

Measuring the Level of Awareness of National Cultural Heritage Elements Among Primary School Students - A Study of a Sample from Primary Schools in the Municipality of Zemmouri, Boumerdes

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Received: 31/08/2025,

Accepted: 26/11/2025,

Published: 22/12/2025

Abstract:

In early education, examining the relationship between cultural heritage and individuals' understanding of it is essential. Introducing heritage to children at a young age requires kindergartens and primary schools to teach students about it and cultivate appreciation for ancestral legacies through diverse curricula. This study used a descriptive design with 120 fourth- and fifth-grade primary students, and data were collected by questionnaire. The findings show that respondents possess a high level of awareness of national cultural heritage. The study recommends promoting national occasions—such as Revolution Day, Independence Day, and national festivals—across all educational levels to further this awareness. It urges the use of digital learning methods that incorporate images, puzzles, and games to improve information retention. Additionally, the study emphasizes fostering collaboration between the Ministry of Education and relevant authorities, including organizing school visits to museums and festivals, to strengthen students' ties to their cultural heritage.

Keywords: awareness level, components of national heritage, students, primary education, cultural heritage.

Résumé :

L'enseignement du patrimoine culturel en éducation préscolaire requiert une analyse approfondie du lien entre le contenu patrimonial et la compréhension humaine, ainsi que de la perception souvent restreinte qui en est faite. Il est primordial d'initier les élèves au patrimoine culturel dès le plus jeune âge. Les jardins d'enfants et les écoles primaires ont pour mission d'introduire ce patrimoine et de cultiver l'appréciation de l'héritage ancestral à travers divers programmes éducatifs. Cette étude descriptive, portant sur 120 élèves de quatrième et cinquième années primaires, s'appuie sur des données recueillies par questionnaire. Les résultats révèlent une forte conscience des éléments du patrimoine culturel national chez les élèves concernés. L'étude souligne la

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nécessité de dynamiser les événements nationaux, tels que la Journée de la Révolution, la Journée de l'Indépendance et les festivals nationaux, afin de renforcer la sensibilisation au patrimoine à tous les niveaux éducatifs. Cette démarche devrait s'appuyer sur des supports visuels, des puzzles et des jeux, intégrés dans un environnement numérique favorisant la mémorisation. Par ailleurs, il est essentiel de renforcer la collaboration entre le Ministère de l'Éducation et les acteurs du patrimoine national, notamment par l'organisation de visites scolaires dans les musées et festivals, afin de rapprocher les élèves de leur patrimoine.

Mots-clés : conscience, patrimoine national, élèves, primaire, patrimoine culturel.

Introduction

In recent decades, the world has experienced significant changes and remarkable technological advancements across various domains. Within the context of globalization, the preservation of cultural identity and heritage has emerged as a pressing international concern for Algeria. Given its rich history and diverse culture, safeguarding national cultural heritage is crucial for maintaining cultural diversity and enhancing the nation's soft power, particularly in primary education. Educating students about cultural heritage not only deepens their understanding and connection to traditional culture but also fosters pride in and respect for their national heritage.

The school serves as a specialized social institution dedicated to conscious education, significantly influencing student behavior. Its mission is to achieve societal goals and uphold them through its commitment to educating learners, equipping them with essential information, values, and life skills. A primary social responsibility of the school is to transmit cultural heritage in all its forms, interpreting and conveying this heritage to each new generation of students. Additionally, the school highlights the defining characteristics of public identity within each community, including language, attire, customs, traditions, religion, and values.

This emphasis fosters connections among community members and strengthens unity and social cohesion (Siwatu, 2007, p. 1086). In this context, there is an increasing concern for the preservation of heritage, which faces threats of extinction due to natural, economic, and social factors. The rapid advancement of technology and the fast pace of modern life have created a disconnect between cultural heritage and contemporary lifestyles, posing challenges in engaging younger generations (Matute & Eugenia, 1986, p. 237).

Cultural heritage reflects the civilizations of nations and the histories of those who have inhabited them. It shapes the customs, traditions, crafts, folk arts, and the beliefs and ideas transmitted across generations. To ensure its preservation, it is vital to foster awareness of this heritage as a component of our

collective memory and identity (José A., Silvia, Miguel J., & Roberto, 2021, p. 01).

The UNESCO Convention concerning the Protection of the World Cultural and Natural Heritage represents a significant milestone in heritage education (José A., Silvia, Miguel J., & Roberto, 2021, p. 01), emphasizing the importance of both formal and informal educational programs in safeguarding, promoting, and enhancing knowledge of cultural heritage (José A., Silvia, Miguel J., & Roberto, 2021, p. 01). The 1972 UNESCO Convention defined heritage as *"monuments, groups of buildings, and sites that have outstanding universal value from a historical, artistic, scientific, aesthetic, ethnological, or anthropological perspective"*.

This definition was broadened in 2003 with the Convention for the Safeguarding of the Intangible Cultural Heritage, which acknowledges that cultural heritage encompasses both tangible and intangible elements. It extends beyond monuments and collections of privately and collectively owned objects to include customs, traditions, knowledge, cultures, and ancestral celebrations. Furthermore, heritage is incorporated into the United Nations 2030 Agenda for Sustainable Development under Goal 11: "Sustainable Cities and Communities", which aims to strengthen efforts to protect global cultural and natural heritage (José A., Silvia, Miguel J., & Roberto, 2021, p. 02).

Many countries worldwide have established associations and committees dedicated to preserving and safeguarding their heritage from destruction and damage, ensuring it remains a legacy for future generations. They have enacted various legal regulations to protect their heritage from loss, theft, and deterioration. Algeria is also committed to preserving its national cultural heritage, both tangible and intangible. The national cultural heritage sector has experienced significant development in areas such as archaeology, museums, architectural heritage, crafts, and handicrafts. This progress has enhanced public awareness of the importance and cultural value of heritage, as well as appreciation for the roles of government entities and local communities in its preservation.

Study Problem

National cultural heritage is essential for understanding a nation's history, encompassing its events, identity, and people. It reflects the entirety of human experience, both materially and spiritually, including customs, traditions, arts, culture, and antiquities. This heritage is vital for fostering civilization, enriching it, envisioning the future, and ensuring prosperity. While numerous studies have highlighted the significance of learners' awareness of cultural heritage, some have reported a concerning low level of awareness among students (Polona, Laura, &

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Vlasta, 2023, p. 1966). Consequently, there is a pressing need to evaluate the awareness of national cultural heritage elements among primary school students.

Study Questions

- What is the overall level of awareness regarding the elements of national cultural heritage among primary school students in the schools under investigation?
- What is the level of awareness of each specific element of national cultural heritage (customs and traditions, traditional crafts, folk arts) among primary school students in the schools under investigation?
- Are there statistically significant differences ($\alpha \leq 0.05$) in the level of awareness of national cultural heritage elements among primary school students based on their socio-demographic characteristics (gender, age, geographical area, educational level, primary education)?

Study Hypotheses

- The surveyed primary school students in the studied schools demonstrate a statistically significant agreement regarding their overall awareness of elements of national cultural heritage.
- There is a statistically significant consensus among the surveyed primary school students in the studied schools concerning their awareness of specific elements of national cultural heritage, including customs and traditions, traditional crafts, and folk arts.
- Statistically significant differences exist in the responses of the surveyed primary school students in the studied schools regarding their varying levels of awareness of national cultural heritage elements, which can be attributed to their socio-demographic characteristics, such as gender, age, geographical area, educational level, and primary education.

Study Objectives

The study aimed to achieve the following objectives:

- Clarify the key elements of national cultural heritage among elementary school students in the selected schools.
- Assess the level of awareness regarding these elements of national cultural heritage among elementary school students in the selected schools.
- Identify variations in the level of awareness of national cultural heritage elements among elementary school students in the selected schools.

Importance of the Study

- This study responds to state objectives that underscore the importance of preserving and promoting national cultural heritage.
- It serves as a resource for curriculum designers and developers to incorporate topics related to national cultural heritage into educational programs.
- The research focuses on national cultural heritage, a crucial subject that strengthens national identity and enhances national values.
- It provides a framework for assessing national cultural heritage, which can assist other researchers in developing similar assessment tools.
- The findings aim to evaluate the level of awareness among elementary school students regarding national cultural heritage, equipping them with relevant information to enhance their understanding and appreciation of this heritage.

Study Boundaries

Subject Boundaries

This research focused on specific elements of national cultural heritage, including customs and traditions, traditional crafts, and folk arts.

Spatial Boundaries

The study was conducted in five primary schools located in the municipality of Zemmouri, Boumerdes Province: Rial Mohamed Ben Said Zemmouri School, Samani Rabah Zemmouri School, Sahel Mohamed Al-Saghir Zemmouri School, Ishaq Mohamed Zemmouri School, and Sahel Manour Ben Amer Zemmouri School.

Time Boundaries

The research tool was implemented during the third semester of the academic year 2024-2025.

Human Boundaries

The study population comprised all students enrolled in the participating primary schools during the study period, with a questionnaire distributed to a convenience sample of approximately 120 individuals.

Study Methodology

This study conducts a comprehensive analysis of primary school students' awareness of national cultural heritage. To achieve this objective, we employed a research framework that integrates multiple methodologies to evaluate the impact

of national cultural heritage education from the perspective of students at various levels. This approach enriches our analysis within a quantitative research framework. A questionnaire was developed to collect data on students' attitudes toward national cultural heritage education, their level of awareness, and its influence on their cultural identity. To ensure data accuracy and reliability, the questionnaire was distributed across several schools in the municipality of Zemmouri, Boumerdes Province.

1. Literature Review

1.1. Cultural Heritage

Cultural heritage significantly influences individual identity, as its elements are integral to each person's character and uniqueness (Vedat & Nursena, 2023, p. 66). It is defined as "the artifacts, expressions of communication, and human behaviors inherited from our ancestors, which we choose to preserve for their individual and collective significance" (José A., Silvia, Miguel J., & Roberto, 2021, p. 02) . While the traditional understanding of cultural heritage focused on the preservation of monumental sites with artistic and historical value, its contemporary interpretation encompasses all cultural elements that hold specific significance for people.

Cultural heritage is a multifaceted concept comprised of various social and cultural traits that evolve over time, depending on the perspective from which it is viewed. This term has transitioned from an emphasis on preserving the past to embodying symbolic, emotional, and historical-cultural meanings. A key characteristic of cultural heritage is its vital role in shaping memory and identity at both individual and societal levels (oglu, 2018, p. 19).

Cultural heritage encompasses the knowledge that individuals acquire throughout their lives, contributing to its accumulation, development, and the creation of new combinations, while facilitating its continuous transmission to future generations. The appreciation of cultural heritage underscores the human aspect of existence (Polona, Laura, & Vlasta, 2023, p. 1966).

Cultural heritage is categorized into tangible and intangible forms, both of which constitute invaluable treasures of our existence (Vedat & Nursena, 2023, p. 66). Tangible cultural heritage refers to the "movable and immovable elements" from the past, whereas intangible cultural heritage includes the practices and values that embody the "cultural fabric of society," passed down through generations. However, these cherished cultural heritage assets, which people strive to protect and transmit, face significant threats such as erosion, deterioration, and disappearance. Key challenges include unintentional excavations, natural disasters, artifact trafficking, and air pollution. Addressing

these challenges is crucial for ensuring the protection and sustainability of cultural heritage (oglu, 2018, p. 19).

Preserving cultural heritage reflects the essence of civilization and fosters relationships among communities and individuals, which subsequently enhances respect for the environment. A civilized society values the preservation of the achievements of past civilizations within its territory and creates the necessary conditions for cultural renewal (Somipam R & Chennupati K, 2019, p. 01).

1.2. Awareness of Cultural Heritage

Awareness is commonly understood as the comprehension of one's surrounding environment (Murphy & Zajonc, 1993, p. 726). However, some scholars contend that awareness is inherently biased, shaped by individual experiences and environmental factors (Srivastava, 2015, p. 338). This concept has garnered significant attention in the fields of education, geography, emotions, and social relationships, leading to the understanding that individuals possess varying levels of awareness regarding places, people, and events that contribute to their cognitive development (Somipam R & Chennupati K, 2019, p. 02).

Cultural heritage is best defined as the transmission of cultural values and traditional knowledge—such as festivals, rituals, belief systems, clothing, and arts—to future generations, both explicitly and implicitly (Shankar & Swamy, 2013, p. 700). Awareness of cultural heritage is crucial for promoting and safeguarding national identity, thereby fostering a sense of belonging and patriotism. Consequently, cultural heritage awareness should be considered a vital factor (Sukran, Gulsah, Ercan, & Mustafa, 2016, p. 73).

Awareness of a community's cultural heritage relies on factors such as exploration, respect, organization, revitalization, and incentives to elevate understanding. Therefore, enhancing awareness and preserving cultural heritage is essential (Sukran, Gulsah, Ercan, & Mustafa, 2016, p. 73).

Cultural heritage awareness is critical for the protection and management of national heritage. This process requires time and local support, as awareness is fundamental to effective heritage management. It is one of the most efficient means of fostering public respect for cultural heritage, safeguarding it, and ensuring its sustainability.

Education plays a vital role in cultivating awareness of cultural heritage from an early age. As awareness increases (Sukran, Gulsah, Ercan, & Mustafa, 2016, p. 73), more tourists are likely to visit these sites. The influx of tourists will stimulate the development of recreational areas, refreshment facilities, transportation services, and souvenir industries, thereby creating job opportunities. Consequently, cultural heritage awareness is a significant factor in community development.

Awareness is vital for the protection of cultural heritage, as residents in areas surrounding such heritage may inadvertently cause harm if they are uninformed (Sukran, Gulsah, Ercan, & Mustafa, 2016, p. 73). Insufficient awareness of intangible cultural heritage increases the risk of its extinction, while a lack of understanding regarding tangible cultural assets hinders their protection and leads to deterioration (Onur, 2023, p. 430).

1.3. Cultural Heritage Education

Cultural heritage is transmitted through various channels, including familial relationships, environmental influences, and educational settings (Onur, 2023, p. 430). Children encounter culture and cultural heritage primarily through the education they receive at home and in school. This process is facilitated by their inquiries about household items, such as old furniture, the sculptures they observe, the stories or myths shared by parents, and the proverbs or expressions used in daily conversation. These interactions form the foundation of cultural heritage for the next generation. Cultural heritage education is essential, with families playing a crucial role in preserving and transmitting this heritage across generations (Onur, 2023, p. 430).

Considering that when children are introduced to elements of heritage and cultural identities at an early age, it becomes increasingly important to develop a culture of responsibility and protection through cultural heritage (Onur, 2023, p. 430). Education from an early age ensures that children feel connected to their environment and grow as individuals. Giving today's children the responsibility to protect cultural heritage through early education is crucial, as education plays an important role in raising social awareness about cultural heritage (Onur, 2023, p. 430). This educational aspect is vital in achieving the mission of the convention, which is to safeguard global cultural and natural heritage. Children must build a personal relationship with the content of cultural heritage to understand its importance, recognize the necessity of preserving it, and ultimately develop the desire to protect it.

In the global educational landscape, cultural heritage education is gradually emerging as a focal point for discussion. Numerous studies have indicated that cultural heritage education at the primary level profoundly affects students' cultural identity and value formation. Cultural heritage education includes teaching folk traditions, traditional crafts, oral traditions, artifacts, and more. Most importantly, it fosters a deep understanding of the nation's culture and history, thereby enhancing students' identity and respect for their culture (Wulong, 2023, p. 188).

The objective of cultural heritage education is to enable children to explore historical and cultural heritage, thereby acquiring knowledge, skills, and

experiences from these explorations. It also aims to foster an understanding of the distinctions between local and global contexts while raising awareness for future generations. Furthermore, cultural heritage education helps children comprehend, appreciate, and preserve both local and global cultural heritage (Hooper-Greenhill, 2004, p. 160).

This form of education enhances children's awareness of the subjects, events, and values integral to their culture (Hooper-Greenhill, 2004, p. 160). It encourages them to assume responsibilities that extend beyond mere knowledge of historical sites, events, and artifacts, fostering a sense of ownership over cultural heritage and promoting active participation in its preservation (Onur, 2023, p. 431).

By engaging with cultural heritage, children gain insights into their living environment (Ivon & Kuscevic, 2013, p. 36). The sensitivity cultivated in early childhood enhances awareness and contributes to the protection of cultural heritage, which is particularly vital for school-aged children, as schools play a crucial role in safeguarding and promoting the transmission of cultural heritage (Onur, 2023, p. 431).

The implementation of cultural heritage education faces several challenges. Primarily, teachers struggle to integrate cultural heritage content into existing educational frameworks while balancing traditional and modern teaching methodologies. Additionally, limited resources for teaching and faculty, particularly in underfunded areas, hinder the effective dissemination of cultural heritage education. Despite these obstacles, the significance of cultural heritage education is undeniable; research shows that it enhances students' sense of national identity and cultural pride. Through engagement with their cultural heritage, students not only deepen their understanding of their own backgrounds but also cultivate appreciation and respect for other cultures.

This enriched cultural identity is essential for fostering a harmonious and diverse social environment. In the context of globalization, the relevance of cultural heritage education extends beyond mere preservation; it acts as a bridge connecting the past to the present and the local to the global, providing crucial support for comprehensive development and cultural awareness for future generations (Wulong, 2023, p. 188).

2. Methodology and Procedures

2.1. Study Tool

A questionnaire was employed as the primary study tool, comprising two main sections:

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2.1.1. Section One

Socio-Demographic Characteristics of Respondents, which included five variables: gender, age, geographical area, educational level, and the name of the primary school.

2.1.2. Section Two

Level of Awareness of National Heritage Among Primary School Students, consisting of three dimensions with a total of 25 statements:

-Dimension One: Level of Awareness of National Heritage Customs and Traditions (8 statements).

-Dimension Two: Level of Awareness of National Heritage Crafts and Traditional Industries (8 statements)

-Dimension Three: Level of Awareness of National Heritage - Folk Arts (9 statements).

The weights of the questionnaire items were established by formulating potential responses to the statements across all dimensions, utilizing a five-point (Likert) scale.

Response	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
Weighted Score	1	2	3	4	5

Tableau 1Weights of Questionnaire Items

Source : (KHAIR SALIM, 2010, p. 27)

2.2. Statistical Methods and Tests

To analyze the data from the field study, we utilized (SPSS v27) to extract and calculate the following indicators:

-Reliability Test (Cronbach's Alpha)

-Means and standard deviations

-One-sample t-test

-Mann-Whitney Test

-Kruskal-Wallis Test

In interpreting the results, we did not rely solely on average values; we also assessed the degree of applicability to the institution's reality, considering the criterion for the availability ratio. To measure the degree of applicability, we employed a Likert scale, categorizing responses into five levels: very low, low, medium, high, and very high.

Arithmetic Mean	1 - 1.79	1.80 - 2.59	2.60 - 3.39	3.40 - 4.19	4.20 - 5.00
Degree of Compliance	Very Low	Low	Medium	High	Very High

Tableau 2 Degree of Applicability of the Perceptions of the Institution's Members.

Source: (AL-FARRA, 2008, p. 26)

2.3. Reliability Test

To ensure that the study tool yields reliable results, we calculated the Cronbach's alpha coefficient for all statements. The resulting value of 0.823 exceeds the acceptable threshold of 0.70 and approaches 1, indicating a high degree of reliability for the tool.

3. Analysis of the study dimensions

3.1. Measurement of awareness of the national heritage element (customs and traditions)

To assess students' awareness of the national heritage element (customs and traditions) in the sampled schools and to quantify its level, we calculated the means and standard deviations for each statement within the first dimension and for the dimension as a whole. We also determined the degree of agreement with the institution's reality and ranked the statements and the dimension by relative importance based on the recorded mean values. The results are presented in Table 3.

N°	Items	$\bar{X}$	SD	Degree	Rank
01	I understand customs and traditions as elements of national heritage.	4.13	0.429	High	04
02	I inform others about the importance of preserving customs and traditions as authentic national assets.	3.90	0.614	High	05
03	I collaborate with others to raise awareness of various aspects of customs and traditions.	3.87	0.728	High	06
04	I contribute effectively with the community to preserve positive customs and traditions.	4.22	0.832	Very High	03
05	I participate with the community in showcasing	4.61	0.690	Very High	01

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	authentic national customs and traditions, such as honoring guests.				
06	I engage with others on social occasions by wearing traditional clothing, serving traditional dishes, and practicing similar customs.	4.28	0.871	Very High	02
07	I play traditional games at events to help revive customs and traditions.	3.61	0.964	High	08
08	I express aesthetic and artistic appreciation for heritage related to customs and traditions.	3.84	0.860	High	07
Axis One: Awareness of National Heritage Elements (Customs and Traditions) among Primary School Students		3.84	0.860	High	First

Tableau 3 Means and standard deviations for the statements of the dimension “level of awareness of the national heritage element (customs and traditions)”

Source : Prepared by the researchers using (SPSS) outputs

Based on Table 3, the item "student participation with the community in showcasing authentic national customs and traditions (e.g., honoring guests)" ranked highest in importance (mean = 4.61, SD = 0.690) and had very high applicability to the institution's context. The second-ranked item, "student interaction with others on social occasions (e.g., wearing traditional clothing, serving traditional dishes)," had a mean of 4.28 (SD = 0.871) and very high applicability. Third was "student contribution with the community to preserving positive customs and traditions" (mean = 4.22, SD = 0.832; very high applicability). The lowest-ranked item was "students playing games at occasions as activities that revive customs and traditions" (mean = 3.61, SD = 0.964; high applicability). Overall, the awareness-level dimension for national heritage (customs and traditions) recorded a mean of 4.06 (SD = 0.414), high applicability, and ranked first among the study dimensions.

3.2. Measuring students' awareness of the national heritage element (traditional crafts and industries)

To assess the extent of students' awareness of the national heritage element (traditional crafts and industries) in the schools under study, arithmetic means and standard deviations were computed for each item within this dimension and for the dimension as a whole. The degree of alignment with the institutions' reality

was also determined, and items and the overall dimension were ranked by relative importance based on their mean values. The results appear in Table 4.

N°	Items	$\bar{X}$	SD	Degree	Rank
01	I understand that crafts and traditional industries are elements of national heritage.	3.82	0.648	High	01
02	I inform others about the importance of preserving crafts and traditional industries as authentic national assets.	3.76	0.710	High	02
03	I visit archaeological museums to view historical industries such as cookware production, pottery, mills, and ovens.	3.34	0.794	Medium	05
04	I use traditional tools and implements, such as axes and plows.	2.77	0.847	Medium	06
05	I periodically observe historical crafts, for example, wooden doors and windows.	2.60	0.965	Medium	07
06	I have inherited skills from my parents related to household crafts, such as sheepskin rugs and home-decoration techniques.	2.47	0.934	Low	08
07	I participate in community festivals that celebrate national heritage, including traditional crafts and handmade industries.	3.75	0.725	High	03
08	Learning about crafts and traditional industries helps me develop my talents and professional skills.	3.54	0.916	High	04
Axis Two: Awareness of Traditional Crafts and Industries among Primary School Students		3.26	0.516	Medium	Third

Tableau 4 Arithmetic means and standard deviations for items in the dimension “Level of awareness of the national heritage element (traditional crafts and industries)”

Source : Prepared by the researchers using (SPSS) outputs

Table 4 shows that the item "student awareness of crafts and traditional industries as elements of national heritage" ranked highest in importance (mean = 3.82, SD = 0.648), with a high level of applicability to the institution. The item "student emphasis to others on the importance of preserving crafts and traditional

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industries as authentic national wealth" followed (mean = 3.76, SD = 0.710; high applicability). Third was "student participation with the community in popular occasions reflecting national heritage values, including crafts and handicrafts" (mean = 3.75, SD = 0.725; high applicability). The lowest-ranked item was "student possession of inherited household craft skills from parents (e.g., rugs from sheepskins, traditional house decoration)" (mean = 2.47, SD = 0.934; low applicability). Overall, the dimension of awareness regarding crafts and traditional industries recorded a mean of 3.26 (SD = 0.438), a high applicability level, and ranked third among the study dimensions.

3.3. Measuring awareness of the national heritage element (folk arts)

To assess students' awareness of the national heritage element (folk arts) in the studied schools, we calculated the means and standard deviations for each item of the third dimension and for the dimension as a whole, as well as for the overall awareness level among primary school students. We also evaluated each item's conformity to the institution's context and ranked items and dimensions by relative importance based on their mean values. The results appear in Table 5.

N°	Items	$\bar{X}$	SD	Degree	Rank
01	I understand that folk arts and literature are elements of our national heritage.	3.74	0.772	High	02
02	I emphasize to others the importance of preserving folk arts and literature as authentic national assets.	3.49	0.820	High	03
03	I collaborate with others to raise awareness of customs and traditions.	3.34	0.794	Medium	04
04	I distinguish folk arts from other elements of national heritage, such as customs, crafts, and handicrafts.	3.05	0.754	Medium	07
05	I have prior experience with various forms of folk arts and literature.	2.63	0.851	Medium	09
06	I participate in community events featuring traditional folk performances, including stick and sword dances.	2.85	1.010	Medium	08
07	I express aesthetic appreciation for inherited literary forms, such as proverbs and popular	3.87	0.987	High	01

	sayings.				
08	I am inclined to participate in folk celebrations and their various performances.	3.26	0.992	Medium	06
09	Popular folklore, in its various forms, reflects my interests and artistic tastes.	3.30	1.050	Medium	05
Axis Three: Awareness of Folk Arts as a National Heritage Element among Primary School Students		3.28	0.516	Medium	Second
Variable Awareness of National Heritage Elements among Primary School Students		3.53	0.361	High	///

Tableau 5 Means and standard deviations for the items of the dimension "Level of Awareness of the National Heritage Element (Folk Arts)"

Source : Prepared by the researchers using (SPSS) outputs

Table 5 shows that the statement "I express my aesthetic appreciation for inherited literary art, such as proverbs and popular sayings" ranked highest, with a mean of 3.87 (SD = 0.987) and a high degree of applicability to the institution. The next highest was "I recognize the concept of folk arts and literature as one of the elements of national heritage," with a mean of 3.74 (SD = 0.772) and a high degree of applicability. Third was "I emphasize to others the importance of preserving the gains of folk arts and literature as an authentic national wealth," with a mean of 3.49 (SD = 0.820) and a high degree of applicability. The lowest-ranked statement was "I have prior experience with folk arts and literature in their various forms," with a mean of 2.63 (SD = 0.851) and a medium degree of applicability. Overall, the dimension "level of awareness of the national heritage element (folk arts)" had a mean of 3.28 (SD = 0.516), a medium degree of applicability, and ranked second among the study dimensions. The variable "level of awareness of national heritage elements among primary school students" had a mean of 3.531, a standard deviation of 0.361, and a degree of applicability rated as high.

4. Testing the study hypotheses

4.1. Test of the first hypothesis

The first hypothesis states: "There is a statistically significant agreement among respondents (primary school students in the schools under study) regarding their awareness of the elements of national cultural heritage as a whole" To test this hypothesis, a one-sample t-test was conducted. The hypothesis is accepted if

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the observed significance value (Sig.) is less than or equal to the study's alpha level ($\alpha \leq 0.05$).

variable	$\bar{X}$	t_{cal}	SIG
Level of awareness of national heritage elements among primary-school	3.531	16.135	0.000*

Tableau 6 One-sample t-test for the variable as a whole

Source: Prepared by the researchers based on SPSS outputs.

*Statistically significant ($\alpha \leq 0.05$). **Not statistically significant ($\alpha > 0.05$).

Table 6 indicates that the significance value (SIG) is less than the adopted significance level; therefore, the hypothesis is accepted. There is a statistically significant consensus among the primary school students in the surveyed schools regarding their overall awareness of the elements of national cultural heritage.

4.2. Test of the Second Hypothesis

The second hypothesis posits that there is a statistically significant consensus among the primary school students in the surveyed schools concerning their awareness of each element of national cultural heritage (customs and traditions, traditional crafts, folk arts). A one-sample t-test was used to assess this hypothesis. The hypothesis is accepted if the significance level (SIG) is less than the adopted significance level ($\alpha \leq 0.05$).

Axe	$\bar{X}$	t_{cal}	SIG
Customs and traditions	4.06	27.998	0.000*
Crafts and traditional industries	3.26	6.379	0.000*
Folk arts	3.28	5.957	0.000*

Tableau 7 One-sample t-test

Source: Prepared by the researchers based on (SPSS) outputs.

*Statistically significant ($\alpha \leq 0.05$). **Not statistically significant ($\alpha > 0.05$).

Table 7 indicates that all significance (Sig) values are below the study's threshold; therefore, the hypothesis is accepted. In other words, there is a statistically significant agreement among the surveyed primary school students regarding their awareness of each element of the national cultural heritage (customs and traditions, traditional crafts, folk arts).

4.3. Test of the third hypothesis

The third hypothesis states: "There are statistically significant differences in the responses of the surveyed primary school students regarding their level of awareness of national cultural heritage elements attributable to socio-demographic

characteristics (gender, age, geographic area, grade level, primary school).” The Mann–Whitney test was used for gender, geographic area, and grade level. The Kruskal–Wallis test was used for age and primary school. The hypothesis is accepted when the significance value (Sig.) is less than the adopted threshold ($\alpha \leq 0.05$).

Variable	Attribute	Number	Mean rank	U	SIG
Gender	male	64	60.77	1774.500	0.927**
	Female	56	60.19		
Geographic area	Urban	60	48.33	1070.000	0.000*
	rural	60	72.67		
Educational level	Fourth year of primary school	38	59.04	1502.500	0.754**
	Fifth year of primary school	82	61.18		

**Tableau 8 Results of the Mann–Whitney analysis
testing the significance of differences in respondents’ answers.**

Source: Prepared by the researchers based on (SPSS) outputs.

*Statistically significant ($\alpha \leq 0.05$). **Not statistically significant ($\alpha > 0.05$).

Table 8 indicates statistically significant differences in responses among surveyed primary school students regarding their awareness of elements of the national cultural heritage; these differences are attributable to geographic area, favouring students from rural areas.

Variable	Attribute	Number	Mean Rank	Chi Square	SIG
	Ages 8–9 years	03	24.00	15.030	0.001*
	Ages 10–11 years	69	70.59		
	Ages 11–12 years	48	48.28		
	Riyal Mohamed bin Said Zemmouri School	20	30.68	43.771	0.000*
	Soumani Rabah Zamouri School	30	82.62		
	Sahl Mohamed Al-Saghir Zemmouri School	10	18.60		
	Oshaq Mohamed Zemmouri School	31	70.05		
	Sahl Manour bin Amar Zemmouri School	29	62.43		

**Tableau 9 Results of the Kruskal–Wallis analysis
testing the significance of differences in respondents’ answers.**

Measuring the Level of Awareness of National Cultural Heritage Elements Among Primary School Students...

Source: Prepared by the researchers based on (SPSS) outputs.

*Statistically significant ($\alpha \leq 0.05$). **Not statistically significant ($\alpha > 0.05$).

From Table 9, we note statistically significant differences in the responses of the surveyed primary school students regarding their level of awareness of the elements of national cultural heritage. These differences are attributable to both age and school, favouring the 10– to 11-year-old group and Simani Rabah Zemmouri School, respectively.

Conclusion

Preserving national heritage is a fundamental aim of education. Teaching heritage to future generations requires measures that foster awareness grounded in respect for cultural diversity, citizenship, and democratic values, in accordance with Algerian law and policy. An educational approach to cultural heritage should integrate effective pedagogies, multidisciplinary curricula, and ongoing collaboration between educational and cultural institutions, using diverse modes of communication and expression to promote a comprehensive understanding of tangible and intangible heritage. This approach emphasizes social and economic sustainability, recognizes heritage as a source of value, and acknowledges preservation costs that require sustainable management and active citizen participation. Instilling values of conservation, respect, and social ownership from an early age is essential to these goals. The present study examined these issues by assessing primary pupils' awareness of heritage in selected schools in the city of Zemmouri. The study produced the following results:

- The primary school pupils studied demonstrate a high level of awareness of each element of the national cultural heritage (customs and traditions, traditional crafts, folk arts).
- The pupils also demonstrate a high level of overall awareness of the national cultural heritage.
- Awareness of elements of the national cultural heritage differs significantly by geographic area, with pupils from rural areas showing higher awareness.
- Awareness differs significantly by age, with pupils aged 10–11 showing higher awareness.
- Awareness differs significantly by school, with pupils from Smani Rabah Zemmouri School showing higher awareness.

The following recommendations are proposed:

- Promote school programs emphasizing crafts and vocational skills, for example by instituting a World Careers Day to cultivate students' talents and expose them to future labor-market opportunities.

- Strengthen students' awareness of national heritage at all educational levels by teaching and reinforcing positive customs and traditions.
- Integrate modern technologies in public schools—such as presentations, photographs, and interactive narratives—to showcase national heritage, including archaeological sites, museums, and folk arts.
- Enhance cooperation between the Ministries of Education and Culture by organizing school visits to museums and cultural festivals to deepen students' connection to their national heritage.

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