



**The presence of media education in the second generation curricula in Algeria:
Literary subjects book (Arabic language - Islamic education - civic education) for the second
year of primary school as an example**

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Received: 30/07/2024

Accepted: 04/10/2024

Published: 31/12/2024

DOI: 10.53284/2120-011-004-006

Abstract:

This research work attempts to discuss the problem associated with the presence of « media education » in the second generation of primary education curricula, and to research the forms of its presence and the way it is presented to young pupils, relying on the combined triple literature book (Arabic language - Islamic education - civic education) for the second year of primary school as a purposive sample.

We used the content analysis approach as a research method, which allowed us to reach several results, the most important of which is that media education is not sufficiently present in the content of this book, and does not live up to the level of desired aspirations. Also, its presence as « a term » is absent verbally and it is not named, while its presence as « a practice » is present, but in a small way, while we record the existence of a kind of confusion in the concepts between it and civic education.

Keywords: media education; second year of primary school; second generation curricula; pupils; Algerian school.

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1. INTRODUCTION

It is agreed that educational curricula in Algeria have been suffering from major problems for decades, problems that are mainly related to the failure to update the contents of these curricula, and their unjustified departure from the tremendous development witnessed by teaching methods and approaches in the entire world. However, at the end of 2014, with the arrival of Mrs. Nouria Benghabrit at the head of the Ministry of National Education, she took upon herself the project of rewriting the educational curricula in Algeria and making them more in line with the major developments experienced by the international school by launching major and in-depth workshops whose primary goal is to bring about a complete break with the old curricula and to bring about radical changes to the contents of textbooks, by enriching them further and making them more diverse, and linked to modern techniques of media and communication technologies, to help learners in their educational and learning process.

This process of connecting young learners with modern technologies and Internet, is in turn linked to a very important element, which is « media education », which helps the learner receive media content in a sound way, ensuring that he maintains his values and personality, respects others, and accepts those who are different from him.

Aside from the difficulty of arriving at an integrated definition of media education in Algeria, especially with the great tensions among media professionals, educators, and academics about the true implementation of this term as an educational practice in Algeria (at the present time at least), there is almost consensus on the importance of this “term/action” as an important modern necessity for every student and every school. This importance that became more prominent prior to the year 2016 with the emergence of the new, modernized curricula that were called “second generation curricula”.

These curricula were subject to great criticism ranging between support and condemnation, in addition to the emergence of a group of questions about the extent to which this “media education” is operationalized as a concept and as a practice in these new textbooks, especially those related to the second year of primary school, considering that the pupils of this stage are the ones who most desire to discover their external surroundings, and the beginning of the formation of their independent personality and the development of their critical tools.

& these are the points that we will try to learn more about in this research paper, putting forward in this the following question:

To what extent is « media education » present as a concept and as a practice in the literary subjects book (Arabic language - Islamic education and civic education) for the second year of primary school in the second generation curricula?

We also followed this main question with a set of sub-questions as an important resource for us in carefully defining our study, and to more precisely define the angles to be studied and understood in a way that serves the research objectives. The sub-questions were as follows:



1. What are the media tools present in the unified book for the three literary subjects for the second year of primary school from the second generation curricula?
2. What role did this unified book play in providing second-year, second-generation students with media education?
3. What are the elements of media education present in this unified book for the three literary subjects for the second year of primary school from the second generation curricula?

2. Study objectives:

We can summarize the objectives of our research as:

1. Identifying the extent to which « media education » is present as a concept and as a practice in the unified literary subjects book for the second year of primary school from the second generation curricula, the angles that were presented from it, and the aspects present in it, whether clearly or hidden.
2. The researcher analyzed the extent to which the book of the three literary subjects was able to enshrine the principles and ideas of media education in its contents, and to understand the media educational elements present in it.
3. This study aims to understand the extent to which the content of this unified book for the three literary subjects for the second year of primary school from the second generation curricula helps students understand and practice the values and attitudes of media education in their daily lives.
4. This research work also aims to present a systematic scientific view on the dedication of those responsible for the modernized curricula to the concept and ideas of media education on the one hand, and to point out the shortcomings found in it on the other hand, and the possibility of correcting them later.

3. The importance of the study:

The importance of this research paper stems from the importance of the topic itself, with the emergence of « media education » as an urgent necessity in modern education systems on the one hand, and the revamping of educational programs by the Algerian Ministry of National Education and making them more in line with modern teaching methods and educational strategies on the other hand.

This study, attempts to investigate the extent to which these modernized programs take the term « media education » as a practice and as values in their educational contents directed to second-year primary school students, who are a very sensitive age group, during which they begin to get to know their surroundings, form their own ideas and be influenced by certain contents, and begin to deal with the media values instilled in them that they are exposed to.

The importance of this study arises in trying to understand how « media education » is addressed and the way it is presented to them, in addition to helping those working in the fields of education and media to recognize the presence of this educational act, and to value the positive



points in the educational content of the new curricula, and to help them identify the negative points, if they exist.

This study attempts to delve deeper into the “education/media” duality, and understand the extent to which the first is influenced by the second, and the presence of the second in the first in the content of the unified book for the three literary subjects for the second year of primary school from the second generation curricula.

4. Study Methodology:

The scientific method is “the set of organized steps that the researcher must follow within the framework of his commitment to applying certain rules that enable him to reach the established result,” according to Muhammad Talaat. It is a means through which one can reach the truth” (Omar, 2002, p. 166), and given that the nature of the topic in any scientific research is the only factor that embodies the appropriate approach in the research process, as “a path that the researcher must follow to reach the scientific truth” (Badawi, 1997, p. 3)

The study at hand will depend on **the content analysis** approach, which Muhammad Abdelhamid defines as “a set of methodological steps that seek to discover the meanings inherent in the content and the correlational relationships between these meanings through quantitative, objective and organized research of the features appearing in this content”. (Abdelhamid, 2000, p. 216)

Content analysis is based on accuracy and objectivity in determining the categories of topics (in terms of form and content), & the success or failure of the analysis is determined by those chosen categories. (Abdelhamid, 2000, p. 218)

So that, this study aims to identify the extent of the presence of « media education » in form and content in the content of the three literary subjects for the second year of primary school in the second generation curricula, counting them, commenting on them, and understanding the results of their iterations, (with the need to note a very important point, which is that we focused on the categories specific to the « content only » in view of several objective and methodological reasons related mainly to the lack of time and the large size and diversity of the book, as well being related to a research paper that does not exceed 20 pages).

5. Study sample:

It is agreed that studying the research community as a whole is possible, but it remains difficult and complex (if this community is characterized by its largeness and breadth) because of the effort, time, and resources it requires to cover all the research items. The researcher here usually uses the sample to facilitate the research task. The sample is “a limited number of items that the researcher will deal with systematically, and through this dealing he will record the required primary data. This sample is required to be representative of the research community in terms of the characteristics through which this community is described”, (Abdelhamid, 2000, p.



133) & the sample in our study was intentional.

“**The intentional sample**” is a sample that is defined as “every sample whose items was selected by the researcher in a controlled manner with no coincidence. He personally selects the items that are more representative than others according to the information he is searching for.” (Benmorseli, 2005, p. 95)

So the researcher chooses a group of units that represent part of the general research community. And he studies it to reach the results of the study. The stage of selecting and defining the sample units is very important in the research, and from this standpoint, the sample of our study, which deals with the extent of the presence of « media education » in the new updated curricula will be « **the three literary subjects (Arabic language, Islamic and civil education) for the second year of primary school** ».

This sample was chosen for several reasons that can be summarized in:

1. this sample has a direct relationship to the subject of our study, which is the presence of media education in the new curriculum books for the first stage of primary school.
2. It is essentially linked to the variable dependent on our study and helps us address it in a better, easier, deeper, and more accurate way, since this new curriculum takes on its responsibility to provide educational content with global educational dimensions in which the media materials provided to the child play a major role in shaping his personality, preserving his identity, and preparing him to deal with different media outlets, and his awareness of media education as a practice, especially since this age group is affected by the media content it receives to a much greater extent than other age group, as they are at an “exploratory” age in which they are looking forward to learning about everything new in their external surroundings, & the media is an essential tool for achieving this, with the positive values or negative content that these children are raised on.

6. terminology:

A more precise definition of the concept and objectives of the study requires us to carefully identify the terminology of the research at the various levels (linguistic, terminological, and procedural). We have focused on two terms:

6. 1 Media:

Dr. Abdulatif Imam defines it as “that aspect of communication that relates to enabling people to obtain facts, information, and news through various means available in different eras, starting with the beating of drums and the blowing of trumpets, all the way to the most advanced media outlets in the modern era.” (Hijab, 2002, p. 61)

According to Hamid Abdelsalam Zahran, “it is the process of disseminating and presenting correct information, clear facts, honest news, accurate topics, specific facts, logical ideas, and most likely opinions to the masses, while stating their interests in the service of the public good.”



(Zahran, 2006 , p. 337)

It is, therefore, a social process through which information, facts, and news are provided and exchanged to those who request them from diverse audiences as a basic necessity to understand the world, interact with it better, and achieve certain goals.

Media tasks: We preferred to choose the media jobs according to both Wright and Schramm because they are closest to our study:

Features of media tasks according to Charles Wright: Wright was interested in studying media jobs and identified their functional features in:

Guidance task: The media and mass communication carry out the mission of guiding a large and diverse audience in terms of age groups, cultural inclinations, trends, and affiliations, with the primary aim of influencing them. this falls within the framework of guiding community members and finding general agreement among them

Mass communication is general, urgent, and fleeting: This means that media is characterized by these characteristics that lead to specific goals, namely increasing the audience, speeding up the delivery of information or media messages, and rapid change, given that this information is related to daily and life events, which are a type of daily consumption.

Mass communication is organized, which means that the media and mass communication now have administrative, organizational, and professional institutions based on the division of labor, which is one of the most important characteristics of modern organizations in the contemporary world. The tasks and roles of specialists and those interested in the media and mass communication differ from the tasks of amateurs, and Wright argued that Media and mass communication provide entertainment to members of society, regardless of expected social outcomes. (Hamza, 1984, p. 56)

6. 2 Media education

The Thomas Report completed in 1990 defined it as “the ability to read and process information, in order to participate fully in society,” while the Education for the Age of Media and Digital Technology conference held in 1999 defined it as “education that specializes in dealing with all means of communication media, including words and graphics, print, sound, images that are presented through any type of technology”. It is, therefore, the process of employing various media to achieve specific educational and educational goals, to which are added all the values and ideas that the individual receives and instilled in him through a certain media. (Hamdan, 2004, p. 03)

Media education is a directive training process that primarily targets young people to teach them the principles of dealing with the media and its contents in a correct manner.



7. The practical analysis

After carrying out the methodological research procedures referred to above, and applying the content analysis approach to the study sample, the following was reached:

1/ What are the media presented by the book of the three literary subjects (Arabic language, Islamic education, and civic education) for the second year of primary school from the second generation curricula?

Table No. 1 represents the Media to which the Unified Book of Literary Materials was presented - each material separately

Type of media	Arabic		Islamic education		Civic education	
	Dupli.	%	Dupli.	%	Dupli.	%
Readable media: newspapers, magazines, books, periodicals, banners	2	%8	0	%0	6	%28,5
Audio media: radio, telephone, recordings	4	%16	3	%27,27	3	%14.28
Visual media: pictures - drawings - diagrams - symbols	8	%32	4	%36,36	5	%23.8
Audio-visual media: television - Internet - computer - cinema - theatre	11	%44	4	%36.36	7	%33.33
Total	25		11		21	

Source: The researcher from the book of The Three Literary Subjects

An analytical reading of Table No. 1 above regarding the extent of the presence of media in the literary subjects directed to students in the second year of primary school from the second generation curricula allows us that their presence is greater in the subject of civic education, with a total higher than that recorded in the subjects of the Arabic language and Islamic education, with a greater focus on audio-visual in the section on civic education, at a rate of up to 33 percent, and these tools appear in the content of the book through the lesson “The Right to Rest” (درس الحق في الراحة) which encourages students to watch TV after school hours, as well as the text “Search the Internet” (درس بحث على الإنترنت).

While the percentage of printed media came in second place in the Arabic Language and Civic Education sections. Which appears in the lessons “Book Friends” and “My Favorite Hobby” (أصدقاء الكتاب و“هوايتي المفضلة” درس) (in the Arabic language), as well as the “The Right to Rest” lesson (درس الحق في الراحة) in civic education. The highest percentage of attendance of various media was also for civic education, topped by audio-visual means, which appear in the lesson on using the network to meet new friends and introduce Algeria to them.

While the presence of media outlets appears much lower in Islamic education with a frequency of up to 11 times, with a complete absence of written and readable media.

The priority of civic education in providing media outlets compared to the other two



subjects can be explained by the fact that this subject is the closest (currently) for « media education » & « educational media » directed towards students in the second year of primary school.

While we can explain the presence of audiovisual means more than the rest of the other media for (2) two main reasons, the first is related to the nature of these tools, which are the most widespread in contemporary societies, including Algerian society, given the nature of this accelerating era based on audiovisual reception of media content to understand various events. The second can be attributed to the high attractiveness characteristic of these audio-visual tools and their great ability to attract the attention of children studying in the second year of primary school, and to motivate them to practice activities related to the various elements of « media education ».

Table No. 2 shows the social functions included in media education

Social function of media		Arabic		Islamic education		Civic education	
		Dupli.	%	Dupli.	%	Dupli.	%
1	Helping students to know their rights & duties & practice them	8	%25	6	%33,33	9	%25
2	Helping students solve their social problems	6	%18,75	4	%22,22	6	%16,66
3	Increasing students' awareness of their social environment	4	%12,5	3	%16,66	5	%13,88
4	Motivating students towards positive behavior in society	6	%18,75	1	%5,55	8	%22,22
5	Helping students to respect others with all their differences	2	%6,25	0	%0	3	%8,33
6	Instilling respect for the nation and its institutions among students	6	%18,75	4	%22,22	5	%13,88
Total		32	%100	18	%100	36	%100

Source: The researcher from the book of The Three Literary Subjects

An analytical reading of the numbers provided to us by the second table regarding the extent of the presence of « the social function of media education », which we divided according to six indicators, clearly shows us that there is a great priority in teaching second-year primary school students their rights and duties, which appears with this indicator occupying the first place, followed by pushing students towards acquiring positive values through the media by giving them the values of patriotism and respect for the homeland, which came in second place, while the values of respect for others came in third place, in the three subjects: civic education, Islamic education, and the Arabic language, but in varying proportions due to the nature of each subject and its distinction from the other.



We can conclude that there is a desire to provide students with media education of a social nature, and this is done by devoting several tools that students adapt to achieve this. Among these tools proposed by this unified book we find various media tools (of all kinds), which brings us to the fact that the priority was to provide students with the established social values by all available tools more than it was a desire to give them media education directly.

Secondly, we infer from these results that those responsible for preparing these curricula were practicing forms of media education without being aware of it. Rather, they viewed it as a tool to achieve other goals for themselves, in addition to integrating it with the rest of the three literary subjects referred to above, and mainly with civic education, within a clear confusion of concepts.

Table No. 3 shows the presence of psychological aspects of media education

The psychological function of media education		Arabic		Islamic education		Civic education	
		Dupli.	%	Dupli.	%	Dupli.	%
1	Providing human models for students that they can imitate	7	%25	4	%17.4	6	%19.35
2	Motivating students to take care of themselves and discover their talents	4	%18,75	6	%26.08	7	%22.58
3	Helping students take an interest in their hobbies and develop them	7	%12,5	0	%0	3	%9,67
4	Conveying media values of objectivity and honesty and avoiding lying and fabrication	5	%18,75	2	%8,69	4	%12,9
5	Pushing students towards adhering to religious values and national identity	6	%6,25	8	%34.78	6	%19.35
6	Teaching students methods of constructive and effective dialogue and communication	4	%18,75	3	%13.04	5	%16.12
Total		32	%100	23	%100	31	%100

Source: The researcher from the book of The Three Literary Subjects

A reading of the third table above allows us to notice that there is a great convergence in the proportions of « the psychological aspects » present in the section on Islamic education, while the proportions differ from one indicator to another in the other two subjects (Arabic language and civic education). This can be explained by the fact that Islamic educational values are psychological values in the first place & the learner can acquire it in his daily dealings with his



external environment, whether with his family, his colleagues, or even what he receives in the media, which brings us to the same observation in the previous table, which is that « media education » in its psychological aspect is present in two aspects: The first aspect is an integrative presence, in which media education has been integrated with civil and Islamic content, and that the authors of the new curricula see media education as part of Islamic value education and/or social civil education. The second aspect appears in the fact that those supervising of the development of the second-year curriculum practice media education in an indirect way, meaning that it is inferred from the content and its lessons, and is reached through insinuation rather than statement, with the need to point out that there is some kind of progress in the percentages of the two indicators related to teaching students the methods and tools of dialogue and communication, as well as investigating honesty, professionalism, and objectivity. & rejecting lying, practicing it, or believing it (in the three subjects included in the unified book). These are psychological functions of media education that recorded a fair presence, and it is a positive point that must be noted.

Table No. 4 shows the role of the media in education according to the content of the unified book for literary subjects for the second year of primary school.

Education & the media		Arabic		Islamic education		Civic education	
		Dupli.	%	Dupli.	%	Dupli.	%
1	Helping students deal carefully with media questions	4	%15,38	2	%13,33	4	%18,18
2	Providing the necessary skills to students to help them communicate well through the media	7	%26,92	2	%13,33	5	%22,72
3	Teach students methods of free expression within the framework of respect for others and community standards through the media	6	%23,07	3	%20	6	%27,27
4	Providing the necessary media tools for students to help them communicate and express their concerns	6	%23,07	5	%33.33	5	%22,72
5	Teaching students to write letters, write reports, perform effective and expressive reading, and improve the forms of written expression	3	%11.53	3	%20	2	%9,09
Total		26	%100	15	%100	22	%100

Source: The researcher from the book of The Three Literary Subjects

The table above indicates a very important angle, which is the relationship between the



media and education, namely the educational function of the media through a set of indicators that allowed us to know the extent of the presence of these two variables in the content of the unified book for the three literary subjects directed to second-year primary school students from the 2nd generation Curricula.

The results obtained from the repetitions described above indicate relatively few repetitions of educating students in the media, whether in terms of editing or reporting, and this is mainly due to the lack of sufficient development of the students' writing skills that would allow them to communicate their ideas in the required or desired manner, especially in the Arabic language.

While the duplicates associated with oral communication and expression are slightly higher compared to the previous one, as it clearly appears to us that the focus of those in charge of the curricula is on teaching students the ABCs of oral communication and open free expression, using the spoken word rather than the written word, which is considered as the best method for this age group, and we can notice that in several lessons, such as the lesson "My Free Time," (درس أوقات فراغي) & "Organize My Rest Time," (درس انظم أوقات راحتي) and also in the "Book Friends" lesson (درس "أصدقاء الكتاب").

Table No. 5 shows the relationship between media education and intellectual and mental reactions

Media education and mental reactions among learners		Arabic		Islamic education		Civic education	
		Dupli.	%	Dupli.	%	Dupli.	%
1	Helping students to constructively criticize what they receive	4	%22,22	2	%40	5	%33,33
2	Encouraging students to be interested in acquiring knowledge and to search for correct information and use it	2	%11,11	1	%20	3	%20
3	Introducing students the necessity of receiving current events through various media	3	%16,6	0	%0	2	%13,33
4	Solving daily problems that students may face in the future based on the experiences gained through the media materials received	6	%33,33	2	%40	4	%26,66
5	Teaching students respect for others, cultural and societal pluralism and diversity in the context of a "small global village" without losing self-identity	3	%16,6	0	%0	1	%6,66
Total		18	%100	5	%100	15	%100

Source: The researcher from the book of The Three Literary Subjects



The table above shows us the mental reactions that the content of the unified book of second-year primary encourages students to do, as the repetitions indicate giving priority to the indicator of pushing students towards solving problems that they may find themselves facing in the future based on situations of a media nature, and here we detect an employment of the educational function: the educational function of the media (in addition to the educational function) in the three subjects.

While the indicator of “developing the critical function” as a targeted skill for students decreases in the three subjects as well.

This can be attributed to the young age of this group, which learns and chooses what it receives and adopts more than it criticizes (because a child choosing something and rejecting other things does not necessarily mean that he criticized them after analyzing them, especially at this early age).

Another very important indicator also emerges for us, which is the development of the idea of accepting others and respecting them, no matter how different the traditions are and how many races and genders (without religions or inclinations) as a targeted mental reaction, through the inclusion in this book of significant media situations, especially in the Arabic language and to a lesser extent in civic and Islamic education, which appear to us in a very distinctive way in the text in which Yasmine, the daughter of the desert, meets Sondos, a Tunisian national, and they become friends Despite the distance and the characteristics that make each girl very different from the other, despite the geographical proximity between the two countries.

8. Results

An analytical reading of the above tables allows us to come up with several results that can be summarized in the following points:

- **Media education is closer to civic education than the rest of the subjects:** We note from the above results that there are much higher frequencies of the elements expressing media education in « the civic education subject » in the unified book for the second year of primary school from the second generation curricula compared to the other two subjects (Arabic language and Islamic education), and we attributed this to due to the great convergence (to the point of confusion sometimes) among those responsible for preparing these curricula between the concepts of civic education and media education, while we note that there is a kind of focus on bringing in the media in the subject of civic education in the first place, followed by the content of the Arabic language without Islamic education, with a priority for audio-visual tools, followed by printed and written media, and we have linked this to the nature of the era first, which necessitates the use of this type. The advanced form of well-known media is easy to access and use, and highly attractive, and secondly, it is most capable of arousing the attention of young kids, drawing their attention, and satisfying their curiosity, and thus achieving the value goals desired by those in



charge of the curricula.

· **Media education without systematic scientific foundations:** The profound differences that exist between the elements of the media educational process in the book of literary subjects (with its three subjects) show us the absence of real systematic methods in laying the foundations of this type of education and the reliance of its authors on an incomplete or incorrect understanding of it, and a focus on some aspects alone, noting that there is a kind of actual employment of the elements of media education without its authors realizing that they are actually practicing it, which brings us to another very important idea, which is the existence of a kind of confusion between concepts, especially the concepts of media education and civic education, and the randomness of employment and practice. What prompts us to make recommendations regarding activating media educational, & making the terminology clearer, adopting it, expanding these “side contents” of media education, and making them independent in their own right.

· **Indirect and unintended media education:** It is worth noting at the outset another very important point, which is that some of the concepts and terms associated with media education were mentioned in a suggestive way (a hint, not a statement), so that they are understood from the context in which they were mentioned, which includes critical thinking and selective exposure, developing talents, stimulating hobbies, interest in reading, citizenship, rights and duties, and pushing learners towards projecting them into their daily lives in solving life problems in which they may find themselves.

· **Media education is absent as a term but present as a practice:** in a vague, random, and unorganized manner. The content of the second year book for literary subjects for the second year of primary school, stimulates through its activities, contents, and tools, students to practice media education, teach it to them, and get them accustomed to it without naming it with an explicit term. Where a confusion in concepts sometimes appear, other times it appears in the form of complete ignorance of the term, and third times there seems to be a kind of insinuation without a statement, which harms media education more than it benefits it because it appears in the form of a “tool” among other tools by which the learner reaches values.

9. Recommendations:

The most important recommendation we can come up with from this brief study is that the presence of media education in the content of the unified book for literary subjects for the second year of primary school in the second generation curricula is an insufficient and unclear presence as a concept, and has an “indicative” presence that makes media education a “means” more than a “goal”, and therefore, the researcher recommends the necessity of presenting this concept in a more independent and clear way, and why not make it a fourth subject (in addition to the three subjects mentioned above) and motivate students to study, understand and practice it directly, and employ it in their daily lives in view of the extreme importance of media education. The process



of devoting this type of education as a reform and as a practice has become more necessary than ever before.

10. CONCLUSION

Media education in the content of the unified book for literary subjects for the second year of primary school in the second generation curricula does not have its own “independence” and is subordinate to other educational subjects, and is active under the umbrella of others (such as civic education, for example), which is completely unacceptable in this era in which the media in general and educational media in particular enjoy a distinguished position.

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