it is also the product of human interaction with the social environment in which he lives, the real meanings and significance of the values appear only within the social existence of the individual.
2. **The values are philosophical knowledge:** where it controls the philosophical project and the philosophical knowledge, but the collapse of the political values results in the collapse of the philosophical framework of the society.

3. **The values are moral knowledge:** because the political culture set targets with a perfect character for these values.
4. **The values reflect the cultural characteristics:** they stem from the civilization in which we live through the entire system of values-what is acceptable or unacceptable.
5. **The values are characterized by generalization:** they include many categories of society and prevail among them, the update processes of the values are conducted through the full perspective of the political values in the society.

Fourth-school as an institution of political values give the institutions:

1. The importance of the role that the school can play to instill the political values (Hanan Mustafa, 1992, 107-108)
2. The length of the period spent by the student in Education, which extends from the beginning of kindergarten to the university stage.
3. The gradualism of the political awareness of the learner with the gradual learning stages; where there is a direct proportion between levels of education and provides a high degree of awareness among students.
4. Students are trained to practice freedom through the elections that occur within the class elections or students' unions elections .The students interact politically during these elections.
5. The school creates a political awareness for the students at a high level.
6. Students are trained to carry out some educational activities in the school, which emphasizes certain political values; they also gain political behavior during carrying out these activities.
7. The school must do its role for providing the students with political values in line with the strategy of the

educational system in Egypt concerning the interaction of all its members. (Inas Abu Yousef, 2001.23).

Fifth- The school curriculum and the development of political values:

The school is the official institution that prepares young people for life, the transmission of heritage and cultural from a generation to another, and the acquisition of patterns of behavior, teaching how to think, the formation of habits, social attitudes, values and the desired ideals (Elham Abdul Hamid, 1996.68), Also it instills the prevailing political values in the society and through the educational curricula. It is a must to strengthen the various textbooks such as history, geography, national civics and philosophy with a group of values, knowledge, ideas and skills that help to instill the political values for the adolescents; this is because the textbooks are considered an essential resource of providing the student with trends and political views as well as the perceptions of his country and the other countries.

Sixth-The secondary stage educational requirements of the political values:

The high school is considered a distinctive stage of the learners' growth, as it has the basic and vital consequences to fulfill their needs, desires and aspirations and at the same time prepares them to meet the needs of society and its requirements. the researchers gave this stage a great deal of attention for more than one reason, on the one hand, most of the individuals begin to assume some of the citizenship duties, such as participating in the vote for the elections, on the other hand, the individuals learn new political values and ideas that may be contrary to the family values, so he may rebel against them . (Hassan Abdul-Malik, 1991.199),

Taking this into consideration; We can say that teaching social sciences at the secondary stage is designed to assist the student in the adolescence stage to use the objective scientific way in thinking, work, life, the problems of everyday life and the

search for their right solutions, to get used to the intellectual tolerance, to create a sense of loyalty for the Arab and Islam nation, and to highlight the value of thinking to be able to achieve peace and the peaceful coexistence among peoples.

The study measures:

For Verification of the hypothesis of the study and the answer of its questions, the study used the following:

First-to know the most important political values that must be developed for the high school students:

a list of the political values that must be developed for the high school students has been prepared using the advantage of:

The Previous researches, the relevant studies, and the theoretical framework. It was tuned (1) the list has become in its final form, which contains 22 political values (2).

Second- to know the degree of availability of the list for the former political values, a content analysis card has been prepared and tuned (3).(8) curricula of the social sciences at the secondary stage were analyzed, for the academic year 2013/2014 as follows: (Rushdie To'eima 0.2004.)

1. Analysis of the curricula of the National Education subject for grades (first, second and the third).
2. Analysis of the curricula of Sociology subject for the two grades (the second and the third).
3. Analysis of the curricula of history for grades (first, second and third).

The results showed that there is a weakness of availability of the political values for the high school students in their

¹Extension (8) The Arbitrators Gentlemen names on the educational tools and materials for the study.

² extension (1) a list of political values in its final form.

³ Extension (2) A content analysis card in its final form, and its detailed results.

courses or curricula, which confirms the need for the development of political values that are included in the list.

Third-To identify the Educational design for a unit based on the Web- Quest strategy for the development of awareness and the political values for the students of social sciences at the secondary stage:

There are a lot of educational designs, including the model of, Haensch 1993, Abdul Latif El-Gazae, (1995) model, Ali Abdel Moneim (1999) model and Mohamed Atiya Khamis (2003) model. Through the review of these models, it is proved that they are consistent in the basic stages of the educational design, which is the stage of analysis, designing, development, production, use and assessment. However, these models differ in the sub-measures and steps for each stage and that depends on the different viewpoint of the form designer, the nature of the program, the learning objectives, the available facilities and the method of implementation of the program. So the two researchers will adhere to these basic stages of the strategy design, taking into account the different measures and sub-steps for each stage in accordance with the nature of the current research.

The first stage: The study and analysis of the need to use the Web-Quest strategy:

This phase begins when there is a certain educational problem for the learners who need solutions or a decision-making to confront this problem. The problem in the current research is the weakness of the political awareness among the high school students and tending to gain

these values via the web and the research methods that they have are characterized by personal diligence and random search on the web and in the light of the problem identification procedures and steps of the analysis phase is to begin which is represented in:

1- Identify the characteristics of the learners:

The learners who will study the topics using Quest-Web strategy are determined to have the following characteristics as in the following points:

1. The study sample of high school students for the academic year 2014-2015 are 400 students.
2. The students who need to acquire the research and Quest skills via the web and to be trained to use specific and clear strategy for the research procedures and get an access to information using the Web.
3. The students who have not been exposed to the study of any curriculum via the web.

2-Identification of the educational needs of the students:

The students search much across social networking sites for certain values related to the study but in a random and unordered manner which wastes a lot of time and effort, it often helps them to gain improper values and here is the educational needs for those students which lie in their need to be trained to use a clear, specific strategy steps and procedures for the research via the web to enable them to develop their values properly.

3- Determination of the required resources for the use of the strategy:

Due to the Quest-Web strategy dependence in the search for information via different sites and pages on the web, it was necessary to design and publish a site on the network that includes the presentation of specific topics using Quest-Web strategy. This site has been published on the web entitled "<https://ahmedfakhry.gnomio.com> " and it has been taken into account in the design of this site the following:

1. the links and elements of the strategy that the student use as a guidance (the introduction, tasks, procedures, learning resources, and assessment) are effective and work well.

2. the proposed learning resources should be clear, specific, rich in terms of information and relevant to the subject of the research problem.
3. the existence of data and personal information about the researchers (name-email)
4. The clarity of the methods and standards of assessment that are to be followed after the completion of the topics of the strategy.

The Second Stage: designing the Web strategy topics:

At this stage, the researchers determine the overall objective for the use of the Quest-Web strategy and to identify the topics that are to be studied using this strategy, as well as the design of procedural objectives for each topic and to identify expertise and learning resources that are necessary for each topic.

The third stage: the strategy steps:

The two researchers followed Abdul Aziz Tolba's model, which consists of the following stages and steps:

1. The presentation of the strategy (introduction): the two researchers made the students aware of the concept, the purpose and the significance of the Web Quest and the nature of the topics that they are going to study using this strategy.
2. the distribution of the tasks that are included in the strategy, the distribution of tasks and assignments, which will be conducted by students in light of the nature of each of these values that will be studied.
3. The identification of the resources which are used in the strategy, the electronic (websites and pages) were determined in the light of the elements and functions of the values that will be rendered using the Web Queststrategy. To choose these resources it was taken into account the following:

1. The suitability to the nature of the suggested tasks and the availability of scientific rigor, modernity and the inclusiveness of the information it contains.
2. Checking these resources before presenting them to the students and making sure that they will develop their values properly, widens their horizons and develop their ideas.

D) Implementation of the strategy:

The implementation of the strategy steps and identification of the tasks required on the student's guide page that included a major topic for the subject of the research have been described and an organized classification for the six values contained in the Strategy was set. Once the student clicks any of these six values a screen with the subject of the value title opens, welcoming the student, procedural goals of the subject of value, the elements and components of the lesson as well as the instructions that must be adhered to both the student and the entire group during the implementation of the strategy and after finishing it.

E) Evaluation of the strategy:

Due to the dependence of the Web Quest strategy on the student's activity to surf a lot of electronic websites and pages, which may differ in content from each other, so the two researchers prepared a card to assess the performance of the students during the implementation of the research tasks using Web Quest strategy which is a gradual measurement with a clear distributed grades .A measurement card was attached within a page of student's guide to use it in their implementation of the topics of the strategy.

(H) The conclusion of the strategy:

Every student at this stage presents a report to provide a summary of his results.

The Fourth stage: the stage of formative assessment for the Web Quest strategy:

The Assessment of this stage was carried out on two levels:

The First level: the two researchers introduced the stages and the steps of the Quest-Web strategy to a group of specialists to make sure of:

1. the validity and comprehensiveness of the strategy to the objective, which it was designed for, that is the development of some of the values for the secondary school students.
2. The appropriateness of the values that have been identified for studying using the Web Quest strategy.
3. The suitability of the specified electronic research resources (pages and sites) for each the values.

The two researchers have conducted the proposed amendments according to the views and observations of the jury.

The second Level: The two researchers applied the strategy on a number of 20 students of the high school students (not part of the research group) in order to ensure the clarity and ease of the implementation of the strategy actions and the ease to deal with the electronic resources of the research (Web sites and educational pages) for each of the values and the appropriateness of the selected time for the study of each value using the Web Quest strategy, so this strategy has become valid and ready to be applied to the core sample of the research.

The unit was designed and adjusted (4) through the following: The previous studies and researches, through the results of the content analysis of social science books, card, the theoretical framework, and a list of the political values. The components of existing unit that is based on the Web Quest strategy were determined for the development of awareness and political values for the students social sciences at the secondary level based on self-Learning through the preparation of the Quest site on the web, (5).

⁴ Extension (3) Unit-based political values on the employment of the Quest-Web strategy via the web.

⁵ Extension (4) the Quest- Web site for the political values unit.

The proposed unit included six political values including tolerance, acceptance of others, national spirit, freedom and responsibility, justice, equality, and democracy-as a principle and behavior - and the elections as a practice.

The content of each of the six values includes the following:

1. Behavioral procedural objectives of the study of the value.
2. The Scientific material of the value subsidized with activities and a formative assessment.
3. Define a set of strategies that are based on self-learning.
4. The identification of resources of teaching and learning, which can be referred to when considering the unit to choose a group of related websites and articles and videos which the students can refer to while studying each of the six values through the Quest site via the Web.
5. The final and the formative assessment tools, to evaluate the proposed unit, were prepared as a series of questions were set during and at the end of each value to measure the degree of achieving the unit's objectives, and describe the degree of the students' familiarity with the content of the unit.

Fourth-To know the effectiveness of the unit of the political values on the cognitive achievement of the high school students. An achievement cognitive test was design and adjusted (*⁶) it consists of (40) Question divided into two parts:

Part I: (25) right or wrong question with correcting the error with a total of (25 degrees)⁷.

⁶ (*) Extension (5)the cognitive achievement test.

⁷ Extension (6) A model answer to the cognitive achievement test.

Part II: (15) Completing question of (25) points, each with a total of one degree (25 degrees) to become a total score of the test (50 degrees)⁸.

A model answer for the achievement cognitive test has been set.

Fifth-To know the effectiveness of the unit of the political values on the political awareness of the high school students.

A measurement of the political awareness was designed and adjusted

1. **The formulation of the test vocabulary:** The measurement includes several polled questions for the students in some situations associated with the political values (50 Questions with a total score of 50 degrees). Divided to two parts:
 1. **Part I:** (35 Questions with a degree for each question), the choice of two answers includes (agree, or do not agree)
 2. **Part II:** (15 Questions with a degree for each question), that includes the choice of one of the situations .

-A pilot study for the tools of study (for the measurement of the political awareness and achievement test):

- A pilot experiment for the achievement test, and the measurement of the political values awareness was carried out through applying them on a sample to ensure the clarity of the meanings and test instructions.

-Determining the achievement test time, and the measurement of the political awareness:

⁸ Extension (7) A measurement of the political awareness to measure the awareness of secondary school students of the six political terms.

-The time required for the application of the achievement test and the measure of awareness and political values was estimated, through the average time, it was taken for the pilot sample members to answer the test, the average time was (35 minutes) for the achievement test, and (25 minutes) for the measure of the political awareness.

The Experimental design and implementation of the experiment

First-the pre-application for the study tools:

The cognitive achievement test and the awareness measure of the political values, were applied "pre-application on the study group on Monday, 03/11/2014.

Second-The post- application of the two study tools:

the cognitive achievement test, and the measure of awareness and political values were applied, "post-application on the study group on Sunday, 12/14/2014.

Third-the statistical processing-the statistical methods were used as follow:

1. Determining the average standard deviation of the scores.
2. Using test (T) to calculate the difference between the average degrees of the applications of the pre and post cognitive achievement test and the political awareness measure ,and detecting the statistical significance of these differences in the statistical tables.
3. Calculating the amount of the effect of the dependent variable of the six values of the unit of the political values on the independent variable (the academic achievement and the development of political awareness) for the high school students.
4. The use of the developed statistical design (SPSS) to process the data statistically, to ensure the validity of processing the data statistically using the statistical laws.

Fourth-The results of the study and its interpretation:

In the light of the statistical processing, the two study hypothesis have been validated

(Table 1)Result of the Pre and post application of the cognitive achievement test for each governorate of the three governorates

	Application	Number	SMA	standard deviation	The correlation coefficient	Degrees of freedom	Value .of T	Significance
Cairo Governorate	pre	123	12.1870	3.62448	0.550	122	64.730	0.001
	post	123	34.7886	4.41171				
Dakahlia governorate	Pre	135	11.263	4.208	0.502	134	70.998	0.001
	Post	135	36.348	4.008				
Fayoum Governorate	Pre	142	18.4930	7.64064	0.599	141	27.293	0.001
	Post	142	38.6620	3.60435				
The overall results	Pre	400	14.1138	6.42756	0.325	399	69.804	0.001
	Post	400	36.6900	4.29827				

Through reviewing Table (1), concerning the total results of the students in the three governorates (Cairo-Fayoum-Dakahlia) for the cognitive achievement test in both the pre and post application, it has become clear that:

Higher average grades of the arithmetic average "SMA" that reached (36.6900) in favor of the post application, while in the pre- application, it was (14.1138) only.

In addition, the value of (T) (69.809), and the significance level of it was (0.001), a high significant proportion that confirms the impact of the unit in favor of the post- application.

Thus, the validation of the first hypothesis has proven right which states: There is a statistically significant difference between the average scores of the experimental group "study group" in the pre and the post application of cognitive

achievement test of the unit of the political values in favor of the post application.

2-The Pre and post application of the measure of political awareness for each governorate of the three governorates and the overall results of the three governorate, is illustrated in Table (2)

Table (2) The results of the Pre and post application of the measure of the political awareness for each of the three governorates

	Application	Number	SMA	standard deviation	The correlation coefficient	Degrees of freedom	Value of T.	Significance
Cairo Governorate	Pre	123	26.6	6	0.46	122	32.3	0.001
	Post	123	45	2.9				
Dakahlia governorate	Pre	135	21.7	8	0.63	134	41.7	001.0
	Post	135	44.5	4.6				
Fayoum Governorate	Pre	142	23.5	5	0.52	134	53.3	0.001
	Post	142	46.3	3.1				
The overall results	Pre	400	23.9	6.8	0.43	399	68.9	0.001
	Post	400	45.2	3.7				

Through the review of table (2), concerning the results of the total three governorates students (Cairo-Dakahlia- Fayoum) of the political awareness measure in the pre and post application the following has become apparent: the average grades of the SMA(arithmetic average) has risen to reach (45.2275) in favor of the post application while it was in the pre application (23.9025) only.

In addition, the value of (T) is (68.984) and its significance level was (0.001), it is the proportion of high significance, and confirms that the impact of the unit in favor of the post application.

From this, the validation of the second hypothesis has been proven right which states: There is a statistically significant difference between the average scores of the experimental group "study group" in the pre and post application of the gauge awareness of the political values for the unit of political values measure in favor of the post application

Discussion and interpretation of the results of the application of tools:

The results concerning the application of cognitive achievement test, and the measure of the awareness of the political values on the experimental group "study group" has proven that:

1. There is a statistically significant difference between the average scores of the experimental group "study group" in the two applications pre and post of the cognitive achievement test and the measure of awareness in favor of the post application.
2. The amount of the impact of the political values unit in the knowledge achievement, and raising the awareness of the political values, is significant.
3. The Unit based on the Quest-Web strategy via the Web is effective in increasing the knowledge achievement, and in raising the awareness of the political values of the experimental group "study group" and the previous results can be traced to:
4. The foundations that have been taken into account during the design of the that based on the Web Quest strategy via the web starting from the foundations, through the objectives , the content, the activities and methods of assessment through which it was taken into account overcoming the defects aspects represented in the current programs for the development of students' abilities and relating the cultural materials such as the social studies with the practical and specialized materials.
5. The internal motivation for the study of unit and the use of motivation by linking the of the unit with the

community needs, tendencies and the needs of the students, in addition to the use of different activities and the illustration methods, and the resources of teaching and learning, which match the characteristics and interests of the learners.

6. What characterized the content of the unit such as, the concepts ,the main knowledge, skills, and the emotional aspects.

Study Recommendations

The present study recommends the following:

1. Working on the revision of the textbooks and educational curricula and developing them to consolidate the meanings and the pillars of the democratic system based on providing sound political education for the students through the activities and attitudes that develop the responsibilities of citizenship for the students.
2. The school carries out its role which is to enable the students to gain the political values in line with the educational system strategy in Egypt that requires the interaction of all its members.
3. Students are trained on the practice of freedom through the elections that occur within the class or the students' unions elections during which the students interacts politically.
4. Enriching the syllabuses or the curricula of the National Education , history and sociology with concepts, attitudes and values towards the development of the culture of citizenship, civic education and issues, to let them know their responsibilities and their rights and develop their awareness of their community and their world.
5. The pursuit to open areas for students to discuss local political, regional, and international issues through channels inside the schools, and the university.
6. The media, school and family have roles in the political socialization and the formation of the political awareness

for young people and to work in a dynamic complementary way.

7. Reconsideration the objectives and the philosophy of education, and drafting the curricula and teaching methods to keep up with the global development.
8. Working to turning the educational policy to be the policy of a State, a ministry or a strategy and not to be the policy of the Minister that is to change with his departure.
9. Achieving a quantum leap in education: from teaching to learning and focusing on helping the students to gain experience and skills, especially the self-learning skills.
10. Activation of the main political values for the students, such as democracy, freedom, equality, responsibility and the public interest to enhance loyalty feelings to the homeland, strengthening the national identity, the consolidation of the moderation belief, moderation without extremism or intolerance, including developing the serious and positive engagement in forming the political decision-making process.

-The Study proposals:

In light of the results and the recommendations of the present study, there is an apparent need for the following research:

1. A comparative study of the awareness of the university students with the community issues locally and globally.
2. A comparative study of the political awareness of the university students and the pre-university education.
3. Curriculum development in light of the requirements of the January 25 revolution in Egypt.
4. The role of the media and the family for the development of the social values among young people.

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