

## **School Guidance as a Mechanism for Social Control and the Construction of Cultural Capital: A Sociological Reading of a Field Experience in El Oued.**

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### **Abstract:**

This study addresses the sociological role of school guidance as a mechanism for social control and for the construction of cultural capital in a local community within El Oued Province.

It is based on the problem of: How do awareness-raising meetings aimed at mothers of primary school students contribute to instilling values and controlling school behavior and improving academic achievement?

The research adopted a descriptive analytical approach using document analysis, participatory observation, and training workshops. The sample included all mothers of fifth-year primary school students who participated in the meetings organized between September and October 2014 across nine educational sectors.

The results showed that the awareness-raising meetings fostered the partnership between the school, the family, and teachers, and contributed to instilling values, reducing manifestations of violence, and supporting academic achievement. They also served as an input to elevate the cultural capital of the mothers and teachers. The study concludes that school guidance is a vital link between the family and the school, with a recommendation to expand the program stages to include further comparative procedures.

**Keywords:** School Guidance, Social Control, Socialization, School-Family Partnership, Awareness-Raising Meetings for Mothers and Teachers

## **I- Introduction:**

The Algerian society has witnessed profound transformations in recent decades affecting its social and value structure, driven by economic and technological changes and the increasing influence of globalization. Amidst these shifts, the primary school remains a fundamental institution for socialization and the transmission of values and norms. Its role is not limited to academic education but extends to the construction of national identity and the enhancement of social cohesion.

In local communities characterized by a conservative nature, the family and the school play complementary roles in socialization and the transfer of cultural values. However, recent socio-economic transformations, in addition to media and digital influences, have led to changes in behavioral patterns and expectations among students and parents. In this context, awareness-raising meetings have emerged as an educational communication tool aimed at strengthening the partnership between the school and the family to ensure the stability of the educational process and improve academic achievement.

Nevertheless, the school does not operate in isolation from its family and community surroundings. the interactive relationship between the family and the educational institution represents a cornerstone for controlling school behavior and enhancing academic achievement. Hence, the importance of school guidance emerges as an educational and social mechanism that seeks to enable students to adapt to their environment and to support their parents and teachers in performing their educational roles.

This study sheds light on a field experience in El Oued Province, exploring how awareness-raising meetings directed at mothers contribute to instilling values, building cultural capital, and reducing manifestations of school deviation.

Despite the widespread nature of such meetings in educational institutions, field studies on their actual impact on instilling values, controlling school behavior, and raising the level of academic achievement remain limited, especially in conservative environments where religious norms and traditions play a central role in shaping behavior.

### **A.Research Problem**

To what extent do awareness meetings directed at mothers of primary school pupils contribute to strengthening social values, regulating school behavior, and improving academic achievement in the Wilaya of El Oued

### **B.Research Sub-questions**

- \* How do awareness-raising meetings directed at mothers of primary school students contribute to instilling values in El Oued Province?
- \* How do awareness-raising meetings directed at mothers of primary school students contribute to controlling school behavior in El Oued Province?
- \* How do awareness-raising meetings directed at mothers of primary school students contribute to improving academic achievement in El Oued Province?

### **C.Review of Related Literature:**

Several contemporary studies have addressed this important role of the primary school in Algeria:

\* The study *Transforming Algerian Education: A Generational Perspective* (2024) indicates that current educational reforms attempt to blend modern teaching practices with the Algerian cultural heritage, considering the new generations who are concerned with technology and the internet. (ResearchGate)

\* The research *Education System and Identity Issue in Algeria* (2019) by Mahammed Tahiri analyzes how the school curriculum, specifically subjects related to the Arabic language, Islamic education, and history, constitute spaces for highlighting national identity and addressing the issues of contemporary enculturation. (ResearchGate)

\* Furthermore, the study *Educational Reform in Algeria: Dilemmas of Globalization* (2024) sheds light on the difficult balance between the imperatives of modernization and innovation, and the school's commitment to transmitting values and traditions, while emphasizing the importance of ensuring educational equity and addressing disparities among different regions. (SpringerLink)

Accordingly, it is clear that awareness and sensitization activities directed at mothers of students fall within this societal dynamic. They are part of the educational effort that seeks to instill social values, ensure behavioral control, and improve academic achievement within a context that respects cultural identity and the requirements of modernity.

In the Algerian context, school guidance is viewed as a mediator between the school and the family, particularly in conservative environments, where it plays a significant role in promoting social values, controlling school behavior, and improving academic achievement through effective communication with parents and teachers.

## **1. The Theoretical Framework**

### **1.1. Socialization**

The concept of Socialization is considered a core concept in the sociology of education. Émile Durkheim (1922) argues that the school represents a fundamental instrument for the transmission of social values and norms to the nascent generations, and is responsible for the integration of individuals into society and the achievement of social cohesion. Talcott Parsons (1959), on the other hand, emphasizes that the school performs the function of mediation between the family and the wider society by teaching children the expected social roles and reinforcing the values of work and discipline.

In the Algerian context, this role becomes paramount, given that primary school is the initial stage where national and cultural values are instilled, making awareness-raising meetings an effective tool to support this function.

### **1.2.Social Control**

Social Control refers to the formal and informal mechanisms adopted by society to maintain social order and adherence to shared values. The awareness-raising meetings that bring together

mothers and teachers can be considered an informal form of social control, as they seek to guide behaviors and reduce manifestations of school violence through mutual understanding and dialogue.

Recent studies, such as School–Family Partnerships and Behavioral Outcomes in Conservative Communities (Al-Shehri, 2023), indicate that involving families in controlling students' behavior increases the effectiveness of school interventions and promotes compliance with behavioral norms.

### **1.3. Cultural Capital**

Pierre Bourdieu (1977) introduced the concept of Cultural Capital to explain how the knowledge, skills, and attitudes acquired by families contribute to the academic success of their children. In this study, the awareness-raising meetings are considered an investment in the cultural capital of mothers and teachers, as they raise their awareness about the importance of academic achievement and equip them with practical methods to support their children.

Recent research, such as Parental Involvement and Cultural Capital in Education (Tran & Garcia, 2022), confirms that parental involvement in the educational process is closely linked to improving student outcomes, especially in communities that prioritize traditional values.

### **1.4. Awareness Meetings**

Awareness Meetings refer to the educational or communication sessions held between educational counselors, teachers, and parents, aimed at raising the level of awareness regarding educational and behavioral issues. They are not merely an administrative activity, but rather a space for social dialogue that contributes to strengthening the school-family partnership and supporting academic achievement.

### **1.5. School Guidance**

School Guidance is a continuous educational process aimed at helping students to understand themselves and their potential, adapt to their school and social environment, and make appropriate educational and career decisions. School guidance encompasses various forms of psychological, social, and cognitive support provided by educational counselors and teachers to individuals or groups within the educational institution.

According to Crow & Crow (2020), school guidance is "an integral part of the educational process, aimed at enabling learners to utilize their potential to the fullest extent possible, through adapting to the school environment and society." Meanwhile, Sharf (2021) indicates that school guidance is not just about treating behavioral or academic problems, but also a preventive and developmental process that contributes to building a well-balanced personality.

In the Algerian context, school guidance is viewed as a mediator between the school and the family, particularly in conservative environments, where it plays a significant role in promoting social values, controlling school behavior, and improving academic achievement through effective communication with parents and teachers.

## **2. Study Significance and Objectives**

### **2.1. Significance of the Study**

#### **A. Theoretical Significance**

\* **Enriching Sociological Literature:** The study contributes to expanding knowledge in the field of Educational Sociology by linking the concepts of socialization, social control, and cultural capital within a conservative local context, such as El Oued Province.

\* **Addressing a Research Gap:** Field studies on the impact of awareness-raising meetings in Algerian communities are limited, which makes this research a qualitative addition to contemporary Arabic literature.

\* **Enhancing the Understanding of School-Family Relations:** The study provides a sociological perspective for understanding how school guidance contributes to improving academic achievement and controlling behavior.

#### **B. Practical Significance**

\* **Supporting Educational Decision-Makers:** The study's findings offer applicable recommendations for developing awareness programs in primary schools, in alignment with the values of the local community.

\* **Empowering Families and Teachers:** It clarifies how awareness-raising meetings can enhance the awareness of mothers and teachers regarding their roles in supporting students' academic achievement and positive behavior.

\* **Improving Educational Quality:** By highlighting the effectiveness of the school-family partnership as one of the essential factors for improving educational outcomes in conservative environments.

#### **C. Societal Significance**

\* **Promoting Social Cohesion:** The study contributes to understanding the informal social control mechanisms that support the stability of societal values.

\* **Responding to Value Transformations:** The research findings assist in adapting educational programs to keep pace with social changes without undermining the cultural and religious identity.

### **2.2. Objectives of the Study**

**A.** To determine the relationship between the socialization carried out by the school and the level of student discipline in conservative communities.

**B.** To understand the role of informal social control, represented by awareness-raising meetings, in reducing manifestations of school violence.

**C.** To analyze the effect of raising the cultural capital of mothers and teachers on students' academic achievement.

**D.** To evaluate the effectiveness of communication and partnership between the school and the family in confronting educational and behavioral challenges.

E. To propose practical mechanisms that can be adopted by educational institutions to enhance cooperation between various educational and societal actors.

## **II– Methods and Materials:**

### **1. Study Population and Sample**

The study population consists of all mothers of fifth-grade primary school students in the city of El Oued who participated in the awareness-raising meetings organized by the nine primary education sectors in the city.

### **2. Study Sample**

The sample included all individuals in the target population (Census Sampling) to ensure complete representation of the various social and cultural sectors. This covered the activities held according to the schedule from 15/09/2014 to 30/10/2014.

### **3. Study Approach**

The study adopted a descriptive analytical qualitative approach due to its suitability for investigating social phenomena in their natural context and analyzing the cultural and behavioral dimensions associated with the mothers' awareness-raising meetings.

### **4. Data Collection Instruments**

#### **4.1. Analysis of Official Documents**

Reviewing official documents, including invitations, schedules, and reports specific to the awareness-raising meetings organized during the period 2013–2014.

#### **4.2. Participant Observation**

The researcher benefited from being an active guidance counselor directly involved in organizing the activities, which allowed her to closely monitor interactions and behaviors.

#### **4.3. Awareness Meetings with Mothers**

Direct meetings were held with mothers of students to raise their awareness about the importance of supporting academic achievement and controlling behavior and to qualitatively gather their opinions and experiences to support the analysis.

### **5. Analysis Methodology**

The study relied on the qualitative approach as the most appropriate method for understanding social phenomena in their natural context, especially when dealing with complex interactions between the school and the family in a conservative local environment. The analysis incorporated three essential approaches:

#### **5.1. Content Analysis**

Official documents were analyzed, including:

- \* Invitations addressed to the mothers.
- \* Time schedules for the awareness-raising meetings across the nine sectors.

- \* Relevant educational reports.

These materials were subjected to Thematic Analysis with the aim of extracting key themes such as: instilling social values, controlling school behavior, and improving academic achievement.

## **5.2. Participant Observation**

The researcher benefited from being a direct actor in the activity as a school guidance counselor. This role allowed her to observe the mothers' behaviors during the awareness-raising meetings and record qualitative impressions regarding:

- \* The nature of the interaction between the school and the family.
- \* Mothers' responses to topics such as "Mental Gymnastics" and support for academic achievement.

## **6. Comparative Framework with Literature**

The extracted findings were compared with classic and modern literature in the sociology of education:

- \* Durkheim (1922) and Parsons (1959) concerning the school's role as a mediating institution in socialization.
- \* Bourdieu (1977) in interpreting the effect of cultural capital of mothers and teachers on opportunities for academic success.
- \* Recent studies such as Al-Shehri (2023) and Tran & Garcia (2022) on the school-family partnership and its impact on improving behavior and academic achievement.

The use of this comparison allowed for the interpretation of the results within a broader scientific context, highlighting the cultural and social specificities of El Oued city, while identifying points of convergence and divergence with international experiences.

### **6.1. Ensuring Trustworthiness**

The study aimed to achieve the highest degrees of validity and reliability (Trustworthiness) according to the standards of qualitative research, through the following procedures:

#### **A. Triangulation**

More than one data collection instrument was used, including the analysis of official documents, participant observation, and interviews (in the form of training workshops for teachers and awareness-raising meetings for mothers). This diversity helped to verify the validity of the findings by comparing data drawn from different sources.

#### **B. Peer Debriefing**

The preliminary results and analyses were presented to specialists in education and sociology for review and constructive feedback. This process enhanced the researcher's neutrality and reduced the potential for personal bias.

### **III- Results and discussion:**

#### **1. Interaction between School and Family**

The study results show that the awareness-raising meetings significantly enhanced mutual trust between the school and the mothers. Following their attendance, mothers became more aware of the importance of their role in the educational process and participated more effectively in monitoring their children's academic achievement.

The experiment also demonstrated that the local community in El Oued city is characterized by a high sensitivity to cultural and religious values, making direct communication and face-to-face meetings a more effective medium than informal or digital means. This aligns with Durkheim's perspective regarding the school's role in integrating individuals into the community's value system.

#### **2. Brain Gym as an Educational Tool**

The introduction of modern techniques such as Brain Gym is considered an important step towards stimulating thought and activating the brain among students in a predominantly traditional educational environment. This endeavor reflects a successful attempt to reconcile modern educational practices with the necessity of preserving cultural traditions. This resonates with contemporary approaches like Transforming Algerian Education: A Generational Perspective (2024), which emphasizes the need for modernization while respecting the local cultural context.

#### **3. Social Control and Reduction of School Violence**

The findings revealed that the awareness-raising meetings helped establish clear behavioral standards for students through an indirect influence on mothers. This influence contributed to reducing manifestations of school violence and controlling behavior within classrooms. This aligns with Parsons' view of the school as an important mediator for transmitting social norms, as well as with recent research highlighting the effectiveness of family involvement in social control (Al-Shehri, 2023).

#### **4. Cultural Capital and Support for Academic Achievement**

The study showed that raising mothers' awareness and providing them with educational knowledge through these meetings increased the families' capacity to support their children's academic achievement. This analysis confirms Bourdieu's proposition on cultural capital, where families' possession of educational knowledge and skills leads to the enhancement of educational equity and the reduction of disparities among students in a society that places great importance on education as a social value. Recent findings (Tran & Garcia, 2022) also support this conclusion by highlighting the impact of parental involvement on improving academic performance

### **IV- Conclusion:**

This study demonstrated that the awareness-raising meetings directed at primary school students' mothers and teachers in El Oued city constitute an effective sociological tool for promoting the school-family partnership within a conservative local community. These meetings contributed to instilling social values, controlling school behavior, and raising the level of academic achievement of the students. The results also showed that the local community, despite its

adherence to traditions, accepts modern educational methods such as Brain Gym when they are introduced within a framework that respects cultural and religious values.

This field experience confirms that the school does not operate in isolation from the family or society; rather, it is part of an integrated social fabric. It supports the role of school guidance as a mediator that links modern aspirations with the preservation of cultural identity. It also clarifies that involving mothers in guidance processes contributes to building cultural capital that supports academic success and limits manifestations of school violence.

The findings highlight the importance of expanding such programs to include other regions and educational stages, with the necessity of conducting comparative studies to enhance the scientific understanding of the impact of school guidance in different environments. This integration between the school, the family, and the community is the optimal way to confront the challenges of social transformation and achieve effective education that preserves cultural particularity.

### **1. Practical Recommendations**

\* Expand the scope of awareness-raising meetings to include other educational stages (middle and secondary schools) to foster continuous communication between the family and the school.

\*Integrate regular training workshops for teachers on modern school guidance methods, including techniques such as Brain Gym, to keep pace with educational developments.

\*Activate the role of mothers and parents further in monitoring academic achievement and school behavior through parent committees or family support groups.

\*Establish periodic evaluation mechanisms to measure the impact of awareness-raising meetings and training workshops on students' behavior and academic achievement levels.

\*Enhance cooperation between educational institutions and local bodies (associations, municipalities, and cultural centers) to support educational activities within the community.

### **2. Research Suggestions**

\*Conduct comparative studies between different regions in Algeria or between urban and rural environments to investigate the influence of the cultural and social context on the effectiveness of awareness-raising meetings.

\*Expand the scope of research to include the separate impact of school guidance on boys and girls, to monitor differences in response to educational interventions..

\*Utilize Mixed Methods that combine qualitative analysis with quantitative data (such as surveys of mothers' satisfaction) to enhance the strength of the findings..

\* Study the long-term impact of families' cultural capital on the follow-up of academic achievement and the support of positive student behavior.

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