

Social values in the second generation school textbook - The English language textbook for the third year of primary education as a model

Abdelmounaim MEKAHLIA^{1,*} , Houria BENHAMZA² 

¹Chadli Bendjedid El Tarf University,
Laboratory of Education, Delinquency,
and Crime Badji Mokhtar University, Annaba
(Algeria), mekahlia-abdelmounaim@univ-eltarf.dz

() <http://orcid.org/0009-0007-3206-4956>

²Chadli Bendjedid El Tarf University
(Algeria), h.benhamza@univ-eltarf.dz

() <http://orcid.org/0009-0000-6029-8556>

Received: 31/08/2024

Accepted: 10/10/2024

Abstract:

The school is a social institution responsible for educating students and instilling values in accordance with educational curricula derived from Islamic religion and the social and cultural heritage of society. Undoubtedly, Algeria has adopted a set of general and specific criteria for educational curricula to develop education to keep pace with the cognitive and technological development. To keep up with this rapid scientific development, the Algerian state has gradually abandoned the French colonial language and replaced it with the English language due to its direct connection to technological and knowledge progress. Recognizing this reality, the Algerian Ministry of Education adopted the teaching of English in the third year of primary education as a core subject, applying the same standards as other subjects, following its experience in teaching English at the middle and secondary levels.

Keywords: The student; Socialization; The school; Studies programs, Social values.

*Corresponding Author

I. INTRODUCTION

The development of the education sector is considered a crucial priority for the overall advancement of society, given its significant role in enhancing the educational process. Despite numerous attempts to improve education at various levels, it continues to face a set of challenges and obstacles that necessitate practical measures and scientific solutions to reform educational institutions. This research paper aims to assess educational policies that require reform and to propose suitable solutions and mechanisms for implementation, follow-up, and coordination with relevant authorities to develop the education sector in Algeria. The goal is to achieve an innovative, forward-thinking educational vision of high quality for our students, recognizing the critical importance of the education sector in elevating the quality of life for individuals and society as a whole. Moreover, given the significant changes and events that our country is undergoing, particularly the gradual shift away from the French colonial language and its replacement with English, which holds a prominent position in the global arena as the primary language of the modern era due to its direct link to technological and knowledge advancement, the issue of social values has captured the attention of researchers across various disciplines, especially sociologists. This is due to the significant role of social values in the process of social construction and the desired social change sought by society. The family, which traditionally served as a primary source of socialization, now shares this responsibility with other social institutions such as schools. Schools have taken on a significant role in deliberately or inadvertently carrying out the process of socialization, contributing to the inculcation of social values and influencing human behavior. As a result, schools have evolved from being mere places of learning to becoming arenas for interactions and tensions between the social values of the original society and the numerous values that students acquire through their curricula and educational programs.

• Research Problem:

Moral, educational, social, and all other values play a significant role in shaping the value system of societies. Algerian society has sensed a noticeable lack of values of all kinds for some time. Therefore, we sought to review and study the content of the second-generation curricula to identify the values contained in them, particularly in the primary education programs. Additionally, we aimed to assess the school's role in building social and cultural values and strengthening national identities, through which societies can change for the better or worse. This, of course, depends on the nature of the curricula and the social upbringing that students receive to create balance and adaptation to the developments and changes occurring worldwide.

Undoubtedly, Algeria has adopted a set of general and specific criteria for curricula. Among the most important of these criteria is the preservation of social values among the youth to strengthen their attachment to the nation, their concern for its higher interests, and its construction and elevation. From this, it becomes clear that analyzing the texts in the prescribed English language textbooks is crucial, as language is the means that helps individuals grow cognitively and socially. It is the foundation upon which students rely to connect with their religious, cultural, intellectual, and civilizational heritage. Thus, the research problem is summarized in the following main question: Does the third-grade primary English textbook contribute to cultivating social values among primary school students?

• Objectives:

- ✓ Identify all the values that should be present in the third-grade primary English textbook.
- ✓ Determine the extent to which the school contributes to developing and instilling moral values in its students.

✓ Attempt to present this study as a scientific knowledge initiative about social values.

• **Significance of the Study:**

This study gains its significance from the following:

✓ The position and importance of scientific, educational, and moral values in building the life of the individual and society.

✓ Its importance as a sensitive and significant topic for the Algerian people in preserving the national identity and inherited values of Algerian society while keeping pace with the influx of scientific knowledge and cultural penetration.

✓ This study may assist researchers in the field of social and educational studies in providing a guide for conducting studies and research on curricula and educational policy decisions, especially at the primary level.

• **Practical Value:**

The practical value of the research lies in proposing a new educational planning approach in light of the advancements in technology and knowledge for those responsible for developing education, formulating its policies, and making educational decisions. This approach can be beneficial when implemented in sound educational and pedagogical policy planning.

• **In order to achieve the study's objectives:**

The following hypothesis was formulated: Research Hypothesis:

The third-grade primary English textbook contributes to cultivating social values among primary school students.

• **Research Methodology:**

The nature of the research requires a descriptive approach to analyze the literature related to second-generation curricula. This analysis aims to highlight the role of the school in fostering social values and to explain the concept and characteristics of these values. The research also seeks to clarify the impact of educational policies on moral and educational systems, and to explain the relationship between curriculum planning and the values acquired by primary school students. Direct observation is considered one of the most important research tools in this context, as it allows the researcher to closely examine the aspects under investigation and observe the behaviors of the subjects. Therefore, observation was adopted as a key tool to uncover the values, traits, and behaviors of primary school students.

1. The First Axis: Social Values as a Reflection of Socialization:

Allah, the Exalted, says in Surah Ar-Rum, after the invocation of Allah, the Most Gracious, the Most Merciful: "So set your face towards the religion, inclining sincerely thereunto; Allah's fitrah (nature) on which He has created mankind. There is no altering to Allah's creation - that is the upright religion, but most men do not know." (30:30). Values represent the general framework through which the origin influences human behavior. Collectively, they form a system of values advocated by Islamic Sharia. Islamic Sharia has preserved religion, both by instilling it in hearts and deepening it, and by strengthening its foundations to ensure its preservation. Religion is a necessity of life for humans, and among the most prominent values for preserving religion are faith, adherence to acts of worship, and good character.

In linguistics, "value" refers to the worth of something (Ibn Manzur, 1956, p. 96). This meaning is close to the meaning that economists attribute to value, or it can be defined as a person's judgment about what is important in life, and the worth they assign to things and goods. Sociologists, on the other hand, consider values to be fundamental and important facts in social construction. Therefore, they are viewed from a sociological perspective as structural elements that are primarily derived from social interaction. Talcott Parsons' definition in his book "The Social System" is one of the

most comprehensive, as he views them as "cognitive patterns for the orientation of action in social situations, specifying the alternative selections among possible modes of action which are imbued with positive or negative affective value, and derive their significance from the fact that they are sentiments which have been institutionalized in the course of the socialization of the individual." Values may be explicit, clearly defining behavior, or implicit and ambiguous, making the situation complex and mixed (Balqis & Maral, 1998, p. 453).

In the context of contemporary civilization, scientific and technological advancements have transformed lifestyles, means, and requirements. In an era where the world has become a small village in which values and beliefs clash in an unequal and merciless war that does not spare the innocent or favor the just, many researchers have realized that paying attention to a child's culture means paying attention to nation-building, genuine development, and the future and its expectations. Paying attention to a child's culture indicates the progress achieved by societies, as this is the true starting point for building the individual and planning for a better future that our Islamic nation rightfully deserves. Therefore, (Belkhir, 2018, p. 243) argues that the student finds themselves between the hammer of the inherited values of our Algerian society and the anvil of scientific influx and cultural penetration from Western cultures, leading to confusion, anxiety, and psychological alienation. This transformation may have negative or positive behavioral, emotional, and cognitive effects on the social values of our students, due to their desire for change, the feeling of superiority, and attempts to establish this through unacceptable behaviors that manifest in the form of conflicts and aggressive behaviors that involve violating social norms.

Social values, from their theoretical concept, play a primary role in building society and achieving cohesion among its members. They are considered the basic component of culture, through which individuals learn socially acceptable and unacceptable behaviors. Moreover, a society can be judged as cohesive or chaotic by determining the extent to which its members adhere to their social values. When chaos spreads in a society and its social values are absent, the society accepts negative values, which means a change in the system of social values within the society. Values occupy a central position because they can create social solidarity among different individuals.

Undoubtedly, the process of instilling and acquiring values is primarily due to the learning process. At the beginning of life, an individual does not possess any values or knowledge; rather, they are taught and instilled in them. Children, as members of society, acquire values through various means and media. The emotional aspect also plays an important role in the life of the individual and the group, due to its significant impact on thought and behavior. It drives individuals towards certain situations and prevents them from others, determines some ideas, and prevents others. It also influences the values that govern and direct life. The modern school aims to build the child's personality from all aspects. It teaches them to think in order to bring about a desired change in their behavior and ways of thinking. This change cannot be balanced and integrated without being based on good values from which it emanates. The system of values that an individual embraces is a set of standards and judgments that generate energies that drive them to act in a way that does not conflict with these values. If they deviate from them, they feel pain resulting from a guilty conscience (Al-Qaisi, 2017, p. 86).

Contemporary educational thought emphasizes the importance of the mutual influence between the individual and their environment regarding learning in general and value learning in particular. As a result, educators have developed scientific explanations for moral development as an important part of the child's overall development, which includes physical, mental, emotional, and social aspects. Moral

development is defined as a continuous series of changes in a living organism that extends over a period of time from the beginning of its formation to maturity.

One of their explanations for the child's moral development is that it progresses from a mere desire to achieve self and happiness to a gradual adherence to the moral principles and social values prevalent in their society. As the child grows older, deterrent values transform from being external forces emanating from parents and teachers to becoming internal forces, which is the child's conscience, formed through the representation and acquisition of parental values. Thus, these values become standards for the child themselves (Issaw & Jala, 1972, p. 161).

From here, it becomes clear that the responsibility of instilling social and moral values in children falls on various educational means that must be homogeneous and harmonious with each other. There must be a unified educational discourse aimed at shaping and building the Muslim individual. Educational means come together, focusing on the youth and performing complementary and shared functions without contradiction or conflict. It is impossible for one educational medium to independently instill social values without the others, as educational means flow into a single mold and are supposed to be a cohesive and integrated body that complements each other. The issue of children's behavioral discipline in the learning environment is considered one of the most pressing issues on the educational scene today, in light of the various reforms to the educational system in our country. Through research into one of the most important reasons for this behavioral discipline in children, which is neglecting the role of the mother as a means of contributing to the student's psychological and social stability and behavioral discipline, it positively reflects on the stability of the learning environment (Melyani & Majadi, 2021, p. 531). The school can be considered the most prominent medium that can play an active role in supporting and instilling social and moral values in children.

It is worth mentioning in this context that the school's role is not limited to the process of education and filling minds with information, but extends to the purpose of upbringing. In the following section of the research paper, we will delve into its broad meaning in refining morals.

2. The Second Axis: The School and Its Role in Developing Social Values

The school plays a significant role in the process of socialization and instilling values, as it is the child's second environment and complements what the family has done. In fact, it bears the greater part of the process of upbringing, education, and especially the social upbringing of the individual and the direction of their behavior in accordance with educational curricula derived from Islamic religion and the social and cultural heritage of society. Whenever it succeeds in performing its tasks in a good and sound educational manner, this is reflected positively on the individual's personality (Hamimid, 2010-2011, p. 100). The school has great importance in establishing the younger generation on foundations established by society. It is the tool and place through which the individual moves from a life centered on the self to a life centered on the community.

The school is considered the main pillar in the process of the child's socialization by providing them with the necessary information, knowledge, experiences, and skills, and teaching them how to employ them in their academic life and how to use them to solve their problems (Bouzbaza, 2008-2009, p. 46). Teaching the child or student about behavior and respecting time results in following a specific school schedule and being subject to rules, instructions, and regulations that did not exist at home.

The importance of the school lies in strengthening the fabric of society, including reducing deviant behaviors, as indicated by all criminal statistics that show the low

percentage of educated criminals and the high percentage among illiterates and those with limited education.

It is evident that one of the primary responsibilities attributed to schools is the function of socialization. As formal social institutions, schools are entrusted with this task. Within this framework, the school's role falls within the broader social system. It does not merely provide students with knowledge and skills but also undertakes the crucial task of transitioning them from childhood to adolescence and, subsequently, into full-fledged members of society who fulfill their duties and enjoy their rights. Consequently, schools play a pivotal role in determining an individual's place within society. The more successful a school is in fostering a sense of citizenship and humanity among its students, the stronger their sense of national identity will be and the more resilient they will become against deviant behavior. The functions of education and upbringing are essential educational tasks carried out by schools through providing students with fundamental knowledge, training them in reading, writing, and scientific and logical thinking, and acquainting them with the natural and social environments in which they live (Dilmi, 2009).

Moreover, schools address the maladjustment that students may face within their walls. As the English philosopher John Stuart Mill expressed, the function of education is to make an individual an instrument of happiness for themselves and others. If a school succeeds in fulfilling its educational function effectively by producing well-adjusted and balanced individuals in all aspects of their personality, it will succeed in preventing or reducing delinquency and crime (Shaaban, 2009, p. 115).

Undoubtedly, schools pay attention to the social aspect by preserving customs, traditions, and social values. They train students to obey and comply with all societal norms and morals, as well as preparing them for social, professional, and family adaptation in the future. Through all these points, schools can be considered the environment that determines the future behavior of children and students in society by developing their social personality, their ability to build social relationships, and their success in choosing friends and interacting with their social environment in a manner befitting a student's status in the school environment. This reinforces social norms, values, and customs in society, helping students to respect these values, thereby reducing the chances of deviating from prevailing societal norms. This, in turn, reduces the chances of social deviance and contributes to societal stability.

Schools are the most significant embodiment of the educational system. When the terms "education" or "teaching" are mentioned, our thoughts naturally turn to schools. They are the oldest educational institutions that have accompanied human societies in their continuous development and have maintained their primary function of educating individuals intellectually and physically. Schools possess unique characteristics that allow us to study them as independent social units. According to (Al-Saluti, 1980, p. 161), these characteristics include:

- Schools comprise a special type of individual who is distinguished from other members of society in terms of their history and academic qualifications. Students belonging to schools differ from children who are not subjected to education. In private schools, students may be selected based on specific criteria that are not available to all children. Teachers, on the other hand, are a group of education specialists who hold the highest academic degrees and have undergone continuous training courses that qualify them to shape children's minds and behaviors. Given the significance of this work for society, schools include a distinguished group of individuals from whom society expects a pivotal role in the process of social change.

- Schools have their own political structure, referring to the discipline that governs the educational process in its fundamental concepts and laws. The desire to acquire knowledge and convey it effectively, as well as to develop students' intellectual

abilities, is a manifestation of the control that teachers seek to implement as a policy governing the educational system in schools. Therefore, regulations and laws are established, responsibilities are defined, and plans and follow-up mechanisms are outlined in a well-structured system aimed at enabling schools to keep pace with all human development, whether material or spiritual.

- Schools represent a center of complex and intertwined social relationships. These social relationships are the pathways through which social interaction takes place and the channels through which social influence flows. Social relationships can be analyzed by analyzing the systems that make up the school system and the social background of both students and teachers.

- Schools are social organizations composed of individuals who interact with each other to achieve a specific goal. Therefore, they feel a sense of belonging to the school, which is an essential condition for maintaining the school's cohesion and stability and the interaction of its members with each other. This is particularly evident in extracurricular activities, and schools represent an important stage in children's lives.

- Schools have their own unique culture, a part of which is formed from the culture of students and another part from the culture of teachers. It is the crucible in which the diverse cultures of society melt together to form a shared culture among all members of society.*

3. Axis Three: Social Values within Curricula and Educational Programs

Education is a comprehensive system with specific goals that aim to develop students' abilities and potentials and prepare them in desired directions. The educational system consists of a set of subsystems at various levels, including the curriculum, teaching, evaluation, and teacher training systems. The educational system relies on several inputs, which are all the material and human resources initially drawn from the school's environmental surroundings. Teachers constitute the most important input in this system, as they are the driving force behind educational activities. The effectiveness of the educational system largely depends on their competence and effectiveness, as these factors influence training systems and evaluation systems. Teachers are responsible for helping students acquire the knowledge, skills, and values they need as individuals and as members of society, as outlined in their curricula. These teachers also bear the burden of leading the teaching and learning processes for these students (Al-Rashdan, 2008, p. 217).

Students are considered the most important outputs of the educational system because their development is the primary and ultimate goal. Their directions and inclinations are significantly influenced by this system. Ultimately, they become the main outputs of the educational system, serving as the raw material and resources that shape these outputs, which include the tangible and intangible contributions resulting from the school system. This is represented by the number of graduating students and the academic achievements, knowledge, educational experiences, technical skills, and social attitudes they have acquired.

Therefore, it can be said that the curriculum or syllabus contains the detailed content of the system's objectives, around which the entire educational system revolves. This input includes curricula and all accompanying activities, along with the methods used to evaluate all aspects of educational situations and activities (Al-Hassan, 2005, p. 25).

Consequently, these curricula require a genuine strategy that should be based on broad and solid foundations, encompassing social, educational, and pedagogical orientations. This strategy must be characterized by enthusiasm and continuous dedication from those responsible in these fields. Unfortunately, some nations may not be prepared for such strategies, as they may not have yet managed to provide the

necessary social and administrative conditions for developing and following up on an educational development strategy. Nevertheless, efforts should be made to develop an educational strategy, even in such cases, because nothing can be achieved by refraining from action. Moreover, the effort itself can help create the necessary conditions for success that did not previously exist (Murabit, 2005, p. 100).

Therefore, an educational development strategy is not something that is formulated in a ministry office by an expert or specialist. Rather, it should be shaped and developed based on objectives set with the participation of a large number of specialists and grounded in a rational understanding and a strong will that emanates directly from the socio-cultural environment that the strategy aims to develop. In this sense, the strategy takes on a clear form.

Algeria is one of the societies that began paying attention to the educational system since achieving national independence. This attention is closely linked to the educational philosophy of society, thus breaking free from the illegitimate ties to the colonial educational system that was in place during the colonial period and which worked directly within a colonial ideology aimed at integrating Algerian society politically, culturally, and educationally into French society. The issuance of Decree No. 35.76 on April 16, 1976, laid the foundation for the Algerian school. However, with the developments taking place in the world and under the influence of many new circumstances and givens on both the global and local levels, those in charge of the education sector had to reconsider educational programs and curricula, starting from the primary level and ending at the secondary level, through new reforms. A national committee for educational reform was appointed by the ministerial decree number 2000-101 (Presidential Decree No. 101-2000) dated May 9, 2000, in an effort to develop the system and align it with the cognitive and technological developments taking place. Ultimately, the goal was to achieve a comprehensive and radical reform of all educational curricula and programs, starting with the adoption of the objectives-based approach. However, one of the drawbacks of this approach was its complete reliance on observable behaviors, to the point that the educational act became meaningless for the learner. Learners also found themselves unable to apply these acquired knowledge in various life situations. This led to the need to update the curricula once again so that they could take on the responsibility of gradually shifting from a knowledge-based approach to a competency-based approach. The pedagogy of inclusion is considered a reference for this approach as it proposes an integrated and meaningful education that is built on what is most beneficial for the individual and the community by enabling the learner to renew a set of resources to solve situations that go beyond the classroom. Consequently, this approach moves the learner from being a consumer of knowledge to a seeker of it. As a result of the advantages of these approaches, Algeria implemented them in its educational system starting from the 2003-2004 academic year (Foudil, 2009, p. 63).

Despite the implementation of reforms at the level of the educational system in the 2003-2004 academic year and the serious attempts to modernize the outputs of the educational process, the field reality has shown a mismatch between what the educational institutions have defined and the facts on the ground, which reveal a decline in teaching and learning as well as a complete failure in instilling social values and influencing students' behavior. This problem has been escalating year after year, especially in terms of poor manners and weak academic achievement. It has also been proven that there are clear differences in pedagogical practices, leading to the planning of second-generation reforms, represented by competency-based teaching, which was implemented starting from the 2016/2017 school year, beginning with the first and second years of primary education as the main pillar for building the educational pyramid, to be later generalized to other levels and educational stages.

The role of the English language book in instilling values in third-grade primary students:

At the beginning of the 19th century, the English language had a modest presence. The development of the United States of America had a significant impact on its development, following the migration of great scientists from Europe to the New World. The English language developed in Britain and in other countries that adopted this language in order to access knowledge and major developments. As a result, science developed in the United States, and other specializations emerged. It was natural for the English language to develop and be enriched with new vocabulary and terms. Perhaps the most significant example is the world of information technology, which is currently dominated by the English language. Due to this reality, the English language has become the most common and widespread in various scientific circles, regardless of their origin. Proficiency in English is, in fact, a crucial factor in enabling learners and researchers to access the latest scientific and technological developments, which are known to be in the language of the inventor. Therefore, developing the English language in primary schools has become necessary, as it positively impacts the behaviors of its users. For this reason, childhood should not be viewed in isolation from its environment. The school climate, which is expressed by the internal characteristics that distinguish one school from another and which affect the behavior of every member, includes the management's style of dealing with their subordinates, the philosophy of senior management, working conditions, the nature of the goals that the school seeks, and the nature of the relationships between staff and students (Ghaliz, 2009, p. 124). Therefore, being able to use English in the school environment is positive for students, especially since it is a language that carries the latest inventions and technical innovations, making those proficient in it more in tune with our contemporary era characterized by comprehensiveness, globalization, and an abundance of information.

As mentioned earlier, the process of instilling and acquiring values is primarily due to the learning process. At the beginning of life, an individual does not possess any values or knowledge, but rather they are taught and instilled in them. Children, as members of society, acquire values through various means and media. The values acquired from school are deep-rooted and form the basis upon which the value system is built. The English language book for third-grade primary students is one of the most important of these modern methods, as language is the means that helps in cognitive and social development and is the foundation upon which the student relies to connect with their religious, cultural, intellectual, and civilizational heritage. Therefore, it is clear that analyzing the content of the third-grade English language book is one of the most important research areas in our time, especially since English is one of the most important human acquisitions in the 21st century and its importance has increased over time. Mastering it is among the priorities of educational systems worldwide. When we look at the English language as a subject, it is characterized by dynamism and affects all its skills (reading, writing, speaking, listening) and is influenced by them. However, we find that students face different difficulties in English at each educational stage, related to reading comprehension (such as the student's thinking in their native language) (Kadri, 2018, p. 39), which makes it difficult for them to understand the text, sentence, or even word from one sentence to another. The student does not only learn a language but also acquires appropriate expressions to face the social situations they may encounter.

Through an analysis of the content, reading, and careful examination of the English language book for third-grade primary students, it is evident that the book lacks direct social values. This is due to the absence of texts, stories, and songs attached to the

book. These supplements are only available in the teacher's guide, which the teacher reads to the students for listening and comprehension. However, it can be said that some social values can be inferred from the images and applications present. For example, in the first unit, from page 8 to page 18, which is titled "I, My Family, and My Friends," a set of values can be extracted, such as:

- Page 8: Values of brotherhood and affection.
- Page 9: Values of acquaintance and communication.
- Page 10: Values of family cohesion and preserving family ties.
- Page 12: Environmental values represented by going on outings with family and friends and preserving the beauty and cleanliness of nature.
- Pages 14/15: Values of social equality, represented by the absence of racism, humility, and non-discrimination between people.

As for the second educational unit, from page 19 to page 29, which is titled "My School," we find the following social values:

- Page 19: Parents' concern for their children's education by financing their studies.
- Page 21: Values of social equality by highlighting that education is a right for all members of society (people with special needs, males, females, skin color) while taking into account some special cases and trying to integrate them into society.
- Pages 22/23: Values of cooperation, represented by helping classmates at school and avoiding bullying and teasing them.

Regarding the values available in the third unit, titled "My Home," we extract the following values:

- Page 30: Cooperation and understanding to maintain cleanliness.
- Page 38: The importance of having fun and sharing games with friends.

As for the fifth unit, titled "My Animals," we found on page 45 the values of compassion for animals through caring for them and not harming them. And finally, the sixth unit, titled "My Wonderful Birthday," we found that it contains the values of love, represented by the role of parents in creating joy and happiness in the hearts of their children by celebrating their birthdays and inviting friends to share this joy.

II. Conclusion:

From the foregoing, it is clear that the relationship between values and schools is manifested in their curricula, which help develop social, religious, cultural, aesthetic, and national values, as well as positive attitudes among students and direct their behavior towards a socially desirable direction regarding people, events, opinions, and other matters they encounter in life. These goals are focused on raising students in a sound social manner so that they can become active citizens in the service of themselves, their families, their community, and their nation, and ultimately, all of humanity. This is done through appropriate behavior that reflects the values, ideas, beliefs, and attitudes of their society, equipped with knowledge. Therefore, the school environment is one of the important and influential environments that helps strengthen belonging and loyalty in students through reading, writing, and information, whether historical, political, social, religious, or national. The more successful a school is in providing a suitable and enjoyable environment for students, the more successful it will be in achieving their belonging and loyalty to their country. Thus, their personality will be highly integrated, and their belonging and loyalty will be more rooted and lasting.

- **Recommendations:**

- ✓ **Expanding the base of humanistic and national values in curricula:** This includes focusing on Islamic values, which are capable of regulating an individual's relationship with their society.

- ✓ **Incorporating the Quran and the Prophet's biography into the educational policy for all levels:** This involves linking Quranic schools to the educational system.

- ✓ **Holding periodic meetings with parents:** This strengthens the connection between the family and the school, as the school is the systematic institution that ensures the instillation of moral values in students, monitoring their behavior, and guiding it so that it becomes ingrained in their minds and is manifested in actions and beliefs that are difficult to change. Thus, values are translated into actual behaviors rather than just words printed on paper within curricula that are taught without goals or objectives.

- ✓ **Building curricula and educational references on research-based foundations:** This caters to all the needs of students and facilitates their continued acquisition of knowledge by preparing valuable books in terms of form and content that respond to students' interests according to their ages and levels of intellectual maturity.

- ✓ **Intensifying field-based educational research:** This can be done through surveys, inquiries, statistics, and sound policy in curriculum development over long study paths, as the strength and starting point in building scientific, educational, and moral capacity in any country is closely linked to building a sound educational system.

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