



*Social Interaction within the Family Institution in Light of the Parents  
Guide to Educational Curricula Philosophy*

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**Abstract ;**

*This study aims to highlight the importance of social interaction in the philosophy of modern curricula. In light of the Corona pandemic, the teaching and learning process has shifted to the home environment - distance education - which is based on the guidance and supervision of parents after it was on the teacher.*

*Therefore, finding a guide for parents as a companion document for each curriculum is an essential tool for parents who accompany them while trying to have a valid positive interaction with learners in the family environment. In addition, this guide plays an important role in bringing family members together and sharing useful acquired topics, forming a rich social interaction that benefits both parents and children..*

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## 1. *Introduction*

In the last few decades, educational curricula have witnessed rapid and radical development, from concept, planning and formulation to implementation and evaluation. This is out of the consideration of the need for consensus sometimes, and keeping pace with reality at other times, in response to challenges, requirements and emergencies that impose themselves on the learning environment and its elements without convenient opportunities to think scientifically.

Through the challenges and the current rapid development of the field, the necessity of training all actors in the educational field (parents, administrators and teachers) has emerged, as it is necessary to train and improve the level of parents, since they are a fundamental pillar upon which the modern curriculum is based. In light of the educational standards emanating from the depth of the society and its heritage, they were assigned the tasks of accompaniment, with the aim of achieving an optimal activation of the comprehensive educational system and its true embodiment. This can not be achieved without a fixed premise represented in a healthy family environment, responsive to contemporary requirements.

Interaction concept is considered a point of divergence between the traditional curriculum and the modern curriculum. The traditional curriculum focused on transferring cognitive acquisition from teacher to learner (sender to recipient). However, the modern curriculum focused on establishing interaction between the parties of the educational environment,

where the learner plays an active and constructive role in acquiring knowledge and skills. This includes the multiple attitudes of the learner, whether inside or outside the educational institution, the classroom, and the family.

In order to activate interaction between the school and the learner's parents, the so-called Parents Guide came as a scientific method that introduces practical mechanisms that accompany parents with their children. This guide has reciprocal role between both learners and their parents, as it helps learners in learning and establishing their knowledge and skills through its interactive accompaniment, and its activities included in it offer parents training. Thus, raising the level of intellectual awareness and cognitive achievement through social interaction mechanisms included in the guide.

In this study, we try to address the parents guide as a modern component within the school curriculum components, and the philosophy and objectives of this component while providing an example for it. This is along with presenting a model of it, showing the fertility of the interactive environment among its elements, and the cognitive intellectual support that it imposes on parents through its different activities.

## 2. *The problematic of the study*

Family is considered an essential resource for learners, from which they draw their initial formation and general orientation in life, through their basic emotional fulfilment, which is the heart of the individual's identity (values, trends,

tendencies). It is also a fertile environment for the development of aptitudes, educational capabilities, social skills, and psychological and emotional balance.

In the school, learners find a second foster environment, which directs and develops their pre-acquired knowledge. However, it cannot be separated from the first, given the limited time spent in it and the constant contact with it, which calls for a participation in the performance of the function entrusted to both of them, as a result of the intersection of tasks and the desired goal of the two institutions.

In addition, educational development programs included new dimensions, the most important of which is giving parents a greater role so that they contribute to supporting the educational learning process through continuous support and follow-up of all aspects of the learner's personality. This is in order to achieve a healthy, integrated growth under the current and future conditions, as the shock of the Covid-19 pandemic is a real test for the educational system. Dewey(1894) focused on the concept of experience in the educational situation, thus directing the educational learning environment to employ the real and realistic problems. Correct learning is the learning that takes place in the field, where all preparations and capabilities are employed (project concept). In return, Ivan Ilyich(1971) believes that relying on the teacher's formal education is a limitation of the learner's capabilities and potentials. He said that the school does not provide education and called for its closure as a bureaucratic expendable environment (taking a specific time in learning from the learner's life and

its huge expenditure...), and called for teaching without restrictions or controls by making an optimal investment of all the strategies and mechanisms available for training. In this, there is a clear indication of the importance of community-based institutions as an educational alternative upon which the system of educating the learner is based, and he presented educational alternatives: networking, professional educators, and peer matching ... as practical mechanisms.

From the two previous perspectives, without tackling their critical aspects, we find an urgent necessity in employing the field and investing in social institutions to achieve qualitative learning that benefits all actors in the educational field. On this basis, we seek to provide a qualitative modern mechanism concerned with accompanying a social institution for the school's affiliates. This is represented in the institution of the family through the Parents Guide as an organizational reference document for it which seeks to emit it by building bridges of communication and fruitful and meaningful interaction, as hidden, undeclared goals. Hence, we ask the following two questions:

- How did the family members get together on an effective interactive program, in light of multiple distractions and severe pressures, scientific and purposeful in which both goals of the learners and parents' gratification are achieved?
- Can parents play the role of teachers in light of the Coronavirus pandemic without having a scientific training and guidance documents in dealing with the various educational and learning activities included in the school curriculum?

## **2.2 Study objectives**

- Identifying the concept of social interaction and its importance in the family milieu.
- Identifying the Parents Guide document, its components, characteristics, and its current necessity under the conditions of distance education.
- Highlighting the importance of the parents guide as an accompanying document for parents in enhancing social communication mechanisms and valuing and directing interaction between family members, parents and children.
- Valuing the parent's guide as a scientific arbitrator of many methodological and scientific disputes and conflicts in the family milieu.

## **2.1 Study significance**

The topic of social interaction is of profound importance in social studies, especially those school-related ones, as it is the nucleus of the ideal guidance for children and a way to invest in the proposals and visions that are attained on various different topics in life that benefit both the individual and the family. On the other hand, social interaction is a tool that protects family members from present and future psychological disorders and behavioral problems. This is due to the complete honesty it provides between individuals on the basis of openness and acceptance, and by social control it adopts that is characterized by the emotional presence of individuals in a spiritual and non-material way, and thus a healthy social control towards various topics and stimuli. From this, finding a guide for fathers as an

educational alternative in the family milieu is an urgent necessity in order to provide an interactive environment characterized by science, honesty, openness and cooperation as basic values in the continuity of the family and to provide a correct and ideal model in light of the surrounding circumstances.

## **3. Study elements**

### **3.1 Social interaction**

Topics of social psychology are based on the topic of interaction, as it is the basis for compatibility or incompatibility of human beings in their environment. Here, we seek to present what is related to social interaction, beginning with the concept and ending with theories and methods:

#### ▪ **The concept of social interaction**

Social relationships and social interaction are two overlapping and integrated concepts to the point that many researchers use them without differentiating between them. However, the relationship depends on the person's relationship with people, while interaction is about that mutual effect between them and the changes that arise from it. The interaction also depends on the analysis of the behavior that emanates from individuals in a given social situation as a response to the stimulus issued by other individuals. It is considered at the same time a stimuli to the next response that emanates from the other person, and thus reactions are alternated in a successive manner indicating interaction. To reinforce the previous concept, interaction is defined as:

- Adel Mohamad Al-Adl "Social interaction is the mutual influence between two

individuals, so that each of them are affected by one another, and thus the response of one of them becomes stimulating to the other, and the exchange between the stimulus and the response continues until the interaction between them ends” (Al-Adl, 2019, p 87)

• Jawdat Bani Jaber “Social interaction is a reciprocal process between two social parties (two individuals or two small groups, or an individual and a small or large group) in a specific social situation, so that the behavior of either of them is stimulating for the behavior of the other. It usually takes place through a specific medium (language, actions, things). During this, specific messages related to a specific goal or goal are exchanged.” (Bani Jaber, 2004, p 133)

From the last definition, it appears that the interaction takes place through various and varied media that can be classified into:

- **Verbal media:** the language used in its various forms and patterns, such as: providing instructions, asking questions, giving information or ideas, praising, and criticism. This medium is affected by sound, tone, speed, time, silence, listening, words, meanings, ideas, and the prevailing physical and psychological climate.

- **Non-verbal media:** includes everything that is not verbal, such as body movements, limbs, gestures, facial expressions, clothes, non-verbal sounds, approaching, turning away, shaking hands, and using tools and devices.

▪ ***The goals of social interaction in the family milieu***

- Social interaction between family members achieves a set of goals, including:

- Social interaction within the family facilitates the goals of the institution and determines the methods of satisfying its general needs and the needs of its members.

- The individual learns in the family the multiple patterns of behavior, trends, norms and determinants that regulate the relationships among its members, within the framework of the principles, foundations, prevailing values and recognized traditions.

- It helps in the evaluation on an ongoing basis, as it is a criterion or a test of the self and for others.

- The constant emotional releasement of what is within the individual helps a lot in avoiding the incidence of disorders, mental illnesses or social problems, due to self-realization and alleviation of the feeling of distress.

- Contributing to the normative upbringing of the individual, inculcating common characteristics between them, in accordance with family standards and controls.

▪ ***The stages of social interaction***

The researcher Adel Muhammad Al-Adl deals with the stages of social interaction in his book. He presented it in eight elements according to the division of Peylse. However, after reading it, the last two stages were integrated into the other stages due to the observed overlap between them (the seventh stage was included with the third stage and the eighth stage with the sixth stage), and the following is a presentation of those stages: (Al-Adl, 2019, pp 89-90)



- **Recognition:** the joint indication of the situation through an understanding of its elements and its context (what is the problem, the goal of the meeting, the expected things).
- **Evaluation:** starting with defining an accurate and specific evaluation mechanism agreed upon by the members in evaluating the solutions and suggestions presented. This is followed by a projection of all opinions, analyzes and expressions on them.
- **Control and advisory:** Directing actions, opinions and proposals to the right person in order to find consensus on them. The main premise in this is (what exactly is required to be done). This includes urging the request for suggestions and possible opinions to solve the problem with diligence in presenting and directing it, provided that there is acceptance of them without exclusion or choice.
- **Decision-making:** determining the final decision that is adopted as a mechanism or a solution to that issue or that problem.
- **Control of tension:** addressing the tensions that arise in the group as a result of differences of opinion and adhering to them, and it is eased by introducing pleasure and fun.
- **Complementarity:** Striving to preserve the integrity of the group, by highlighting the value of cohesion and reminding of it, along with providing aid, assistance, and material and moral reward. This is considered a maintenance and protection for the group from disintegration, aggression, derogation by others, and self-defense

### 3.2 Social interaction theories

Theories of social interaction in explaining the topic are based on the elements of love, affection, sympathy and harmony on the one hand, or hatred on the other hand, and the following is a presentation of some theories as presented by Jawdat Bani Jaber:

- **Behaviorism theory:** Skinner et al (1958) The process of social interaction between individuals is due to the effect, response and reinforcement occurring in it. Therefore, the process of social development is the outcome of learning the different behavioral patterns that have been reinforced, and which continue to repeat until they become part of the individual's personality.
- **Equilibrium similarity theory:** Newcomb(1961) He thinks that individuals involved in social relationships are relieved because of their feeling that others share their opinions. If opinions are shared, they are believed to be correct from a social point of view (frequency and balance lead to harmony while divergence and difference lead to disparity).
- **Balance theory:** Sampson (1994) believes that the individual tends to change his/her judgments in unbalanced situations that are dominated by tension more than in balanced situations. Moreover, people tend to pass judgments similar to the judgments of those they love or are familiar with, and contradict the rulings of those who do not like or are unfamiliar with.
- **Social systems theory:** John Thebaugh and Harold Kelly (1959) see that individuals interact with each other, and this results in a win for both parties, or a win for one of

them without the other, or a loss for the two. However, the interaction continues if the rewards for both participants increase.

- **Reward power theory:** Miller (2006) explains that the power of reward and punishment in social interaction has a great role in influencing other individuals. Reward encourages loving responses and reinforces behavior, while punishment discourages unreceptive responses.

- **Action-reaction theory:** Bills (1950) believes that the identification of the intrinsic nature of a group is done through a careful analysis of the process of interaction between its members. For this purpose, Bills tried to study the stages and patterns of social interaction, which revolved around a topic or problem that the members sought to solve. Social interaction means the apparent behavior of individuals in a particular situation (Bani Jaber, 2004)

#### **The theory of spatial relationships:**

- Bogards explained the process of social interaction in terms of spatial relationships. Isolated groups that do not have contact between them do not have relationships between their members, and has reached the following principles:
  - As the spatial relationships grow closer in a group of individuals, their attitudes expand, whether positively or negatively.
  - Close spatial relationships lead to aggressive directions when competition arises, and lead to cordial tendencies when they aid in the well-being and satisfaction of society's needs.
  - Stagnation of converging spatial relationships if individuals satisfy their needs in preferred external groups (coldness of relationships with the closest ones).

### **3.3 Methods of social interaction**

Interaction is based on four methods that Adel Muhammad Al-Adl defined in:

**Communication:** It is an expression of relationships between individuals. It means transferring a certain idea or a specific meaning in the mind of a person to the mind of another person or others, and it is the basis of the interaction subject studies.

**Expectation** A mindset and willingness to respond to a specific stimulus. When individuals address a specific topic, they take into account expectations for others' responses, such as rejection or acceptance, and on this basis they adapt the treatment according to them, and is an important criterion within the self-evaluation criteria.

- **Realizing and acting on the role:** Interactions between individuals are determined according to the different roles they play. This requires the individual to be proficient in his/her role and the ability to visualize the role of others. The inability to perceive the role of others, or the relationship of his role to their role, is a reason for disagreeing with the group's standards and determinants.
- **Significant symbols:** language, facial expressions, and hands are important tools in determining the level of communication between members of the group. They are also important methods in the unity of thought and goals, therefore, the implementation in one direction. (Al-Adl, 2019)

### 3.4 Social interaction mechanisms

Among the mechanisms identified by Bani Jaber: We mention the following:

**Imitation:** It is characterized with spontaneity at first for the child, and then it forms a perception and representation of situations or older people or a position or knowledge and elegance. The term is applied to a model or an example.

**Social facilitation:** the facilities included in group cooperation with the aim of increasing speed and production and ensuring access to common outputs that bring group members together.

- **Identification:** the process of imitating the characteristics of the admired person's attitudes, values, ideals and behavior, without the individual feeling that s/he is doing so.

**Suggestion:** One's belief and acceptance of what is said to him without scrutiny or achieving the outcome of a specific context in which the individual was programmed, whether that was intended or not. An individual's emotional state who lives with fears makes him inclined to believe everything that justifies those fears. The mental maturity, culture, independence and social awareness of the individual has an effect on that, as the lower his/her mental maturity level the easier it is to allude him/her.

- **Social inhibition:** As a result of the additional excitement that overwhelms the nervous system in social situations while following others and focusing on the topic. The production and activity required decreases, although the individual, far from

this excitement, does the work better and accurately. (Bani Jaber, 2004)

### 3.5 Social interaction processes

Social interaction is based on two basic processes:

- **Cooperation:** The family is a model for cooperative groups. In fact, it is considered an image of cooperation where efforts are intensified and integrated to achieve common goals. Thus preserving individuals and improving their level of well-being and achieving their happiness, and insuring the well-being of the family.

- **Competition:** It occurs in situations of scarcity and limitations of things, and consequently the availability of those things in sufficient quantities leads to the demise of competition. Hence, it is the process of seeking to achieve self-interest and satisfy the needs as a result of feeling that the thing competing for is insufficient. However, competition is a positive aspect for the individual when directing and investing it in a way that benefits the individual. Rather, it stimulates motivation towards various topics, and this is what many psychological and educational studies have found.

## 04. Family and educational activity

The following is a presentation of the linguistic and terminological meaning of 'family', and explanations about its educational activity between separation from formal education or assuming a supportive role for the school:

### 4.1 The concept of the family

- **The linguistic definition of family:** the Arabic word *Usrah*, meaning "family" is derived from *El-Asr*, meaning restriction.



The latter may be optional, which a person would like for himself and strive for, because s/he lives under threat without it, and from this optional restriction, the family derives. Family denotes synergy, support and solidarity, and it is considered a home group with intimate ties consisting of individuals who are linked to each other by blood ties, sexual contact or legal ties. (Ahmad, El Sherbiny, 2000)

**- The terminological definition of family:**

- It was stated in the Dictionary of Sociology (*Eilm alaijtimae*) (1973) that the family "is a group of individuals linked together by bonds of marriage, blood and adoption, interacting together, and this interaction may take place between the husband and wife, mother, father and children, and all of them are formed as a social unit characterized by certain characteristics. Thus, it is based on a bond of blood or adoption, forming a social unit with specific characteristics (Hungues, 1973)
- Parsons (1980) believes that the family is "a social system linking the social structure to the personality. Values and roles are social elements that organize relationships within the structure, and the elements emphasize the relationship of interaction and interaction between personality and social construction" (Saeed, 1980, p.246). Parsons links the family to values and roles, and considers it a social structure among other social structures that interact with each other, forming a social construct (society).
- Hasan Ahmad Taani defines the family as "a first social unit that aims to preserve the human kind, and is based on the

requirements that the collective mind satisfies, and the rules decided by different societies" (Taani, 2013, p.18). From the above, the family is the first social milieu in which children grow up. It takes care of them and prepares them for life, making sure to meet their needs, direct their tendencies, invest their preparations and employ their capabilities. It aims to formulate a normal, integrated personality in all aspects, imbued with the principles, foundations, values, customs and traditions of society.

**4.2 Family and home schooling**

Home schooling differs from in-home assistance, in that the first is independent and separate from the school, while the second is under the management of the school and its programs, and this will be clarified in the following:

**- Home schooling and its prospects**

Home schooling is an alternative education to formal education, in which parents and children take full control based on a clear vision and deep belief in order to protect their children, their identity and talents, hoping for a safe human investment. This results in a complete dependence on parents for financing, choosing curricula, media, methods, tools and evaluation, as well as choosing the accreditation and certification body, as it is practiced anywhere other than the regular school. (Helal, 2018)

Parents are currently shifting to this type of education on the basis of several justifications. We mention from them: The weakness of the formal education systems, programs and curricula and their poor interaction, children's learning of reading,

writing and mathematics skills is delayed due to overcrowded classrooms. This is in addition to the low level of safety and security in schools, the length of the education duration and its increase in costs, the inability to keep pace with technology and modern media, and the moral and social decline in the school environment. (Lyn & All, 2001)

Educators predict that homeschooling has promising prospects due to the multiplying escalation in the trend towards it. This is especially true in the high-end societies and the developed countries more than in the developing countries, considering that those advanced societies are more aware, appreciative and respect human capital on the one hand, and more confident in their abilities to choose home education. In support of this, the number of supporters of this type of education increased in the United States of America from 16% to 73% in a few years. As for its affiliates, it reached 07 million students, while in Scandinavia, despite its small population, it reached 03 million students. (Helal, 2018)

#### **4.3 In-home assistance through parents' educational guides**

This type of education is characterized by the accompaniment and support of the activity of teaching and school learning in normal regular conditions. However, the suspension of schools following the pandemic without prior indications and appropriate preparation for the various pillars of the educational curriculum (learner, teacher, administration, parents) produced randomness in management and improvisation in mechanisms and strategies, with a weakening of the new

environment charged with bearing the burden of the task. In front of this, we find that the parent's guide is a suitable educational alternative in such situations, both public and private. Rather, its impact goes beyond the educational impact to the social interaction effect between family members interacting with it.

#### **05. Parents participation**

The modern curriculum is based on a set of basic pillars, all of which are required to participate in the school activity in order to ensure the achievement of the observed competencies of the learner. Therefore, fathers should have an active role since they are a basic pillar, not members who have choice, in the performance of their mission.

##### **5.1 Parents' participation concept**

- Al-Rashidi (2003) defines Parents' participation concept as "the participation of parents in the educational process as the point to which they are committed to their role and support the development and progress of their children" (Al-Rashidi, 2003, p.02)
- El-Zaki (2008) defines Parents' participation concept as "the participation of parents as those activities that parents undertake for the benefit of the educational process. It is also the material and moral support they provide, whether inside or outside the school, in a way that benefits the learning process for their children.(El-Zaki, 2008, p.52).
- In addition, it can take many and varied forms, including councils membership, volunteering in activities and events that the school needs as an assistant supervisor in the schoolyard, or volunteering in various

volunteer activities or programs. It seeks to achieve some goals, including improving the performance of the learner, supporting participation, facilitating social integration and increasing popular support for the educational process

- Zuhair Abu al-Nour (2017) defines Parents' participation concept as “a set of training sessions, training methods, events, and activities, during which parents are trained on the mechanism for teaching a specific topic to their children” (Al-Nour, 2017, p.17).

From the previous definitions, the role of involving the learner's parents in the educational work is well clarified. However, this is not effective as parents' role will not provide valid educational services unless through providing them with formative training services, which the educational institution shall guarantee, so that they get the necessary information structures, cognitive perceptions, and skill rules. This is in addition to the formulation presented in the form of educational situations overlapping to the degree of complexity at times, which calls for a greater investment in the family and this before talking about embodying that achievement presented as an existing behavior in the life of the learner. For this purpose, the subject of participation has evolved from the previous situations included in the learner's book, to a special guide directed to parents that contains what has been mentioned in addition to programs and activities aimed at effective communication with members of the family institution.

## 5.2 *Justifications for parents' participation*

There are many justifications that prompted parents to believe in the necessity of accompanying and supporting their children in light of what the school offers. Here, one can present a set of justifications concluded from the parent's guide for the correct selection of programs online:

- Family anxiety in the face of school and the social future of their children's success.
- The general rise in educational levels in societies led parents to appreciate the importance of the partnership with the school and teachers for the sake of their children's future.
- Parents' awareness of the consequences associated with school failure for their children, if cooperation with the school is not carried out from the beginning of their educational career.
- The clear gap in the parents and children's learning in terms of method and style or understanding and comprehension.
- The rich and flowing diversity of the current educational curricula has led to the parents' need for support.
- The large amount of information and knowledge included in the school curriculum (John., et al., 2010)
- Parents' need for practical programs to boost the pace of communication between parents and children.

## 5.4 *Barriers to parental participation*

Based on the most important references, we tried to limit the barriers to participation between parents and the school, and they were formulated as follows:

- **Parents related barriers**

- Parents' failure to follow up their children at home due to: The large number of practical concerns and household burdens.
- Unfamiliarity with the modules in which children need help.
- The number of schooling children.
- The need to support awareness of their role in the educational process.
- The inappropriateness of the parent and teacher councils dates for parents.
- The low perception of parents towards the issue of learning in light of the spread of unemployment among graduates from different levels of education, especially the higher ones.
- Feeling embarrassed about visiting the school because of their children's achievement level and their behavioral and emotional problems, or because of their low economic and social level.
- Parents' lack of confidence in those in charge or supervisors of the educational process at the school (Boulter, 2017)

### **5.3 Barriers related to the school**

- The difficulty in allocating appropriate times to receive parents and hear their concerns, opinions and ideas.
- Weakness and lack of clear sources of funding for the school's activities and programs, especially those related to training sessions and seminars for parents.
- The lack of a communication culture, dialogue and discussion among many of the educational institutions managers, with a clear absence of the concept of intended community participation in the minds of most of them. Parents are usually invited because of the children's problems, or

because they are considered controllers or work inspectors.

- **Barriers related to the teachers**

- The need for special training programs that strengthen the relationship concept and ways of cooperation between teachers and parents.
- The teacher's basic weakness in using means of communication with parents, which results in the weakness of the basic structures for electronic communication such as computers and the Internet ... (Cai, 2002)
- Teachers' negative attitudes towards parents, with the lack of time in front of the large academic burdens and special commitments.

- **Barriers related to the learner**

Among these barriers, we mention:

- The expansion of private lessons as an outlet for parents, despite their costs, in the face of the hardships of following up on children.
- Student' need for having complete freedom to express their opinion frankly, away from the dictates and templates prepared for them in advance.
- The apathy's prevalence and lack of motivation to learn as a prominent feature of children's behavior, clearly in recent years, despite the diversity and multiplicity of motivation.
- The spread of the rebellion phenomenon, insubordination and problems fabrication among students, which led to frank confrontations with teachers, administration and parents, which resulted in absenteeism from school or the shift to deviation of all kinds.



- the student's low self-confidence in academic achievement, with a clear shift to preoccupation with some family responsibilities.

### **06. Parents guide to the curriculum**

The following highlights the concept and philosophy of the guide, with an outline of the main themes that can be included in it.

#### **6.1 The definition of parents guide to the curriculum**

A group of extended cognitive and skill activities that are indicative of the educational experiences that the learner acquires in school. All family members, parents and children, interact with it in an interactive manner, aiming to accompany the learner in a participatory family environment characterized by vitality and activity.

#### **6.2 The Philosophy of the Parents Guide**

Parents Guide's philosophy is reflected in the following: (February, 2010, p.07)

- The optimal investment for the learner's family environment as it is the learners' basic environment, where they spend all their time in the sense that it is the field environment to apply the concepts, values and skills they acquired in school.
- The school/parents relationship is characterized by the principle of exchange between the two parties, as they are linked to each other, and their success in performing the task entrusted to them (education) depends on the degree of complementarity and understanding between them.
- The guide should be enriched with practical activities that are exciting for all family members in order to ensure an effective response to the topics.

- Seeking family reunification through the guide, as many families experience lukewarm social relations, which has led to the withdrawal of their members to work and private businesses. Therefore, the guide is a model for an interesting integrated work that brings together all individuals.

- All family members feel the development of information, knowledge and skills.
- Feeling of intellectual and methodological sophistication in dealing with the topics included in the guide, in preparation for employing them in life.
- Adherence to the terms and conditions of the manual and its laws and collective action instructions gives family members a temporary commitment to the system in the beginning, and then to a permanent commitment in life (Ronald, et al., 2010).
- The guide aims to change the reality of the family through the school learner, being an effective and influential key in many situations that can not be changed by high-end programs and effective specialists. However, the student may present a practical behavior that draws the attention of parents or family members seriously, which implicitly bears a pleasure about the situation or an implicit reprimand for the practiced behavior.
- Reviewing learner's work and accompanying them in school activities included in the guide leads to a skillful cognitive acquisition that can be summed up in the parents' continuous effort to remember or comprehend. This applies to all the different subjects, especially the Noble Qur'an, mathematics, the Arabic language and foreign languages.

### 6.3 The main axis of the parents' guide:

Through readings in the parents' guides, the most important of which is the *Contemplate With Anoo's Curriculum* (Dalil alaba' liminhaj alttafakur) (Shehadeh, 2008), we have come to include a set of axes, which are summarized as follows: (Shehadeh, 2008, pp 35-38)

- Instructions and regulations for the optimal use of the guide's content.
- The textbook's philosophy and the approach used in its writing.
- The basic knowledge structures for the learner's book and methods of attaining it.
- The textbook's activities, the difficulties mentioned therein, and the ways to overcome them.
- Educational advice and guidance on the art of dealing with a child of that age.
- The characteristics of a child of that age and the mechanisms of self-control.
- Exercises and educational activities that support the activities that the learner has acquired at school.
- Expressive stories and purposeful educational games that contribute to increasing intelligence and family compatibility among its members.

### 07. Conclusion

The Parents Guide is the result of the accumulation of educational experience in the field of creating educational curricula in general and accompanying the learner in particular. The curriculum of the training courses and educational guidance for parents has a clear and effective impact in the field. However, it is an intensive training that parents enjoy temporarily and that fades with time.

Thus, it can be described as an important immediate educational load,

which ends after a period of the session and may end as soon as it finishes. This is what characterizes the intensive and confined work in a specific time. Whereas, the extended programs that are characterized by the continuous accompaniment of the case have proven their success in the actual formation of the target group, whether for teachers, learners, administrators, or parents. Rather, it has a deep and clear impact in all aspects of the beneficiary's personality in terms of knowledge, skills and sentiments.

The behavior of the beneficiary turns from random and automatic in treatment to control, calm and reassurance in thinking and taking the appropriate decision. From this standpoint we avoid the immediate surface effect heading to the deep, extended effect.

The Parents Guide is considered a container that combines applied activities that can be accomplished interactively between a groups of family members gathering together in one session. It values the learner's gains, and gives them new knowledge and skills that they may be missing. What distinguishes a guide is that it provides more practices than general indicators or concepts, and this is what many families miss in their meetings. The topics are in fact present, but there is a lack of the mechanisms of dealing with them and interacting, and this leads to the distance of relationships in many cases.

The Parents Guide creates a dynamic and active atmosphere through the pursuit of continuous research and development, as it places the family in the face of realistic problems that require a significant effort, which can be summed up in the two

mechanisms of interaction: cooperation and competition. Individuals cooperate in accomplishing joint activities while competing in ferocious ways in other activities. This gives it a distinct pleasure and communication. Among the suggestions that the study concluded are the following:

- Supporting the educational curricula of the Ministry of Education in a way that creates an atmosphere of positive social interaction within the family. One of the most prominent things that can be used is the "Parents Guide" for each textbook, provided that it is not limited to solutions to the evaluation activities included in the learner's book, but rather that it is rich in activities that attract the interests and preferences of all family members.
- Allocating a significant part of the parent's guide to spiritual values (the emotional aspect in general), as it is the primary area responsible for the generation of motivation for achievement among learners in light of the widespread manifestations of disinterest and laxity with school problems and psychological disorders.
- Benefiting from what was provided by educational research on the subject of homeschooling, and including what can be flexibly included in the regular education system, in order to preserve the lofty goals and objectives of formal education and to avoid the disadvantages of full homeschooling despite its advantages.
- Considering the school as a means of family reunification, after it mostly abandoned its educational mission and devoted itself to the economic task in light

of the tasks overcrowding and life complexity.

- Encouraging the educational model in the family through continuous interaction with the activities of the Parents Guide, thus establishing important educational concepts, the most important of which is lifelong learning.

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