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Socialization and its role within the Algerian family in light of COVID-19 Sociological study of family and child modeling

التنشئة الاجتماعية ودورها داخل الأسرة الجزائرية في ظل كوفيد19 دراسة سوسيولوجية الأسرة والطفل أنموذجا

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Abstract (English): Through this article, we tried to undertake a field study concerning the Algerian family and it's relation with the socialization under the exceptional health conditions and the structural changes being experienced by the Algerian society, however the family is considered as one of the social upbringing institutions and the very first group to receives the child and teaches him to grow up and adapt and tries in doing so to inculcate in them principles and values of behavior and interacting, but from our interviews conducted with the respondents, the Algerian family has recently witnessed many changes that affected roles and jobs, due to the deterioration in health and social conditions imposed by state curfew because of health risks issues facing world human societies, especially with the emergence of the Covid-19 pandemic, This has led to the emergence of changes in the cultural and relational system in one side and the roles of the family institution in these exceptional circumstances in the other side, that created a crisis and difficulties in raising their children, through this, we can limit our research topic to the Algerian family and link it to health risks for the child and the family as model.

Keywords: socialization, changes, health risks, culture, family, roles (of parents)

ملخص باللغة العربية: من خلال هذا المقال حاولنا أن نتطرق للدراسة الميدانية لموضوع الأسرة الجزائرية ،وعلاقتها بالتنشئة الاجتماعية في ظل الظروف الاستثنائية الصحية، والتغيرات البنيوية التي يعيشها المجتمع الجزائري حيث تعد الأسرة مؤسسة من مؤسسات التنشئة الاجتماعية والجماعة الأولى التي تستقبل الطفل و تُعلمه النشأة و التأقلم ، و تحاول بهذا غرس المبادئ والقيم في نفوس أفرادها من تصرفات و معاملات، لكن ما توصلنا إليه من المقابلات التي أجريت مع المبحوثين أن الأسرة الجزائرية في الآونة الأخيرة شهدت العديد من التغيرات التي مست الأدوار والوظائف نتيجة ما عرفته من تدهورات صحية وظروف اجتماعية فرضها الحجر المنزلي في ظل المخاطر الصحية ،التي واجهت المجتمعات البشرية لا سيما مع ظهور جائحة كوفيد 19، مما أدى إلى ظهور التغيرات التي طرأت على النظام الثقافي والعلائقي من ناحية والأدوار لمؤسسة الأسرة في هذه الظروف الاستثنائية من ناحية أخرى ،مما شهدت أزمة وصعوبة في التنشئة لأطفالها ، من خلال هذا يمكننا حصر موضوع بحثنا في الأسرة الجزائرية وربطها بالمخاطر الصحية الطفل والأسرة أنموذجا .

الكلمات المفتاحية: التنشئة الاجتماعية، التغيرات، المخاطر الصحية، الثقافة، الأسرة، الأدوار(الوالدين)

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1- Introduction:

An individual is a social being that gains social value and characteristics by interacting with groups, which makes him know the importance of groups in the lives of individuals to which every individual belongs from birth, and to be a social object and a member of the community that is required to raise them safely and properly in line with the situation.

Social upbringing is the individual upbringing from birth as a social being that contributes to the building and development of social life, in the sense that it helps people to learn so that they can live in society. This social upbringing is managed only by institutions that carry out their overlapping and integral functions so that the individual can grow up to practice his social life according to appropriate standards, patterns and values with the culture of the society.

The family is considered one of the institutions of social upbringing and development and it is the first group that receives the children and teaches him to grow up and adapt and tries to instill principles and values of its members in them of their behavior and dealings. However, the Algerian family has recently the Algerian family has witnessed in recent times many structural changes as a result of health deterioration and social conditions imposed by local quarantine in light of the health risks that faced by human societies, especially with the emergence of the Covid-19 pandemic, which has caused changes in the world and led to the emergence of changes in the cultural and relational system and the roles of the family institution in these exceptional circumstances, which witnessed a crisis and difficulty in raising their children. Therefore, from here we tried to link the subject of our sociological study in the Algerian family and the health crisis it is experiencing, as we define the issue of the socialization of the Algerian child within the family under the circumstances as of Covid-19.
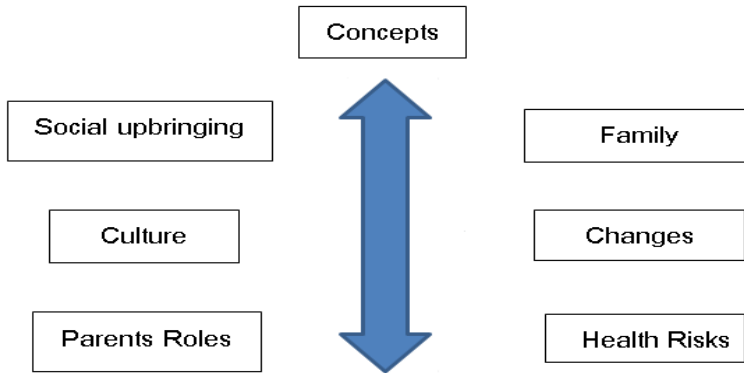
And for this we will try to limit our sociological topic in the following figures:

How has the Covid-19 pandemic affected the Algerian family through its role in the social upbringing of children in Algerian society?

And how did she manage to live with her children during the period of home quarantine?

Hypotheses:

- The Algerian family has lost its role in home quarantine because of the daily routine and the emergence of family problems between parents and children, thus affecting the social upbringing of the child and the role of the family as a whole.

- The roles and functions that the family provides to children are among the basic functions of proper social upbringing and the social welfare of the child.

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  │ Social upbringing  │        │        │      Family        │
  └────────────────────┘        │        └────────────────────┘
     ┌──────────────┐           │           ┌──────────────┐
     │   Culture    │           │           │   Changes    │
     └──────────────┘           │           └──────────────┘
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  │   Parents Roles    │                 │   Health Risks     │
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1. Defining concepts and terminology:

1.1. Concept of social upbringing:

Social upbringing is defined as the process by which culture is passed down from generation to generation and the way in which individuals are formed so that they can live in a society with a particular culture, this includes the language, religion, customs, traditions and values that parents and the school community teach individuals (Nabil Jamaa, 2005, p98).

Individuals learn the limits of acceptable behavior in the social systems they live in; this process is a consolidation of these systems, thereby instilling internal controls of behavior.

Proper upbringing is the one that instills high values in the young and is considered one of the most important and most prominent functions of the family.

The process of Social upbringing is one of the processes of social interaction in which an individual acquires a social personality that reflects the culture of his or her society. In this process, the society, its group and its institutions, develop individuals through the acquisition of symbols, values and habits that govern their behavior. In Clausen's view, it is defined as containing the processes by which the child is integrated into the general framework of his or her family and society, which subsequently helps him or her to perform his or her his duties towards the family and society (Hafez, 2000, p97), through the upbringing he acquires within his family. This becomes a learning process based on behavior modification or change as a result of exposure to specific experiences and practices related to all aspects of individual social behavior.

1.2. Family:

The family is considered one of the most important institutions in the social upbringing of its members, because it plays the role and function of their members by learning life patterns and

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acquiring them through the customs and traditions of the group, It is considered one of the first areas in which its members receive the values and standards of their society, It tries to instill in them religious principles and values through religious education, and social behaviors that emerge from many forms, such as behaviors and transactions, and this is among the institutions that make the child acquire symbols and control his behavior; The family first, then the environment and the society, and it promises this first pillar on which the elements of the personality are based, which forms his behavior and how he acquires the culture of the society based on the expectations of the society in which they grow up from (Hijazi, 2005,p81).

2. Research methodology and techniques:

In our study, we relied on the descriptive method, which is considered the tool that enables us to uncover the relationship between the complex whole (Muhammad, 1982, p198), due to its suitability to the nature of the subject, this type of research method is of particular importance in the field of sociological studies, especially to reveal people's views and attitudes towards a particular situation. The descriptive method is an analytical process to clarify the true nature of the phenomenon to be studied by analyzing it and identifying the surrounding circumstances or the reasons for its spread, The phenomenon of structural changes that the Algerian society has known under the exceptional circumstances of deterioration of Health and social conditions imposed by home quarantine in light of health risks and the extent of its impact on the daily reality of the Algerian family and its relationship with the upbringing of the child is more appropriate to this method to describe it in an objective manner, It is also based on studying, analyzing and interpreting the phenomenon through abstraction of its characteristics and dimensions.

In our study, we relied on the interview technique to delve more deeply into the topic through holding groups of face-to-face meetings with the female respondents to realize reality through their own language.

3. Sample Search Selection:

The research sample was selected on the basis of its affiliation to the research community, which includes 10 respondents who differ in terms of age, work and social status, and our research was limited to adults between the ages of 30 and 45 during the period between November (December 2020); This is what we will refer to in the sociographic table of the respondents through the field study in the Oran region, which we will present by analyzing the results of the interview with the respondents.

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4. Study Theoretical framework:

4.1. Social upbringing and its role in the family:

Social upbringing is a process that imparts the norms of the group with customs, traditions and values thus acquiring his social personality that reflects the culture of his society. Herskovich defines it as the adaptations that the individual makes towards his fellow members of his group starting from his family to eventually include groups of various kinds. So it's a basic social process in a community, which contributes to the integration and stability of society, contributes to the building of a human personality and creates a social life. It's a process of social interaction in the form of educational rules, including the education that has a girl in her lifetime receives, by acquiring the meanings and symbols of values that govern her behavior. Social upbringing is defined, according to Clausen "it contains the processes by which a child is integrated into the general framework of his or her family and community, which subsequently helps him or her to perform his or her duty towards the family and society efficiently (Al-Manal, 2002, p. 27).

Ensiles defined it as "a gain of knowledge, skills, attitudes, values and needs that shape the individual for his or her social and physiological culture" (Ibrahim Daabs, 1994, p. 15).

Social upbringing is the process by which individuals can acquire patterns of behavior that facilitate their interaction with different members of society as they contribute to the development and change of human behavior meaning that the goal is to transfer skills, beliefs, attitudes and behavior to members of the new generation.

Thus, we can say that Social upbringing is the process of social interaction through which the individual acquires collective norms of customs, traditions and values, and gains a social personality that reflects the culture of his community, and through this process the individual transforms on experiences, skills and knowledge that qualify them to participate as working members in their social environment, Herskowitz defines it as "Social upbringing is the kind of adaptations that an individual makes toward his fellow members of his community, starting with his family and eventually including groups of various kinds"(Abd El-Hamid, p. 171)

By this, they become interactive relationships through which the individual learns the social and cultural requirements that make him an effective member in society, and these relationships psychologically include habits, traits, ideas, attitudes and values. Individuals in societies differ in their ability to integrate into their social lives, by the different foundations and educational systems they receive in the family environment, and it becomes a process that effectively help in building the personality of the individual through his acquisition of social and moral standards.

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4.2. Social Upbringing Goals:

Among the goals of Social Upbringing is the following:

- It first aims to adapt to others in the sense that it earns the individual principles trends and values of the society in which they live in order to enable them to integrate with the group.

- Autonomy and self-reliance

- Success in all its forms in all areas of life so as to make the individual acquire positive social values such as cooperation, freedom, independence, self-confidence, respect and a sense of belonging to the group.

- Complementing spiritual, emotional and moral values.

Social upbringing can be summarized in basic elements:

- Social upbringing aims to unite the individual with a set of cultural patterns, such as social, moral and aesthetic values, that form the basic structure of personality through the individual's acquisition of a set of attitudes and skills (Said Farah, 1989, p. 265), such as the culture of the veil.

- It aims to provide the individual with a set of moral and religious standards that helps him organize relations between the individual and the group members.

- Social upbringing also aims to transform an individual from a biological being into a social being that can interact with others.

- It aims to teach the individual the ethics of the society in which he lives, and make him accept his culture to make it a part of it, and therefore it is considered as a means of its continuation and the standards of life, whether social or moral.

In this way, Social upbringing works to achieve the process of social control according to rules, thus brings about social control according to rules, ideals, and values, preserving the culture and social heritage of the society.

4.3. Social upbringing and its relationship to family education:

Social upbringing appearance and the judgment of its completeness and integrity lies in the situations in which individuals work together to form groups, as much as the individuals are involved in working together and as much as each of them feels that the group they belong to has set goals that he accepts and works to achieve because this to ensure its survival and continuity and in the process of social upbringing, the individual learns the controls of behavior and stop actions that are not accepted by society, social control is necessary for human survival(Muhammad Qinawi, 1988, p. 10). The importance of social upbringing is demonstrated by the formation of an individual's personality according to the methods practiced by the parents over their child. If the family plays the crucial role of the social upbringing of its members, considering that this is the most important process, and through it, it learns how to adapt to the culture, then the parents show their role through good upbringing, and thus their

role is considered as the guardian of social values and traditions, which instills in them cultural elements. And what the family teaches to its children is to grow in accordance with the conditions where both Alkin and Handel emphasize the need for three basic conditions to reach a proper or correct social upbringing (Al-Khouli, 2008, p.231), The first condition implies that the newborn child enters an already existing society that has its rules, conduct, standards, values, and attitudes, and it has multiple social organized structures, and the newborn child who is not socially prepared has no knowledge of these processes or changes and the function of thinking patterns and feeling and working in such a society and determining the means and ways in which the new individual passes and this condition is essential for good upbringing and the second condition is biological inheritance, which means the mind, digestive system and beating heart are all necessary requirements and necessary and basic for social upbringing, the child needs learning processes and developing his or her attitudes and making him or her differentiate between what is influential and what is negative in his or her community.

The last condition of upbringing is called "human nature", and here we refer to certain factors among humans, meaning that specific distinctions among humans making the individual capable of feeling and dealing with symbols and that means giving meaning to abstract ideas, as everything has meaning and the individual understands and knows its symbol.

4.4. Social upbringing characteristics:

- Social upbringing works to acquire knowledge, values, trends, norms, symbols, and all patterns of behavior.

- Acquiring the cultural elements of the group that become part of his personal composition, adapting to the social environment and controlling the social behavior of the individual by acquiring and learning various means of social control through what he learns of desirable and other undesirable standards and values.

- Social upbringing determines the positions and roles of individuals according to the set of social, economic, biological and cultural variables prevailing in society.

- Upbringing works on building the personality of the individual that is identical to the values, trends and habits of the society in which he lives (Abdel Basit Mohamed, 1982, p.515)[7].

- One of the most important roles of the family is the social upbringing of the children because they are the future generations and it is known to transmit heritage from one generation to the next and build the personality of the individual and its characteristic lies in the development of the individual's mental abilities and achieving its goals.

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5. View and analyze interview results

Through our field study, we found that the deterioration and health changes witnessed by the Algerian society have shown us the reality in light of the health crisis and the risks that all members of the same family suffer from, that the Covid-19 pandemic affected the role of the Algerian family (parental) and the emergence of many family problems during the period of local quarantine in the social job through social upbringing, Social ties and relationships were affected by several factors, which formed in the parents, a family failure represented by lack of control over children's interactions.

- The social, psychological and economic effects have led parents to unload this tension against the children, which exacerbated the problems due to social isolation.

- Frequent violence against children due to the quarantine and daily routine, as well as the closure of facilities.

- The frequent conflicts and quarrels between parents have led to the reduction of the protection of children and a lack of awareness of these inappropriate dealings.

Children in the family environment in these circumstances need to develop

a strategy for promotion and protection; this has shaped the family's so-

called upbringing in light of the health risks, given the frequent use of children and their addiction to electronic games in the time of home quarantine, this has led to the emergence of many conflicts as a result of psychological and social pressures on many means, including, according to the field study; about television channels, each of them prefers to watch one of his favorite program, same for the cell phone and the computer, this has been shaped by the so-called recent changes that have taken place in the cultural and relational system of the family institution. That's why psychologists and sociologists consider childhood to be the stage that we can call the cornerstone of human life.

The individual begins to acquire experiences from the social reality or from the social environment and there are long and complex processes to go through to learn how to live in the community and behave in accordance with religious and social norms and values, and avoid falling into the forms of deviant behavior and acquire behaviors, standards and psychological trends for adaptation and social harmony, it's through taking environmental values, incorporating them into the society culture, building our personality, in our experience, and under the influence of social assistance representatives, that the role of education is to form us socially, so that we can install educated individuals on the social side, and with the others we live with)Nicolas Fischer, 1991,p8) the educational process is through which the individual acquires the standards and values in which he lives, and the abilities necessary to achieve the requirements of social adjustment.

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Conclusion:

As a result, we can say that family upbringing has an essential role, as children acquire rules according to the ways in which the family wishes to interact with them with the conditions in which society especially in light of structural and health changes due to their negative repercussions, and the effects on the family environment of children and their interaction with parents during the home quarantine period, created some psychological, social and economic tensions, and led to other methods of practice, the family couldn't adapt to the state's strategies of quarantine, because it wasn't psychologically and socially prepared, which led to the variation in social structures and social networks and changed the psychology of individuals, This has affected the social upbringing of the child within the Algerian family and the first hypothesis confirms that the Algerian family lost its role in the home quarantine due to the daily routine and the emergence of family problems between parents and children.

Research community	Profession	Age	Family environment (extended-nucleus)	educational level	Nature of housing	number of children
First case	Hair Dresser	42	nucleus	4th mid-school class	Individual house (in a building)	3
Second case	Clerk in a commercial shop	39	nucleus	Baccalaureate	Individual house (in a building)	2
Third case	Mid-school teacher (English)	40	extended	Bachelor degree	Living with the big family	3
Forth case	Jobless at home	36	extended	2nd mid-school class	Living with the big family	2
Fifth case	Secondary school teacher	30	nucleus	Master degree	Individual house (in a building)	3
Sixth case	Jobless at home	37	extended	1st mid-school class	Living with the big family	3

Seventh case	Worker	41	nucleus	Master degree	Individual house	3
Eighth case	Teacher	44	nucleus	Bachelor degree	Individual house	4
Ninth case	Worker	39	nucleus	Bachelor degree	Individual house	3
Tenth case	Worker	34	extended	Bachelor degree	Living with the big family	2

Sociographic table of female respondents englobing the field study results in the region of Oran (10 respondents).

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