The Importance of Social Education in Enhancing the Personal Projects of Secondary School Children

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Abstract

This scientific study is of great importance in the field of sociology in the field of education as it examines personal projects in secondary education associated with positive interactions within the family. The role of the family's cultural capital in helping children shape a successful career by giving them access to the best professions through appropriate scientific disciplines.

This process promotes their social promotion in peace while meeting the aspirations of patriarchs to secure a prestigious social position in society.

The study also sheds light on the educational responsibility of the family in making decisions regarding their children's education, which can determine their destiny and prepare them for their future professional life.

Key Words: Social interaction; Science; students' Personal projects; Cultural capital.

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Introduction:

Cultural capital is one of the important topics in the field of sociology, and the French scientist "Pierre Bourdieu" (1930-2002) is one of the most important sociologists who drew attention to this concept when it deals with analyzing the French educational system. Afterwards, many social studies and researches that dealt with the school in Its relationship with the cultural origin, as a basic criterion for studying the various topics and ideas on which the educational system is based, in its interaction with the sociocultural conditions of students.

By considering the family as the first social unit of society, and it is essential in the formation of the individual. It also satisfies his basic needs and contributes to the formation of his personality. And in its narrow scope, the individual receives his social and cultural influences and learns some psychological and social trends **(Zaineb, 2012, p. 124)**

The family is the means through which information and cultures can be transferred between individuals and teach them how to determine their roles and positions in society (Dalassi & Mahmoudi, 2015:184), by following up and accompanying them in choosing their academic and professional paths.

Zainab Ibrahim El-Ezaby (2012) indicates that the school, as a cultural institution, is a way for the community to help the child during his development to blend it with the cultural heritage to be formulated and formed, and education is the primary function of the school, as it supplies him with the information and skills he will be in need for success in life by teaching him the responsibilities of the citizen and guides him in his future job choice.

Therefore, the family is considered as essential and effective partner for the school in the cultural upbringing of the individual, in the light of scientific progress and technological developments in the world in various fields of life, especially in the field of education. This is due to the effective role it plays towards its children who are studying in various educational stages, precisely the secondary stage because of its great privacy on the individual and society, and one of its main objectives is to provide diverse study paths that allow gradual specialization for different streams. Along with the students' choices and preparations for perusing study and higher training **(Education, January 23, 2008, p. 80)**.

This goal is not achieved by developing a strategic plan that seeks to make this student the real designer of his academic and professional future, through a project that he formulates himself and with the help of his family and his school

environment (**guidance, 2015, p. 56**), according to precise mechanisms and stages, based mainly on the school guidance process.

In this context, the family works, within the framework of its educational function to embody this endeavor on reality through continuous and permanent follow-up and accompaniment to the school life of children, happening to achieve a prestige that would enable it occupy an honorable rank in the social structure.

Secondary education (post-compulsory) is a prominent step for the student in his vision to build his future academic or professional project according to his capabilities and ambitions, and with the family's reliance on its inherited or acquired cultural capital. It intends to implement this project successfully, as it is reflected in it, based on a positive positioning in the community and strengthening its social its position, according to conscious planning and a tight strategy, and the intellectual balance it holds that it aspires to embody in reality through its children.

The final decision of directing represents a decisive turning point because of its importance in the life of the student because of its importance in determining his academic and professional future. Therefore, the necessary importance must be given to the decision of directing with in-depth study, taking into account the reconciliation between the student's desire and profile and the requirements of the various branches of general and technological secondary education (**Publication of the Ministry of Education. National Education, 2014**), in addition to other factors that drive the choices of students and their families, with the aim of helping them to plan well for their future project.

From this point, the family works to enhance its social existence and the desire to reproduce or reproduce its social and cultural identity, through the process of transferring its economic, social and cultural capital, and the latter directly or indirectly affects the student's personality and thinking style, and the process of making his decisions towards various situations. That they live in their educational path, which helps them in shaping their future based on individual and collective choices that enable children as actors to build rational strategies and choose the best educational option, taking into account their cultural origin, inclinations and the desires of their families.

As watfa and his colleague (2004), in their book, affirmed that the multiplicity of reference assets for school children poses an educational and social problem, with a great deal of danger and importance, and this has formed a wide field for social and educational studies, which seeks to analyze the nature of the relationship between cultural references on the one hand and analyzing the nature of the existing relationship between these cultures and school cultures on the other hand .

Ali Watfa pointed out an important factor that promotes inequality in educational opportunities, which is the auto-selection factor; Where this concept refers to a decision made by the student or his family, or both of them together to give up pursuing school achievement permanently, or to abandon studies in a particular scientific branch and move to another scientific branch, and such a decision is often based on different school and social stimuli (**MALKI, 2018, p. 124)**

I. Study Methodology:

On this basis and in order to achieve our research goals, and in particular to show the effective impact of family culture on the lives of children and their self-determination, whether it is positive or negative, we will focus in our topic on the definition of cultural capital in the sociological field and its impact on the educational achievement of children, as well as the educational level of parents will be addressed as one of the determinants of cultural capital and its role in the formation of the personal project of the children, and accordingly the following questions can be raised: What is meant by cultural capital in the sociological field?

1.1. Cultural capital in the sociological field:

Before we get to know cultural capital, we are recommended to go over the definition of capital.

1- Capital

Capital is an economic term that refers to the funds, resources, and tools necessary to establish an economic or commercial activity, the objective of the project is profit, information, or humanitarian work.

Capital is considered the main engine of any project or investment work that aims to increase the productive capacity of any party (**Wikipedia, 2015**).

Capital in English: (Capital) is wealth that constitutes a type of asset, and is used to refer to the financial strength of establishments or individuals, and capital is defined as the money used to create more wealth, or start a new project (**HABBA, 2021).**

The word "capital" according to "Pierre Bourdieu" carries several definitions away from economic terms, and it reveals conflicts different from the material struggles of "Karl Marx", and capital at "Pierre Bourdieu" includes monetary and non-monetary capital, as well as tangible forms. (the moral), where capital is an essential element for the formation of social classes, in terms of control and submission to control, capital is the basis of domination and conflict over status and social status (**NASSOUR, 2021**).

Pierre Bourdieu sees that the non-economic images of capital draw attention to other hidden forms of reproduction and class inequality (H, 2014, p. 24), each of which assumes a field with its own contents, and these types of capital are :

✓ Social capital:

Social relationships and links, qualitative resources and the amount of connections, knowledge and different affiliations...

✓ cultural capital

Language and cultural skills and abilities, meanings, knowledge and experiences. Acquired tendencies and habits...

✓ Economic capital:

production factors, economic fortunes, the legacy, material wealth…
    ✓ symbolic capital:
Available resources: prestige, honor, prestige, good reputation, good conduct, economic wealth, inheritance, material wealth…
        In this study, we will focus on the cultural capital as the subject of our research:

1. **Definition of cultural capital:**
 "Pierre Bourdieu" defines cultural capital as the totality of intellectual and cultural qualifications, abilities and skills inherited from the family environment, and it is embodied in three cases: The first case is in a subjective form, and it takes a permanent form of qualifications and requirements such as the ability to express, and confront the public, The second case in an objective form, such as things related to culture, such as books, encyclopedias, literature and artistic drawings, The third case in an institutional form, where it appears in titles and university certificates that give this classification of capital the originality of the individual (**Bourdieu, 1997, pp. 3-6**)
    Bourdieu argues that cultural capital is divided into two parts: (Dabbab, 2021)
The first section:
the acquired cultural capital on the basis of the academic qualification and the number of years of study, and its acquisition depends on some factors such as the time period - the nature of society - social class, in addition to the personal capabilities and personal characteristics of the individual.
The second section:
 the inherited capital from the family situation and its relations with the cultural field, and it is formed by giving the family to its son a set of distinct lifestyles and a network of strong social relations.
The interrelationship between the inherited and acquired cultural capital is achieved in the educational field, where the individual can develop the inherited cultural capital through his personal capabilities.
        In the same context, according to Bourdieu's dictionary, cultural capital consists of a group of symbolic wealth that refers: on the one hand to acquired knowledge, which is represented "the combined case in the form of permanent preparations for the structure"... On the other hand, on material achievements, and capital in an objective case, which is an inheritance of cultural wealth, which is neither acquired nor bequeathed inherited by personal efforts (**Al-Zahra, 2013, pp. 162-163)**
    Bourdieu acknowledges that cultural capital is formed through knowledge and familiarity with the prevailing culture in society, especially the ability to understand and use an educated language. This makes it very difficult for most members of the lower class to succeed in this system (Abdul Azim, 2015).

Bourdieu confirms the dominance of cultural capital over Man at an early age, saying: "The differences in cultural capital are an indicator of the differences between classes" **(Hamoudi, 2008)**

2. Different definitions of cultural capital:

The researcher examined a set of definitions of cultural capital for other researchers in the sociological field, including:

According to "Ritzer"(2005), cultural capital is the ability to know the organized and institutionalized cultural forms, which are at the top of the hierarchical construction of the cultural system within society, and how to use them (**Ritzer, 2005, p. 167**)

As for "Portes", cultural capital is defined as the official credentials for the educational qualifications that an individual possesses, and the complex and intangible formation of values and knowledge of cultural forms associated with behavior (**Alejandro, 2000, p. 02**)

- "Elizabeth Silva" points out that cultural capital refers to investment in culture as capital, which can return to the individual with profit and returns, and this type of capital can be transferred through socialization that takes place within the family and the educational system (**Doh.K, 2016, p. 69**).

Some researchers have opposed Bourdieu's vision, in proposing the concept of cultural capital, including "Lamont" and "Lau Lareau". In turn, this led to the failure of researchers to subject Bourdieu's theory to an emperical test, and both "Lamont" and "Lao Lareau" concluded that cultural capital is an institutional idea that means the existence of a common amount of cultural references and concepts between the upper classes (example: attitudes - tendencies - Formal knowledge - behavior - goals and credits) used in the process of cultural and social exclusion (**Doh.K, "Cultural capital a sociological approach", 2019, p. 16**).

3. Forms of cultural capital according to Pierre Bourdieu:

The cultural capital, according to Pierre Bourdieu, may be formed in several different forms and manifestations, which we can summarize as follows:

- Symbolic forms: through a set of symbols, skills, cultural and linguistic abilities and meanings, such as the prevailing culture through socialization.
- Objective empirical forms: such as books, artistic and literary works, and scientific certificates.
- Institutionalized forms: visiting museums and theaters - scientific societies and periodicals - attending seminars and other different practices in the field of culture.

1.1-   Impact of cultural capital on the academic achievement of children:

Cultural capital and its relationship to school success according to the approach of Pierre Bourdieu:

Cultural capital is one of the modern concepts, a fertile subject, and an important indicator for identifying and studying a group of social phenomena, and many human studies and sociological research focused on the concept of cultural capital in the interpretation and analysis of educational phenomena.

It appeared at the origin of the success of the word "cultural capital" in Pierre Bourdieu and J-K. Basron, in the field of sociology of education and culture, in research related to school inequality or cultural practices, as the cultural capital of individuals is sometimes measured by approximate indicators such as: the level or type of certificate they possess, and the formation of cultural practices (reading, cultural visits, ...) as a reflection of embodied cultural capital **(Boukhrisa.B, 2017, pp. 115-116).**

Studies on academic success and academic achievement and their impact on the cultural capital of the French Sociologist "Pierre Bourdieu" confirm in his writings on the anatomy of the French educational system for the best evidence of this. Referring to what is prevalent in society.

In his book "Reproduction 1970 CE", Bourdieu and his colleague emphasized that social origin is the most important factor in discrimination, and that cultural factors are more effective than any other factor. The class children are successful in school, unlike the sons of the lower class, who are destined to fail .

Bourdieu adds that the difference between social groups is in accordance with the concept of the difference in cultural capital, as the latter repeats itself in a cumulative manner, according to the principle of economic profit. At a time when the children of the bourgeois class are seeking the largest share of the cultural capital available to them in their social circles, their cultural profits will be doubled at the level of success and academic achievement **(Abdel-Malik, 2015: 52).**

2.2. Sociological studies on cultural capital and academic success:

A group of other field studies in France also pointed to the importance of the cultural milieu in the success of children at the academic level, including the special studies and research carried out by the National Institute for Demographic Studies, which emphasized the importance of the reference cultural milieu in determining the level of children's school achievement. In this context, the research of "Paul Clerc" that he conducted on a large sample of middle school students in the Parisian suburbs in 1963, where the researcher came out with a basic conclusion is that the influence of the reference medium is primarily a cultural influence **(Watfa.A, 2011)**.

Watfa and his colleague (2014) also emphasized that the influence of the reference cultural milieu does not stop at the stage of entering school, but rather continues its continuity and dominance in all stages of academic achievement. Rather, its positive effect tends to multiply as children move up the school ladder, and on the contrary, the negative influence of the popular cultural milieu multiplies as the child progresses up the school ladder.

In a field study of Jalil (1997), in the Akkar region, Lebanon, which aimed to know the influence of parents on the level of ambition of children at the level of academic and vocational guidance, he emphasized that cultural capital is the main driver of the student's activities and the fixed foundation for every academic success in the future. In fact, we believe that school success is closely related to the culture of the parents. The higher the level, the more it enhances the success of the

children, and the lower the cultural level, the lower their resolve will inevitably lead to their failure to succeed (**Jalil.W, 1997, p. 183**)

In the study of Zakawa (2014), on the determinants of academic success - a socio-psychological approach - he concluded the importance of the cultural determinants of the family in influencing the academic success of children, in addition to other determinants, and explaining the phenomenon of failure or success in the light of these factors, he believes that changing them is enough to improve the yield study.

3- Student's personal project:

The goal of modern education is no longer limited to acquiring basic knowledge that makes an individual an educated person, but extends to other aspects that ensure the learner acquires skills, abilities, behaviors and attitudes, making him a balanced, integrated and successful person, who can integrate into his family and school easily, and opens promising prospects for him to achieve his ambitions and hopes for the future.

Within the framework of these envisaged educational goals, the goals of school and vocational guidance were defined, to constitute a decisive approach in the life of the learner, by helping him to draw the parameters of his future project, whether academic or professional, which would make him occupy a prominent social position.

3.1. Defining the student's personal project:

The student is considered the real maker of his academic and professional future, through a project that he, his family, and his school environment formulates by setting up a solid plan that allows him to achieve his goals and ambitions. It was literally or formative" (**Zakarias.M, 2011, pp. 14-15**).

It was stated in the Methodological Guide to School Counseling (2015), "The student's personal project is the one that embodies the education of choices, and we mean the approach adopted by the student based on a confrontation between the self, tendencies, abilities, representations, the environment and the social milieu and with the help of the family and all social partners."

3.2. Dimensions of the personal project:

According to the French anthropologist Bottini, the personal project can be considered "a procedural expectation of a desired future." Al-Yath stressed that we will not be able to comprehend and understand the concept of the project, unless we adopt a multi-dimensional perspective, which includes identifying three dimensions" (**Watfa.A, "Language, class, and social affiliation: a critical view of Basil Bernstein's propositions". , 2013**)

- The vital dimension:

Through which a person is able to constantly adapt to the changes in his surroundings.
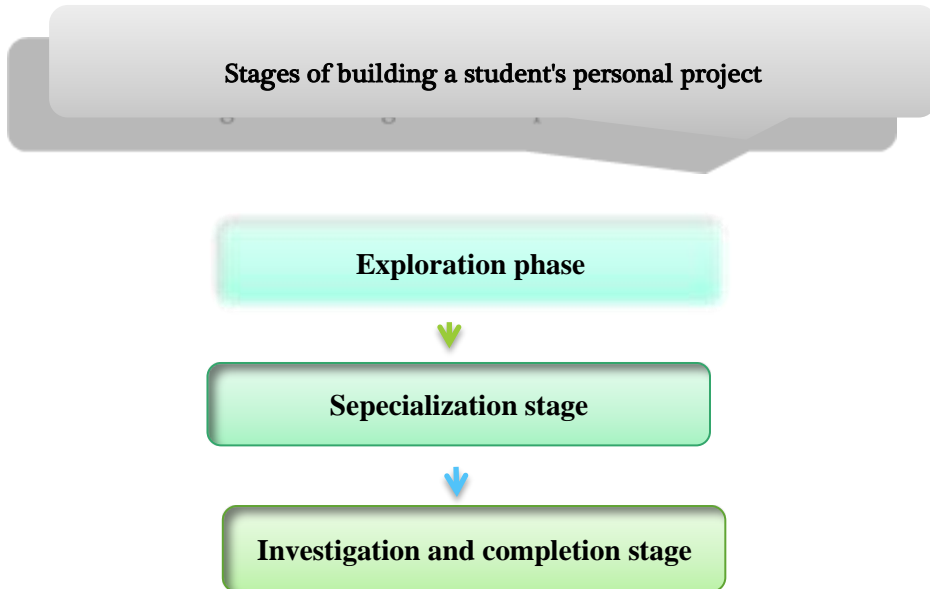
- Pragmatic dimension:
It is not possible to isolate the project as an expected procedural process, from the achievement process through which it is embodied on the ground.
- Provisional dimension
"The project as a process, which is at the same time an intention, a motive and a program (Intention, motivation and program), this tripartite structure in the project process requires organization, on the one hand, and planning and evaluation, on the other.

3.3. Stages of building the student's personal project:
The student's personal project is determined by a number of stages:

Stages of building a student's personal project

Exploration phase

Sepecialization stage

Investigation and completion stage

Figure 01: Stages of building a student's personal project
The state, through the Ministry of National Education, paid more attention to the student and his guidance, through the National Education Directive Law 2008, and emphasized the importance of the information and guidance process in building the student's personal project, where "information and school and vocational guidance constitute an educational act aimed at helping each student throughout his schooling. To prepare his guidance according to his preparations,

abilities, desires and the requirements of the social and economic environment, to gradually enable him to build his personal project and make his school and professional choices" (**Education, The National Education Guideline., february 2008**).

In the same context, Zakawa's study (2012) dealt with the identification of students' perceptions of the life project, according to gender and specialization in addition to the family standard of living. It reached several results, including: the students' great aspirations for their future related to studying and obtaining the certificate that qualifies them for social and professional integration, The study also showed that there are differences between students of specialization at the level of the school project and the professional project (**ZGAOUA, 2012, p. 234**).

3.4. Sociological determinants of the student's personal project

The student's personal project is determined by a set of references and intellectual backgrounds, including the sociological reference, as the process of building the project requires a network of social relations that the student weaves in order to enable him to position himself in relation to himself, his friends, and the environment with which he interacts in general, and this positioning in time and place is necessary to anticipate the future and awareness In particular and modifying perceptions and ideas.

In the context of helping the learner to acquire the methodology and mechanisms for building a personal project, specialists in school and vocational guidance offer several activities during the school year, including (**Sallah.A, 1961, p. 59**):

- ✓ Contribute to awareness of the importance of the personal project.
- ✓ Enabling learners to build and implement the individual project with the accompaniment of the family and the school.
- ✓ Enabling learners to systematically search for and invest information.
- ✓ Enabling students to systematically analyze and evaluate situations and express their opinions.
- ✓ Enabling students to use continuous expression techniques.
- ✓ Empowering students with the methods and techniques of individual and group work.

4. The educational and cultural level of the parents and its role in shaping the student's personal project:

4.1. The cultural level of the parents in developing the personal project of the children:

The educational level of the parents is one of the most important factors affecting the children's attitudes and their study choices, as the educational level of the parents affects the reinforcement of the children's belonging to a specific social environment that differs from one family to another in the general societal pattern, which makes the child aspire to assume the role and status of his parents through the type of study or secondary major.

Watfa (2011) also pointed out in his study on equal academic opportunities at Kuwait University - the impact of the variables of the social environment, to answer a main question represented in revealing the relationship between the social and cultural conditions of students and their distribution in various university faculties. Of the variables affected in the orientation of students, including the level of education of the parents and their profession **(Watfa.A, "Equal academic opportunities at Kuwait University - the impact of social environment variables", 2011)**.

Watfa also found the effect of the educational level of the parents together in directing the children to various specializations, meaning that entering the distinguished colleges such as medicine, engineering and business administration... requires a high cultural weight, while this need decreases when it comes to colleges of less importance and medium importance.

This explains that the engineering of the children's personal project is directly proportional to the educational and cultural level of both of you or individually. **(Lafortune.L, 2001, p. 39)**

4.2. Role of the family in developing the personal project of its children:

The child's personal project grows and develops according to stages that reflect the extent to which children are able to balance different variables based on a confrontation between the self, tendencies, abilities, and the social and family environment. Therefore, the influence of parents on the level of their children's academic ambition appears from the very beginning of education, as at home the child's preparations grow to form later his personality according to the parents' daily attitudes, Around these situations his future personality revolves and outlines his goals and ambitions (**Jalil.W, "The influence of parents on the future of their children at the level of academic and professional guidance (study and profession), 1997, p. 60**), Guidance begins from childhood through family education and the extent of its success in accompanying children during their academic journey.

In this regard, Pierre Janet says: "The child accepts the personality that the environment gives him and represents the role that the family expects from him" (**Zagawa, 2014, p. 280**).

It should be noted here what "Rogers" said that parents expect their children to achieve something, and certainly this waiting is subject to an educational example determined by the general cultural concept, and about this meaning Ahmed Ezzat says: "The first image that an individual sees of himself sees in the mirror of his society and his family".

Ray's (1950) study showed that parents of a high educational level give their children more freedom than parents of a lower educational level give them, and the cultural level of the family affects the extent to which it is aware of the child's needs and how to satisfy them (**Abdullah.Z, 2005**).

The study carried out by Bourdieu and his colleague (1970) in the book "Reproduction", is nothing but an affirmation that the educational and cultural level

of the parents in the first place has a direct impact on the children's success and academic achievement, the choice of specializations, and the completion of their higher studies at the university, and that They have a great role (i.e. the educational and cultural level) in changing the attitudes of children.

In another study conducted by Pierre Bourdieu and Basron in French society on the unequal opportunities for students to reach university in their book "The Heirs" 1964 AD, there is a dominance of the sons of the upper class in the French university, The son of a high frame, for example, has chances of 80 times better than the chances of the son of the farmer's wages entering the university, which is 40 times more than the chances of the son of a simple worker. the children of the poor strata have only symbolic chances of entering the university (5% of the chances) (**Youssef.s, 2021**), and this reflects the real role What these families do in return for the cultural and educational level and their possession of awareness and intellectual sense as an indicator towards bringing their children towards the academic and professional path they desire, through their strategies to accompany the children in building the future project.

Many sociological studies confirm that the cultural level of the family, including the level of parents, plays a key role in the formation of the children's personality and their awareness of their academic and professional project, because the family is the first cultural space in which the child's culture is determined and the formation of his behavior and trends, and the various ideas and attitudes in life, and also helps them. Based on the reference background, these results indicate the sensitive role of the parents' educational level variable in pushing them to succeed. The parents' contribution takes several forms, such as communication and dialogue within the family between children and parents, in their educational choices and other activities to make decisions concerning their children (**Maach.H, 2018, p. 26**).

Through which the child is provided with the cultural capital, which he consumes in the conception of the personal project in the future, Perrenoud says: "We know very well that all educated people come from a culture that is the culture of their families, neighborhoods, and belonging groups, as well as social classes. They are each according to their belonging, heirs, not The school market turns some of the inheritance into gold, while another inheritance constitutes a cheap currency. The children who have grown up among books and in the midst of cultural discussions do not feel alienated when they enter school..." (Zaqawa, 2014: 48). He suffers from cultural deprivation according to what Tazoti and his colleagues see (**Mahmoudi.N, 2015, p. 56**) that negatively affects his thinking and academic achievement.

So, we conclude from these studies that the children's personal project remains linked to what the family desires. What the parents could not achieve, they work hard to achieve through their children, which reflects the cultural background of the family and its extension to the lives of the children.

The descriptive study of Mansouri and Kidani (**Khadija, 2018**)about parents' perceptions of the school project and the children according to the educational and

economic level of the parents reflects the reality of the educational cultural level of the parents in their children's perceptions of their school project.

Both Bokfoss and Bawab (2021), on the issue of producing educational options and social origin, where the family is granted to its children according to cultural, social and economic stimuli, focus on transferring standards and values towards various situations that affect the children's strategic and rational thinking style and the decision-making process towards various situations They live in their educational path, and the most appropriate choices for their educational path, taking into account their social origin, including cultural capital, and the capabilities and aspirations of their families. **(Diab.z, 2021, p. 74)**

4.3. Educational and professional choices of the children and the ambition of the parents:

The results of other studies also indicate the importance of the relationship between the father's cultural level and the intelligence quotient of children, their personality style, and the extent of their adaptation. These studies indicate a strong correlation between children's scientific and professional ambition, and the educational level of the head of the family. The influence of the cultural factor is due to a number of factors: such as the level of guidance the knowledge of parents, the language patterns used, and the level of encouragement that parents give towards their children **(Arar.R, 2020)**

In another direction, fathers influence the academic and professional choice through the inheritance of the profession, as each family seeks to inherit the profession of parents and grandparents and the necessity of its continuity through the children, and about this meaning, Levi LeBoyet says: "In fact, we see professional inheritance, as every individual prefers a profession similar to a profession his father, and thus the link is strong between the father's social level and the aspirations of the children" **(R, 2021)**

This thesis is also confirmed by studies conducted, which agree on the influence of the socio-professional cultural environment on the choices of individuals and in building their projects. Such as studying in vocational high school (Arar, 2020).

Conclusion

The cultural capital of the family is a determining factor in the process of education and the formation of children, as it promotes their success by encouraging them to pursue their personal projects. Our study revealed that the level of education and cultural balance of parents have a positive impact on the child's personality and preparation for life.

Experts and educators emphasize that general and technological secondary education is a key step in the development of a child's personal project, as they must be able to make informed decisions about their future. In this process, the family plays a crucial role in accompanying children in the realization of their academic and professional aspirations.

Educated parents are better equipped to help their children study and guide them towards scientific disciplines that are appropriate for their abilities and aspirations. They also seek to preserve their social status by encouraging their children to choose specializations and professions that correspond to their aspirations and enable them to achieve their goals in society.

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