The Role of the Algerian Primary School Teacher in Instilling the Concept of Values in Primary School Students: A Teachers' Perspective

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Abstract: this study aimed to identify the role of the primary school teacher in instilling the concept of values. Our focus was on certain core values that we consider essential for primary school students (freedom, justice, and discipline), from the teachers' perspective. A questionnaire was distributed to Arabic language teachers in the Wilaya of El Oued, Mih-Ouensa district. The total number of teachers surveyed was 48, spread across 7 primary schools. The sample was selected using the simple random sampling method. We adopted the descriptive approach, and the results of our fieldwork highlighted the positive role of the Algerian primary school teacher in instilling these values in students at the primary level.

Keywords: Teacher; School; Values; Primary School Student.

1- Introduction

esearchers and specialists in the humanities and social sciences largely agree that every society has its own distinct characteristics shaped by its religious foundations and social philosophy, which are governed by the commonly accepted principles, norms, and laws among its members. It is well known that the philosophy of Algerian society adopts a set of values inspired by our Islamic religious reference and inherited cultural heritage, which guide the paths of our daily lives.

These values, which all nations strive to instill, reinforce, and renew among the younger generations, are considered the spirit that sustains societies and preserves their identity and existence. To that end, societies establish institutions to safeguard and transmit these values to individuals. Among these institutions, the school is entrusted with a central role due to its unique characteristics that distinguish it from other socialization institutions—most notably, its role in unifying and standardizing values within a society.

As a reference framework and a crucible that shapes and governs both individual and collective behaviors, the school aims ultimately to build upright individuals by developing a solid and robust value system. This allows them to engage in social life with confidence and integrity. Education is the primary means through which values are transmitted from one generation to the next, thus preserving the foundations of society, its moral fabric, and its ethical structure—key factors in shaping a righteous citizen.
The primary school, as one of the most vital educational institutions, welcomes children at a young and formative age, allowing for their comprehensive development—religious, psychological, social, and moral. It is well positioned to instill various values by connecting

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with all segments and institutions of society. The reinforcement of these values in students' minds can only be achieved through the combined efforts of the entire educational staff—principals, supervisors, and especially teachers.

A significant part of this responsibility falls upon the teacher, who is the frontline practitioner, the key facilitator, and the main moral guide in the educational process. The teacher is the bearer and transmitter of values to future generations. Teachers play a leading role in building and reinforcing values—particularly **freedom, discipline, and justice**—through their daily interactions in the classroom. They rely on a variety of methods and activities, drawing upon their personal values, principles, and professional experiences to help shape students' behaviors and develop individuals capable of distinguishing between right and wrong.

This leads us to pose the following central research question:

How Does the Algerian Primary School Teacher Contribute to Instilling the Concept of Values Among Students?

This central research question is further broken down into the following sub-questions:

- How does the Algerian primary school teacher contribute to instilling the value of freedom among students?
- How does the Algerian primary school teacher contribute to instilling the value of justice among students?
- How does the Algerian primary school teacher contribute to instilling the value of discipline among students?

To answer these questions, we have formulated the following main hypothesis:

The Algerian primary school teacher plays a variety of roles and engages in purposeful teaching and learning activities aimed at developing and instilling values among students at the primary level.

This main hypothesis is supported by the following sub-hypotheses:

- The Algerian primary school teacher contributes, through a range of teaching and learning activities, to instilling the value of freedom among primary school students.
- The Algerian primary school teacher contributes, through a range of teaching and learning activities, to instilling the value of discipline among primary school students.
- The Algerian primary school teacher contributes, through a range of teaching and learning activities, to instilling the value of justice among primary school students.

The aim of this study is to shed light on the roles and contributions of Algerian primary school teachers in the development and reinforcement of values among their students.

1.1- Study Concepts:

Definition of "Teacher:

Ahmed Hafez views the teacher as "the cornerstone of the educational and pedagogical process, the lifeblood of the school, and its fundamental pillar" (Faraj & Sabri, 1980, p. 59).

Meanwhile, Mohamed Sami Mounir defines the teacher as: "the essential element in the educational situation, the one who dominates the classroom climate, stimulates students' motivation, shapes their attitudes, and inspires feelings of joy, tolerance, respect, and affection" (Mounir, 2000, p. 69).

Operational Definition:

In this study, the primary school teacher is defined as the individual entrusted by the state with the processes of teaching, learning, guidance, counseling, and character building within the primary school environment. This teacher is responsible for transmitting knowledge, experiences, and the cultural values of society, while instilling social and moral values in students at the primary education level.

Concept of "School":

Aït Hammouda Hakima defines the school as "the official institution established by the state and society to educate and teach the younger generation the principles of science, ethics, values, and attitudes, and to raise them properly to become good citizens who contribute to the service of their nation and society. Sociologists affirm that the school is an educational and social institution concerned with organizing and regulating group behavior in a civilized manner" (Hakima, 2011, p. 11).

Dr. Khazzar also emphasizes that the school represents the specialized social institution entrusted with the responsibility of organizing the cultural and civilizational content of society and presenting it appropriately to future generations. This helps instill desired cultural and ethical values and provide students with diverse experiences to prepare them for life in their respective societies. This perspective has been shared by many scholars of educational sociology, such as Émile Durkheim and Talcott Parsons, who regard the school in industrial society as the most important institution of socialization—even surpassing the family in importance. They assert that the primary function of the school is to transmit the culture and values of society from one generation to the next, ensuring integration and preserving identity throughout history. According to Dr. Mohamed Ghoulamallah, this perspective becomes even more relevant in the age of globalization, as this function enables societies to face contemporary challenges (Mohamed, 2011, p. 10).

Operational Definition:

In this study, the school is defined as the essential social institution established by society to carry out a set of tasks in an official and organized manner—most importantly, to educate and teach the younger generation the principles of science and ethics, and to cultivate the desired cultural and moral values, in order to ensure the preservation of the society's identity over time.

The Concept of Values

Tawfiq Al-Samalouti defines values as “a set of emotionally shared ideas centered around what is considered desirable. These ideas are emotionally internalized by members of a group and are shaped through the process of socialization, contributing to the regulation of behavior” (Al-Samalouti, 2005, p. 127).

Halim Barakat describes values as “beliefs concerning what people consider to be preferable goals and forms of behavior. They guide individuals’ emotions, thinking, attitudes, behaviors, and choices; organize their relationships with reality, institutions, others, time, and place; legitimize their stances; and define their identity and the meaning of their existence. In essence, values are related to the preferred modes of behavior and the purpose and meaning of life” (Barakat, n.d., p. 329).

Operational Definition:

In this study, values are defined as a set of beliefs and ideas through which an individual evaluates a given behavior. They serve as a guiding framework for one's thinking, attitudes, and choices, and play a fundamental role in organizing relationships within groups.

The Concept of the Student:
Researcher Mohamed Atwa Mujahid defines the student as:
"The student is one of the important educational elements in the school. He is the individual who continues his studies in the primary, intermediate, or secondary stage. The student is the subject of education, as he comes to school after spending a sensitive period of his early life with his family, relying greatly on his parents and acquiring various social experiences. The student reflects many experiences he has lived outside of school, which may influence the formation of his school experiences."
(Mujahid, 2008, p. 08)

Mohamed Mahmoud Al-Khawalda also states:
"The learner (student) is the core of the educational process. He is the foundation of its procedures and requirements, as well as its ultimate goal. This educational process does not occur without his presence, attention, awareness, and active participation."
(Al-Khawalda, 2007, p. 45)

Operational Definition:
Primary school student*:* In our study, this refers to the child or young learner between the ages of six and ten, who is the focus of the educational process. He is engaged in the process of socialization in all its cognitive, cultural, social, psychological, and value-related dimensions, in order to be prepared as a responsible and constructive member of society.
1.2- Previous Studies

Study One:
Suhail Ahmad Al-Hindi (2001): *"*The Role of the Teacher in Developing Certain Social Values among 12th Grade Students in the Gaza Governorates from Their Perspective.*"*

This study aimed to identify the extent to which teachers contribute to the development of certain social values among 12th-grade students. It also sought to determine whether there are statistically significant differences in students' responses regarding the teacher's role in promoting social values based on variables such as gender, students' place of residence, and the teacher's specialization.

The researcher used the descriptive analytical method to gather information to answer the study questions. Inferential statistics were also employed (t-test and ANOVA). The study tool consisted of 70 items and covered four specializations: Arabic language teachers, physical education teachers, Islamic education teachers, and English language teachers.

The study sample included 720 male and female students from the regular 12th-grade student population in the three directorates of education in the Gaza governorates. This represented 5% of the total study population of 14,471 students. The hypotheses were tested using the T-test and one-way ANOVA. The results were as follows:

- The study confirmed that there were no statistically significant differences between males and females in the development of certain social values.
- Differences in students' ratings of the teacher's role in developing social values were attributed to students' place of residence (North Gaza, Gaza City, Khan Younis).
- There were no statistically significant differences at the 0.05 significance level in students' responses based on their specialization (scientific vs. literary).
- There were statistically significant differences at the 0.05 level in students' ratings based on the teacher's specialization, with differences between Arabic language

teachers and both English language and physical education teachers, in favor of Arabic language teachers.

- The researcher also found statistically significant differences at the 0.05 level between Islamic education teachers and both physical education and English teachers, in favor of Islamic education teachers. However, there were no statistically significant differences between Arabic language teachers and Islamic education teachers. (Al-Hindi, 2001)

Study Two:

El Akhdar Jaghoubi & Abdelhalim Mazouz (2004): "The Role of Physical Education in Developing Certain Moral Values among Primary School Students from the Perspective of Their Teachers."

The study aimed to explore the role that physical education (PE) classes play in fostering specific moral values—namely cooperation, respect, discipline, and courage—among primary school students, from the viewpoint of their teachers.

The researchers employed the descriptive methodology and used a questionnaire as the measurement tool. The study sample consisted of 55 primary school teachers selected randomly from the districts of Tayebat 3 in the Wilaya of Touggourt and Qajal in the Wilaya of Setif.

The study concluded that physical education plays a role in developing certain moral values such as cooperation, respect, discipline, and courage among primary school students, as perceived by their teachers. (Jaghoubi & Mazouz, 2004)

2- Method and Tools:

In this study, we employed the descriptive method, as it is the most appropriate approach for the nature of the research. A questionnaire was used as the primary data collection tool, comprising a series of questions distributed across the main axes of the study, which are aligned with its hypotheses.

3- Population and Sample of the Study:

Study Population:

The study population consists of primary school teachers in the Algerian school system in El Oued Province. Specifically, teachers from the district of Mih-Ouensa were selected, with a total of 317 teachers.

Study Sample:

A simple random sampling technique was used to select the study sample. The questionnaire was distributed to several primary school teachers in the district of Mih-Ouensa, El Oued Province. The data collection was carried out from December 2024 until the end of January 2025. The final sample included 48 teachers from 7 primary schools in the district. Although 60 questionnaires were distributed, only 48 were returned and considered valid for analysis, as shown in Table (1).

Table (1): Distribution of the Sample across Primary Schools

School Name	Number of Teachers
Didouche Mourad Primary School	07
El Sassi Ghribi Primary School	07
El Bachir El Ibrahimi Primary School	06
El Hadi Bouaziz Primary School	07
Farhat Lakhdar Primary School	08
Boughezala Primary School	06
Messa Bachir Primary School	07
Total	**48**

4- Personal Data

Table (2): Distribution of the Sample According to Years of Professional Experience

Years of Experience	Frequency	Percentage%
[1 - 10[	23	47.92
[10 - 20[	20	41.67
[20 - 30[	00	00.00
[30 - 40[	05	10.42
Total	**48**	**100**

It is evident from Table (2) that the highest percentage of professional experience was **47.92%**, representing those whose experience ranged from [1 – 10[years. The second highest percentage was **41.67%**, corresponding to individuals with [10 – 20[years of experience. As for the sample members with experience ranging from [30 – 40[years, they represented **10.42%**, while those with [20 – 30[years of experience accounted for **0%**.

Based on the above, we can conclude that professional experience plays a significant role in helping teachers instill values in learners, as it equips them with educational strategies that facilitate this process. Experienced teachers are more aware of the nature and needs of children and are better able to understand individual differences among learners. They can also present behavioral models that reflect the values to be instilled. Moreover, they recognize the importance of setting a practical example of the values they aim to promote.

5- Presentation and Analysis of the Data Related to the First Hypothesis:

5-1- First Hypothesis:

The Algerian primary school teacher contributes, through a series of educational and learning activities, to instilling the value of freedom among primary school pupils.

Table No. (3): Distribution of the Sample Members According to the Extent to Which They Promote the Value of Freedom in the Educational Process**.**

Extent of Promotion of the Value of Freedom	Frequency	Percentage%
Yes	44	91.67
No	4	8.33
Total	**48**	**100**

Table No. (3) shows that the majority of the sample members promote the value of freedom in the educational process, with a high percentage of **91.67%**. This indicates their strong awareness of the importance of responsible freedom in developing pupils' personalities and enhancing their independent thinking and decision-making skills. This result may be attributed to modern teacher training programs, which emphasize active learning and the learner-centered approach, where the student is considered the core of the educational process.

It may also be due to teachers allowing freedom of expression in the classroom, diversifying learning activities to offer choices, involving learners in certain educational decisions, and creating an open, engaging, and participatory classroom environment.

On the other hand, **8.33%** of the sample do not support encouraging the value of freedom in education. This percentage suggests that some teachers do not adopt strategies that promote freedom in the classroom. This may be due to an insufficient understanding of the concept of **educational freedom** and how to implement it practically. It could also stem from fear of disorder or losing classroom control when giving students more freedom, leading them to focus instead on strict discipline rather than fostering independence and critical thinking.

Such an approach may negatively impact learners by suppressing their initiative, hindering creative thinking, weakening self-confidence, and limiting the development of social interaction skills, particularly in areas like problem-solving and expressing personal opinions.

Table (4): Distribution of the Sample According to Methods of Promoting the Value of Freedom in the Educational Process.

Methods of Promoting the Value of Freedom in the Educational Process	**Frequency**	**Percentage**%
Encouraging students to express themselves	46	33.3
Providing interactive activities	28	20.3
Allocating time for listening	29	21.0
Allowing them to choose activities	19	13.8
Encouraging critical thinking	16	11.6
I choose the activities for them myself	00	0
Total	**138**	**100**

It is evident from Table (5) that **33.3%** of the sample encourage students to express themselves. This indicates that freedom of expression is considered a priority in educational practices. It also reflects teachers' interest in developing students' communication skills and fostering respect for diverse opinions, thereby enhancing students' self-confidence.

As for the provision of interactive activities, **20.3%** of the teachers reported implementing them. This suggests that a significant number of teachers recognize the importance of active learning, which allows students the freedom to explore and interact with their educational environment.

This is followed by the **21%** of teachers who allocate time to listen to their students, which reflects an understanding of the importance of allowing students to express their feelings and thoughts. Such practices help build trust between teacher and student and encourage students to participate without fear of criticism.

Teachers who allow students to choose activities constitute **13.8%**, a figure that may indicate the presence of constraints or challenges in implementing freedom of choice. These challenges may stem from the traditional nature of the curriculum or from limited available resources, which restrict the ability to grant students more autonomy in selecting activities.

The proportion of teachers who encourage critical thinking stands at **11.6%**, which is relatively low. This suggests that critical thinking has yet to receive adequate attention in primary educational practices. The reasons may include a lack of teacher training or insufficient tools and resources to support the development of critical thinking skills among students at this age.

Finally, **0%** of the respondents reported choosing activities without involving students, which indicates that most teachers avoid imposing activities unilaterally. This reflects a positive trend toward involving students in the educational process.

Table (5): Distribution of the Sample According to the Effectiveness of Their Methods in Promoting the Value of Freedom.

Effectiveness of Their Methods in Promoting the Value of Freedom	**Frequency**	**Percentage**%
Highly effective	19	39.58
Moderately effective	26	54.17
Slightly effective	3	6.25
Total	**48**	**100**

Table (5) shows that **54.17%** of the sample consider their methods for promoting the value of freedom to be moderately effective. This percentage suggests that the majority of teachers believe their approaches are yielding results—particularly appropriate for this developmental stage, where value acquisition occurs gradually due to students' age. This perception may also be attributed to several factors, such as the limited time allocated for value-based education within the curriculum, restricted student autonomy under rigid formal programs, or the varying responsiveness of students stemming from diverse social backgrounds and differing levels of awareness regarding the concept of freedom. Additionally, it may reflect a need for more training in interactive and age-appropriate pedagogical strategies.

Following this, **39.58%** of teachers reported their methods as being very effective. This indicates that a significant number of teachers believe their approaches are highly successful in instilling the value of freedom. These teachers are likely employing modern, participatory teaching methods that actively involve students, thereby helping them internalize the value of freedom more deeply and apply it in their daily lives.

Finally, **6.25%** of the teachers described their methods as weakly effective. This small percentage suggests that a minority of teachers may face challenges in implementing this value in the classroom. Possible reasons include the lack of adequate pedagogical tools, a predominant focus on academic achievement at the expense of moral and values-based education, pressures within the educational system, difficulties in managing student behavior, or insufficient institutional support.

Table (6): Distribution of the Sample According to Their Belief That Encouraging Intellectual Freedom Contributes to the Development of the Student's Personality

Belief That Encouraging Intellectual Freedom Contributes to Student Personality Development	Frequency	Percentage%
Yes	33	68.75
No	1	2.08
Sometimes	14	29.17
Total	**48**	**100**

The table above reveals that the vast majority of teachers—**68.75%** of the sample—believe that encouraging intellectual freedom positively contributes to the development of the student's personality. These teachers recognize the importance of providing students with the space to express their opinions and ideas freely. Encouraging intellectual freedom helps students develop balanced personalities capable of adapting to challenges, fosters a sense of responsibility, and promotes openness to others.

This is followed by **29.17%** of teachers who responded with "sometimes." These teachers believe that encouraging intellectual freedom may be appropriate in certain situations, but requires regulation in others. This perspective may stem from concerns about classroom management or fear that discussions could go off-topic or disrupt discipline.

The smallest proportion—**2.08%**—consists of teachers who believe that encouraging intellectual freedom does not contribute to the development of the student's personality. This view may be influenced by negative personal experiences with implementing intellectual freedom in the classroom or adherence to traditional educational models that prioritize rote learning and strict discipline over open dialogue and self-expression.

Table (7): Distribution of the Sample According to Their Belief in the Importance of Instilling the Values of Freedom in Primary School Pupils

Belief in the Importance of Instilling the Values of Freedom in Primary School Pupils	Frequency	Percentage%
Yes	25	52.08
To some extent	21	43.75
No	2	4.17
Total	**48**	**100**

Table (7) indicates that **52.08%** of the sample affirm the importance of instilling the values of freedom in primary school students. These teachers recognize that responsible freedom is a key factor in the development of the student's personality, as well as in enhancing both social and academic skills. This is achieved by allowing students to express their opinions freely and providing them with opportunities to choose activities and learning materials that interest them.

Close behind, **43.75%** of teachers believe that instilling the values of freedom is important **to some extent**. This more cautious stance may stem from concerns about the potential negative impact of excessive freedom on classroom discipline, or from a lack of clear understanding of the pedagogical concept of freedom among some teachers.

A minority of **4.17%** of teachers consider instilling the values of freedom unnecessary at the primary level. This viewpoint may be rooted in traditional conceptions of education that emphasize obedience and strict discipline, or it may reflect insufficient training regarding the importance of promoting freedom in the educational environment.

5-2 Presentation and Analysis of the Second Hypothesis Data

Second Hypothesis: The Algerian primary school teacher contributes, through a set of teaching and learning activities, to instilling the value of discipline among primary school students.

Table (8): Distribution of the Sample According to Their Methods of Contributing to the Reinforcement of Discipline Values Among Students.

Methods That Contribute to Reinforcing Discipline Values Among Students	Frequency	Percentage%
Establishing clear classroom rules	32	26.9
Allocating specific times for task completion	11	9.2
Monitoring and guiding students' behavior	33	27.7
Offering incentive rewards to disciplined students	28	23.5
Providing positive behavioral role models	15	12.6
Total	**119**	**100**

Table (8) shows that **27.7%** of the sample rely on direct monitoring and behavioral guidance of students. This represents the highest percentage among the listed practices, indicating that most teachers prefer continuous supervision and direct intervention as a method for managing student behavior. This tendency may be explained by the need to maintain control over students' actions at an early age to ensure a calm and structured learning environment.

Closely following is the **26.9%** who believe that establishing and agreeing upon clear classroom rules with students contributes to instilling discipline. This practice supports the creation of an organized educational atmosphere and fosters a sense of responsibility and respect for order among students.

23.5% of teachers reported using incentive-based rewards for students who demonstrate disciplined behavior. This motivational approach is considered highly effective in reinforcing desirable behaviors such as commitment and self-discipline, while also promoting healthy, positive competition among students.

On the other hand, **12.6%** of respondents reported relying on modeling positive behavior**.** Although effective, this relatively low percentage suggests that some teachers may not fully recognize the importance of being a role model in reinforcing discipline. Modeling relies on the principle of observational learning, where students imitate the desirable behaviors demonstrated by the teacher. As such, it is one of the most powerful strategies in educational settings.

Finally, only **9.2%** of the sample indicated that they use allocating specific times for task completion as a means to promote discipline. This low percentage suggests that most teachers do not prioritize time management as a tool for developing discipline. In reality, setting fixed times for completing tasks helps reinforce students' sense of responsibility, time awareness, and self-discipline, thereby enhancing their overall ability to manage their academic and personal tasks more effectively.

Table (9): Distribution of the Sample According to How They Promote the Value of Self-Discipline Among Students

Methods of Promoting the Value of Self-Discipline Among Students	Frequency	Percentage%
Guiding them to manage their time	28	35.9
Encouraging them to reflect on the consequences of their actions	30	38.5
Assigning them additional responsibilities	14	17.9
I do not have specific strategies	6	7.7
Total	**78**	**100**

The table above indicates that **38.5%** of respondents rely on encouraging students to reflect on the consequences of their actions, making it the most commonly used strategy. This approach reflects teachers' focus on developing students' critical thinking and self-awareness. It helps students evaluate the outcomes of their decisions and take responsibility for their actions, which lies at the core of self-discipline.

Closely following, **35.9%** of teachers reported using the strategy of guiding students to manage their time**.** In this approach, teachers emphasize time management as an essential skill for enhancing self-discipline. This practice fosters students' ability to meet deadlines, prioritize tasks, and pursue both academic and personal goals in an organized manner.

Meanwhile, **17.9%** of the participants promote self-discipline by assigning additional responsibilities to students. This method involves encouraging students to take on roles such as leading classroom activities or assisting peers, which in turn boosts their confidence and autonomy. Taking on responsibilities helps students develop initiative and a stronger sense of accountability. However, the relatively limited use of this strategy may reflect a lack of opportunities to delegate responsibilities in classrooms or hesitation on the part of some teachers to implement it.

Finally, **7.7%** of the sample stated that they do not use specific strategies to promote self-discipline. This minority reflects a small group of teachers who may lack clear pedagogical approaches for fostering this skill. It may also indicate gaps in teacher training or awareness regarding effective strategies for supporting the development of self-discipline in students.

Table (10): Distribution of the Sample According to the Level of Students' Commitment After Applying Methods to Promote the Values of Self-Discipline.

Level of Students' Commitment After Applying Methods to Promote Self-Discipline	Frequency	Percentage%
Always	13	27.08
Often	22	45.83
Sometimes	12	25.00
Never	1	2.08
Total	48	100

Table (10) reveals that **45.83%** of respondents reported that a large portion of students often adhere to self-discipline standards following the implementation of appropriate pedagogical

strategies. This indicates that these strategies have a notable impact on improving student behavior and promoting consistent commitment.

This is followed by **27.08%** who stated that students always show strong adherence to self-discipline after applying the strategies—an encouraging sign pointing to the full effectiveness of some approaches when properly implemented.
Meanwhile, **25%** of the respondents selected sometimes, referring to students who demonstrate intermittent commitment. This suggests a variation in how strategies are applied or highlights the influence of external factors such as the home environment or personal circumstances. These students may require additional support and ongoing encouragement to strengthen their self-discipline.
Finally, a very small percentage—**2.08%**—believe that students rarely show commitment even after implementing the strategies. This minority reflects cases where teachers may be facing significant challenges in applying the strategies effectively, or where students struggle due to personal or academic difficulties that hinder their ability to develop and maintain self-discipline.

Table (11): Distribution of the Sample According to the Extent to Which They Use Rewards or Incentives to Promote Discipline Among Students.

Extent of Using Rewards or Incentives to Promote Discipline Among Students	Frequency	Percentage%
Yes	21	43.75
Sometimes	26	54.17
No	1	2.08
Total	**48**	**100**

It is evident from the table above that **54.17%** of the respondents sometimes use rewards and incentives to promote discipline among students. This suggests that teachers may resort to using incentives only in specific situations, such as when there is an improvement in behavior or a noticeable increase in discipline.

The next proportion, **43.75%**, represents respondents who primarily rely on rewards and incentives to reinforce values of discipline among students. These teachers consider motivation one of the key factors that help develop discipline, as it encourages the adoption of positive behaviors. To maintain the effectiveness of motivation, it is preferable to use a combination of material and moral incentives, with an emphasis on intrinsic motivation.

The low percentage of **2.08%** represents respondents who do not rely on incentives or rewards to promote discipline among students. This may be because these teachers focus on other methods such as dialogue and individual guidance, or they may believe that motivation can negatively affect students' internal drive. Additionally, this result might be linked to a lack of resources or the unavailability of appropriate motivational tools in the educational environment.

Presentation and Analysis of the Third Hypothesis:

5-3 Third Hypothesis: The Algerian primary school teacher contributes, through a set of teaching and learning activities, to instilling the value of justice among primary school students.

Table No. (12): Distribution of the Sample According to the Extent of Their Efforts to Instill the Value of Justice Among Students

Extent of Effort to Instill the Value of Justice Among Students	Frequency	Percentage%
Always	41	85.42
Sometimes	7	14.58
Rarely	0	0
Never	0	0
Total	**48**	**100**

Table No. (12) shows that the vast majority of teachers generally strive to apply justice within the classroom, as indicated by the percentage **(85.42%)**. This reflects a high level of awareness among teachers regarding the importance of promoting the value of justice and the positive impact this value has on both the academic and social development of the student.

As for the **14.58%** of respondents, they only sometimes seek to instill the value of justice among students, which suggests that while they consider this value important, they may not consistently prioritize it.

There were no respondents who reported that they rarely or never seek to promote the value of justice, indicating that this value is regarded as highly important by all participants in the sample.

Table No. (13): Distribution of the sample members according to the methods of fair treatment of all students in the classroom:

Methods of Fair Treatment of All Students in the Classroom	Frequency	Percentage%
Applying uniform rules for all students	17	24.3
Respecting individual differences	35	50
Equal distribution of time and attention	15	21.4
I do not treat students fairly or equally	03	4.3
Total	**70**	**100**

The data in Table No. (13) show that **50%** of the sample members rely on the strategy of respecting individual differences to ensure fair treatment of all students in the classroom. This reflects their awareness of the importance of addressing students' diverse abilities and needs. Such an approach promotes a just learning environment, where students feel they are treated according to their potential rather than a single standard. Focusing on individual differences contributes to better academic performance and enhances students' self-confidence.

This is followed by **24.3%** of respondents who adopt the application of uniform rules for all students. This strategy emphasizes the importance of establishing clear standards that all students must follow, reinforcing a sense of equality. However, this practice may overlook individual differences if not implemented with flexibility.

On the other hand, **21.4%** of teachers apply the principle of equal distribution of time and attention**.** This percentage indicates that only some teachers ensure their time and attention are

equally distributed among all students. While this method is important for ensuring that all students feel they receive the same opportunities, it can be challenging due to variations in students' needs and abilities.

Lastly, a small percentage (**4.3%**) of teachers reported not applying fairness or equality in their classrooms. This may be due to a lack of awareness of the importance of this value, or challenges in applying fairness in large classes. Such behavior could negatively impact the educational environment and lead some students to feel discriminated against or marginalized.

Table No. (14): Distribution of the sample members according to the extent to which the value of justice affects the classroom environment:

Extent of the Impact of the Value of Justice on the Classroom Environment	Frequency	Percentage%
Very positive impact	33	68.75
Somewhat positive impact	15	31.25
Slight impact	00	0
No impact	00	0
Total	**48**	**100**

The table above highlights that **68.75%** of the respondents—representing the vast majority of teachers—believe in the strong positive impact of justice on the classroom environment. This indicates that the presence of justice in the classroom helps build a safe, balanced, and motivating learning environment.

Meanwhile, **31.25%** of the participants believe that the value of justice has a somewhat positive impact on the classroom environment. This means that while they acknowledge its importance, they may perceive its effect as limited—possibly due to differences in students' social backgrounds or varying abilities.

Notably**,** none of the teachers in the sample reported that justice has little or no impact, indicating a clear consensus among educators on the importance of justice as a fundamental element in fostering a positive educational environment.

Table No. (15): Distribution of the sample members according to their observations on the impact of fair treatment on student engagement:

Impact of Fair Treatment on Student Engagement	Frequency	Percentage%
Yes, to a great extent	36	75
Yes, to some extent	12	25
No, minimal impact	00	0
Total	**48**	**100**

Table No. (15) reveals that the vast majority of the sample—**75%**—believe that fair treatment has a significant impact on student engagement. This underscores the importance of embedding the value of justice in the classroom by, for example, distributing opportunities to participate fairly**,** or assigning tasks equitably based on students' abilities, needs, and interests.

Meanwhile, **25%** of the respondents believe that fair treatment has some impact, though not substantial. This may be due to challenges teachers face in implementing justice, a limited understanding of the concept and how to foster it in their students, or a focus on academic content at the expense of values-based education**.**

It is also notable that no teacher in the sample reported an absence of positive impact from fair treatment. This indicates a strong consensus that fair treatment is essential for enhancing the educational environment, and that each student should be granted their rights according to their needs, abilities, and personal inclinations.

Table No. (16): Distribution of the sample members according to how they handle student conflicts to ensure the application of justice:

Method of Handling Student Conflicts to Ensure Justice	**Frequency**	**Percentage**
Through dialogue and listening to all parties	31	64.58%
By applying equal punishments according to rules	01	2.08%
By providing guiding advice	16	33.33%
Total	**48**	**100%**

Table No. (16) highlights that **64.58%** of the sample members handle student conflicts through dialogue and listening to all parties in order to achieve justice. This indicates that most teachers recognize the importance of dialogue in resolving disputes fairly, and that listening to all sides helps avoid unjust outcomes. This approach also fosters students' skills in peaceful conflict resolution and encourages non-violent problem-solving**.**

Meanwhile, **33.33%** of the teachers prefer to offer guiding advice without directly intervening in the conflict. These educators believe their role is to guide students toward appropriate behavior, aiming to instill independence and self-reliance in resolving future issues. This method allows students to learn from their own experiences and develop critical thinking in handling disputes.

A small minority **(2.08%)** of teachers reported using equal punishments based on pre-established classroom rules to manage conflicts. This suggests that such a punitive approach is not favored by most educators, possibly because it may not address the nuances of each conflict or promote long-term behavioral change.

6- Results and Discussion

- Discussion of Hypothesis Results:

6-1 Discussion of the First Hypothesis:

The Algerian primary school teacher contributes, through a set of educational and learning activities, to instilling the values of freedom among primary school students.

Based on the results obtained from our analysis of the statistical tables, we found that primary school teachers encourage the value of freedom within the educational process. They do this by promoting self-expression, developing communication skills, and respecting differing opinions. Teachers also provide interactive activities within the classroom environment to encourage students to exercise their freedom through exploration and participation. In addition, they dedicate time to listening to students, reflecting their commitment to promoting and practicing the value of freedom in the classroom. It was also clear that teachers are aware

of the importance of intellectual freedom and its positive contribution to the development of students' personalities as well as their social and academic skills.

In light of this discussion, we can conclude that the hypothesis stating that Algerian primary school teachers play a positive role, through various educational and learning activities, in instilling the values of freedom among their students is **confirmed**.

6-2 Discussion of the Second Hypothesis:
The Algerian primary school teacher contributes, through a set of educational and learning activities, to instilling the values of discipline among primary school students.

The statistical analysis results show that primary school teachers rely on direct guidance and continuous monitoring as key strategies to regulate student behavior. They also establish and agree upon rules with their students to reinforce the value of discipline. Furthermore, they offer encouraging rewards to disciplined students and guide them in time management to foster self-discipline. These actions demonstrate that the teacher plays a proactive and positive role in promoting discipline among students.

In light of this discussion, the hypothesis stating that Algerian primary school teachers contribute positively, through various educational and learning activities, to instilling the values of discipline among their students is **confirmed**.

6-3 Discussion of the Third Hypothesis:
The Algerian primary school teacher contributes, through a set of educational and learning activities, to instilling the values of justice among primary school students.

From the statistical data analysis, it is evident that primary school teachers are keen to apply justice in the classroom. This is particularly seen through their use of strategies that respect individual differences to ensure fair treatment for all students. It is also evident that teachers believe in the positive impact of these strategies on reinforcing justice-related values among their students. Therefore, we can conclude that the primary school teacher plays a significant and positive role in embedding the values of justice in the educational process.
Based on this discussion, the hypothesis asserting that Algerian primary school teachers contribute positively, through various educational and learning activities, to instilling the values of justice among their students is **confirmed**.

General Results:
From the conclusions reached, it is clear that all the hypotheses of this study have been confirmed. Accordingly, the **general hypothesis** is also validated, which states:

The Algerian primary school teacher performs a set of educational and learning roles and activities aimed at developing and instilling values among primary school students.

7- Conclusion
In conclusion, we can affirm that the Algerian primary school teacher plays a **positive role in instilling and reinforcing moral and educational values** among students at the primary level. Their role goes beyond the mere transmission of knowledge; it extends to **shaping the student's personality, enhancing social behavior, and cultivating values**. Through their active educational role, the teacher is able to instill in students the values of **justice, discipline, and responsible freedom**, thus contributing to the formation of a generation that is aware of its responsibilities, capable of critical thinking, respectful of others, and able to act independently within society.

The results of our study reflect that the majority of primary school teachers in Algeria rely on **dialogue, guidance, and fair educational practices** as key tools for classroom management and for instilling positive values in their students. They strive to create a **balanced learning environment** that respects individual differences and ensures equal opportunities for all.

Accordingly, we can say that the efforts made by the primary school teacher in value education are **not merely professional duties**, but rather an **investment in the future generations**. The student who learns justice, discipline, and freedom today will become tomorrow's conscious and disciplined citizen—capable of distinguishing between rights and duties, between what belongs to them and to others. Such individuals will be able to lead society toward a better future, as **values are what shape the human being and determine their place within society**.

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