

*School media as a mechanism for developing citizenship values*  
*(a field study of a sample of teachers, professors and students at some*  
*educational institutions in the state of Sidi Bel Abbes)*

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• **Abstract:**

The issue of consolidating the values of citizenship in the school environment is one of the important axes aimed at the success of any social and development project, and this is evidenced by the keenness of the guardianship ministry in its new strategy (Quality School 2016-2030) to modernize the school communication system and make it a mechanism of sectoral policy educational, to confront the challenges imposed by the flows of the technological factor specially the social media and their reflections on crystallizing students' perceptions of citizenship values. On this basis, this study included four samples representing the educational system (school students and completions, the directorate of education of Sidi Bel Abbes, teachers, and parents of students, then the results revealed the weakness of the school communication system currently in force in crystallizing the citizen student model, and its inability to keep pace with the parallel communication system format.

**Keywords:**

School communication, citizenship, parallel communication, societal values.

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## • Introduction

The dynamism witnessed by human societies has led to the crystallization of a value and normative system that reflects the transition from a traditional mode of interaction to another contractual pattern based on the institutionalization<sup>1</sup> of interaction between the individual and the state, through the adoption of modern standards and values linked to the dynamism of the state, perhaps the most popular of which is the citizenship criterion as it constitutes a new reference that expresses the nature of the interactions between the various social units, and the foundations that govern this relationship, all in order to build a national conscience based on a collective perception with ethical and cultural foundations.

On the other hand, information and communication technology contributed to creating an intellectual boom that affected, in particular, the institutions of socialization that are concerned with crystallizing this national conscience, and specifically the second most important institution of socialization after the institution of the family, all through the efforts of those in charge of the education sector to adopt a multi-dimensional approach.

So, we decided to study the path that the Algerian school went through with regard to the communication mechanisms, the programs adopted by the Ministry of Education, and the most important approaches that were employed by the actors in the different stages and directions that Algeria went through Sectoral reforms, specifically what is known as the reforms of the Ben zagho Commission, all within the framework of the stakes facing the national state project in light of diluting the concept of the classical state by moving from the narrow concept of citizenship linked to traditional borders and the ideological project of the state (loyalty - belonging) To the broad framework of modern citizenship, based on the concept of man cosmopolitan<sup>2</sup> or global citizenship in the words of the German philosopher Immanuel Kant.

Therefore, **the importance of this study** revolves around the school as a very important social upbringing institution in crystallizing ideological perceptions and value standards and formulating programs with specific orientations and also contribute to building the opinion of students and directing their political and cultural tendencies, as an incubator of the political and social project, also **this research aims** knowing the mechanisms of action in this system, passing through an analysis of his ability to consolidate the values of citizenship among students.

Which requires reliance on previous studies issued in the form of the Bahrain Institute for Political Development (October 2017) entitled: Citizenship in the Digital Age, prepared by Dr. Nada Ali Hassan, that sheds light on the transformations that took place in the values of citizenship among

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<sup>1</sup> Fawzi, Sameh, Citizenship, Cairo for human rights studies, Egypt, (1nd ed.), 2007, P 17.

<sup>2</sup> -Nada, Hassan, Citizenship in digital age, Bahrain institute of political development, Manama, (2nd ed.), 2017, P 33.

learners as a result of the technological development of communication, where the researcher tried to measure the effect of these Digital media on learners' perceptions of topics concerned with the values of citizenship and belonging and here we **criticize the study** from a methodological point of view is that she has confined the dimensions of the questionnaire to 3 main values (loyalty - belonging - democracy) without taking into account the importance of the rest of the values in formulating a comprehensive questionnaire that does not miss any variables, which may be decisive in phenomenon analysis.

With regard to this type of research, the researcher has prepared a digital program to evaluate the dialogue activities with learners, according to the basic universal design model ADDIE<sup>3</sup>, in which the data collection process is carried out, through the interaction of students with its programs, which increased the effectiveness of the tools used by the researcher.

And from it, **the Search problem** concern revolves around the effectiveness of the school media and its ability to control the concept of citizenship among students and protect it from the negative inputs of the technological expansion (internet and social media), where proceeding from this paradox that crystallized our sociological preoccupation, the research problem came as follows:

How effective is the school communication approach adopted by the Ministry of Education, in consolidating the values of citizenship among students?

In addition to the main problem, there are two sub-questions related to the axes of the study, perhaps the most important of which are:

- What are the perceptions and representations of teachers and students towards the school communication system in their educational institutions?
- How effective is the school communication approach, in reducing the effects of parallel media (internet and social media) on students' citizenship values?

In light of the research problem and the sub-questions, **the research hypothesis** was formulated that is based on the existence of an independent variable represented in the school media and a dependent variable which is the student's citizenship values, so the hypotheses came as follows:

- More the school communication system stems from the needs of the community, more it contributes to consolidating the values of citizenship.
- More the family is involved in the school communication system, more it contributes to the consolidation of the values of citizenship among the students.

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<sup>3</sup> -Arwa, El Ghamdi, Global learning design model, University of king Abdul Azize, Jeddah, Arabia Saudi Kingdom, (1nd ed.),2016, P 15.

- Higher the rate of students' interaction with the Internet, the greater impact on the consolidation of the values of citizenship among students.

## **1. Theoretical framework**

### **1.1 Conceptual framework**

#### **A. Communication**

The Oxford Dictionary refers the term “communication” to the Latin language and the word “communis” expresses a connotation related to the sharing of speech and opinions, in terms of the exchange of ideas and information based on innate techniques such as speech and signs, and others acquired such as writing, symbols and graphics, where the exchange of information, ideas and feelings takes place in an intentional, non-arbitrary manner it aims to create consensus first and then complete an action or decision after that, through the aforementioned, Professor MacFarland introduced a definition of communication as “a process of meaningful interaction between different individuals”<sup>4</sup>, in procedural terms, it is the process through which ideas, information, feelings and desires are exchanged between two persons or several people in order to influence them.

So Communication is based on three theoretical foundations:

- Media Theory: It highlights the framework from which the media derives its information through the transmission and reception technology among the elements of the communication process.
- Field Theory: It is based on the environment, the environment and the context in which the communication process takes place, through the transmission media, stimuli and obstacles of different types, whether physical or human.
- System theory: It is based on linking all the elements of the communication process from information, means and activities, so that they are structured into a system with dimensions and goals.

#### **B. The school**

Alain Touran defined it as “a complex symbolic institution, based on a system of relationships and interactions between a group of actors within a network of relationships that produce an “educational act” between the teacher and the learner”<sup>5</sup>, and Emile Durkheim defined it as “a

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<sup>4</sup> Badji,S & Boutebal, S, The role of school in the promotion of citizenship values, Journal of Humanities and Social Sciences, Algiers university,N<sup>o</sup> 2(27), 2016, P 11- 29.

<sup>5</sup> Mahmoud, Hilya, Design and production of educational aids, El Massira House for publishing and distribution, Algiers, (1nd ed) , 2002, P 39.

privileged expression of society that enables the transfer of cultural, moral and social values to children in order to build the adult and integrate him into his environment.”

The cultural approach also attributed the school's existence to culture, as it represents a cultural system in which students interact on cultural bases, and this is what Coleman and Kendall went to on the contrary, the owners of the conflictual approach employed the school as a weapon in the face of capitalism, as the latter made the school live A state of "exile", Thus, the school became a tool of struggle between elites and classes, for example, the crisis of the French school and university and the socialist proposition in 1969, then the structural-functional approach came to define the school as a “social system that interacts with the rest of the structures and other buildings The interaction of the constituent units of the school does not stop at its borders, but goes beyond it to other forms such as the family and the rest of the societal organizations.” Therefore, the procedural concept of the school emerges in that it is “an official institution with a moral personality and a physical structure established by higher authorities for The education and upbringing of individuals according to specific programs and curricula within the framework of the state's general policy.”

Based on what has been mentioned, the three most important functions of the school can be summarized from a sociological point of view as follows:

- The function of completion is by completing what the first institution of upbringing started with, which is the family.
- The correction function shows a corrective approach that works to control and modify the imbalances that occur at the level of the rest of the patterns through which the student interacts, starting with the family and ending with society.
- The function of coordinating its curricula and programs with the rest of the other systems that contribute to the crystallization of the concept of social upbringing, such as mosques and the role of culture and dimensions related to ensuring cultural and social cohesion” by finding ways and commonalities between different social structures.

## **1.2 Sociology of school communication**

Before going into the presentation of the concept of school communication, it must be highlighted that communication has two levels, formal and informal, and the difference between them is the framing process, because school communication takes place within the framework of an official institution, which is the school, and therefore it represents the internal institutional communication that the researcher knew Ahmed Badaoui as “the totality of activities and actions undertaken to bring about interaction between the various units with the aim of achieving a unified project and achieving common goals.

By dropping this concept on school communication, we find the definition of Professor Amer Misbah, who sees it as “a form of mutual social interaction between the teacher and the learner,

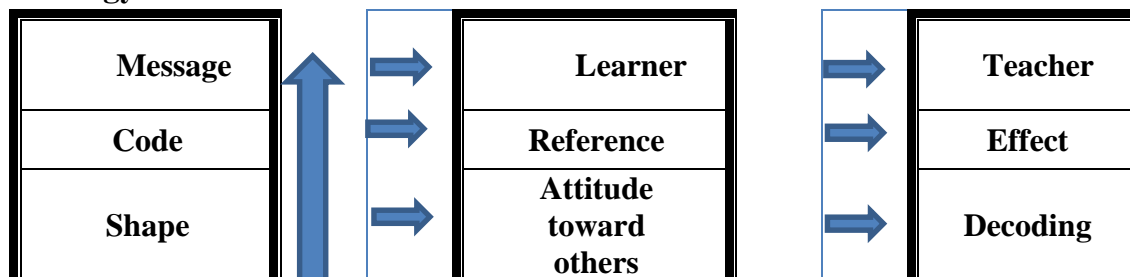
and the resulting cognitive achievement and social growth,” as the British Academy of Higher education defines it as the process of transferring ideas, knowledge and skills within the framework of a strategy based on coding and the extent of the learner’s ability and ability to deal with and encode the content of the communicative message.”, Newton also defined it as “a process through which the teacher performs by transforming the students into an affiliated group, in which each individual has a sense of participation, by relying on a vertical and horizontal communicative pedagogy.

As for procedurally, “it is a process that aims to bring about a response between the teacher and the recipient, through which the first transmits a message with specific pedagogical goals in exchange for the second’s containment and understanding of the content of this message and its ability to encode it.” So, school communication is determined by the presence of a sender (teacher / school administration) and a sender. him (the student), And a communicative message (content and content of curricula and cognitive programs), all of this is done through traditional (verbal or kinetic interactions) or non-traditional (such as modern means of communication with linking the inputs of this process to pre-defined goals and anticipating its reflection on the outputs of this communication process and the existence of feedback for the purpose of evaluation, evaluation and correction<sup>6</sup> in the event that the outputs conflict with the objectives, in addition to all of the above, the school communication takes place through three areas:

- Knowledge field: by adopting a pedagogical approach based on teaching methods of understanding, analysis and application.
- Emotional field: by working to bring about changes in students' behavior through the "stimulus and response" technique, which contributes to providing the student with values and tendencies that are compatible with pedagogical goals.

In light of what was discussed, the elements of the school communication system can be summarized in the scheme developed by the researcher, Tazolt Houria on the importance of school communication in class interaction<sup>7</sup>.

**Fig.1. Sociology of school communication and the actors of school communication system**



Source: (Tazolt Houria, School communication system, 2005, 25)

<sup>6</sup> Rihem, Nour, Introduction in public relations, Home of the university Book, Cairo, Egypt, (2nd ed), 2016, P 24.

<sup>7</sup> Ali, Taouinat, Communication and interaction in school environment, National institute for training education users and improving their level, Algiers (2nd ed), 2007, p 70.

<b>Declarative</b>		<b>Transmitting position</b>		<b>Reaction</b>
<b>Implicit</b>		<b>Purposful</b>		<b>Image</b>
<b>Content</b>		<b>Tools</b>		<b>How</b>
<b>Institutional</b>		<b>Illustrative</b>		<b>Reactions</b>
<b>Subjectif</b>				

Through this illustrative scheme, it becomes clear to us that the school communication process is based on three basic elements, under which three functions can be read sociologically as follows:

The learner: whose role in this process is clear from three functions:

- The function of emotion: this is through the reflection of the content of the communicative message (programs and curricula) on his thinking and his value system.
- The function of encryption (decoding): by decoding the elements of the communication message sent by the teacher.
- Reaction function: The student or learner is not only a recipient, but rather an interactive one through (positive/negative) reactions towards the content of the teacher's communicative message.

The teacher role is also based on three functions:

- The reference background i.e. the ability of the teacher to teach the learner the content of the communicative message, based on his abilities and qualifications and the extent of his ability to communicate.
- The teacher's attitude towards the students is reflected in the quality of the communicative relationship he has with them.
- Transmission mode: It is considered the most important element in school communication, as it reflects the value that the teacher wants to inculcate in the students.

The educational message: in turn, is based on the code element, as it represents the structures through which the message is formulated, in addition to the content and finally the form that contributes to the extent of the message's clarity or ambiguity and its connotations, whether explicit or implicit.

### 1.3 Sociology of citizenship

Dr. Hussein Khouli defined citizenship by linking this concept to the process of creating a good citizen through the dissemination of social behavior with societal values, as defined by the British Encyclopedia as "a relationship between the individual and the state according to a contract sponsored by a legal system that entails rights and duties."

As for procedurally, citizenship is “an expression of an individual’s membership within a political group preceded by his membership in society”<sup>8</sup>, as this membership reflects awareness and rationality, thus the citizenship from a sociological angle represents a complex concept in which several dimensions overlap, including the social dimension, Starting from the social connotation based on the interaction between the various units of society, then we find the cultural and cognitive dimension by making the institutions of society tools for inculcating the values of citizenship, in addition to the spatial-temporal dimension being important in any citizenship project because the context and environment reflect a certain ideology, so the perceptions and representations of citizenship in state institutions and individuals, for example, in the socialist era are not the same when adopting the pluralistic approach. Citizenship as a thought and practice requires a set of principles that make it a value in itself. Among these principles, we find ethics, freedom, equality and justice.

However, the most important principle for it is participation, as it is an indicator of the extent of the individual’s integration into society as an actor, influencer and recipient in the public space based on his ability to realize his rights and duties (political participation, elections, freedom of expression).

## **2. Procedural framework of the study**

### **2.1 Research Methodology**

This study is part of social research, quasi-experimental based on the proportionate descriptive approach and the nature of survey studies, in addition to its suitability in presenting the general framework of the school communication approach, by presenting and clarifying its foundations.

### **2.2 Research tools**

The questionnaire as a field research technique, effective through its contribution to collecting the opinions, experiences and expertise of the respondents, based on a set of questions that are formulated in the light of the study’s hypotheses, in order to prove or deny them.

### **2.3 Research variables**

Independent variable: It is represented in the school communication system adopted by the guardianship ministry.

Dependent variable: the values of citizenship manifested in civilized practice and the extent of saturation with the values of loyalty and belonging.

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<sup>8</sup> Ourida, Khouni, The role school in the promotion of the values of the national belonging, the international forum on identity and social fields in light of sociocultural transformations in Algerian society, Laboratory of comparative law and social studies, Al Arby Tebessi University, Tebessa, 2017, P 86.



Mediating variable: family values (family upbringing / family environment / family background).

## 2.4 Research sample

A diverse research sample was selected in an effort to inform and cover the various actors in the school communication system, which were divided into three categories:

**A- The school administration** is represented in a sample of 10 teachers from the primary stage (Adeem Fatiha School - Ibn Tufail School) and 10 teachers from the intermediate stage (Bouamama Amara - Bin Khalaf Badra), where their distribution was as follows:

**Table 01. Distribution of the sample according to gender**

Primary and medium phase		
Sex	Male	Female
	13	07

Source: (Field interview,12, 2021)

**Table 02. Distribution of the sample according the educational level**

Educational level	Total
Bachelor's	15
Master's	02
Doctorate	03

Source: (Field interview,12, 2021)

**Table 03. Distribution of the sample according the experience**

Seniority	Total
Less than 5 years	06
More than 5 years	14

Source: (Field interview,12, 2021)

## B- The students

through a sample that included students in the fifth year of primary school at Adeem Fatiha School, whose number was estimated at 32 students (15 male/17 female students) and Ibn Tufail School, whose number was estimated at 35 students (19 male/16 female students) in BouAmama Ammara, In addition to the students of the 4th year in department Bouamama Amara, whose number is estimated at 33 students (18 males / 13 females) and the students of the Year 04 section, with the completion of Ben Ykhlef Badra school , whose number is estimated to be 34 students (15 males / 19 females), and all the mentioned institutions are located in the state of Sidi Bel Abbes.

**Table 04. Distribution of the sample according the school stage**

School stage	Male	Female
Primary	34	33
medium	33	32

Source: (Field interview,12, 2021)

### C- Parents of the students:

Based on a research sample consisting of 10 parents of students divided into 5 whose children study in the primary stage and 5 in the intermediate stage, where they were distributed as follows:

**Table 05. Distribution of the sample according the educational level**

Educational level	Total
College	02
Bachelor's	05
Master's	/
Doctorate	02

Source: (Field interview,12, 2021)

**Table 06. Distribution of the sample according the nature of activity**

Nature of activity	Total
Public sector	06
Private sector	02
Free professions	02
Retired	/
Without activity	/

Source: (Field interview,12, 2021)

### /Note

The selection of the research samples was not arbitrary, and this selection is due to the completion of their formation and schooling compared to the lower sections, as for the sample of professors of sociology (civic education / history), because they were chosen by the association of the content of their programs with indoctrination of the citizenship values, and for parents of students, the employment of this sample is due to the fact that it represents the first socialization institution and the main partner of educational institutions.

### 2.5 Research limits

This study was framed and confined to a spatial space that included two educational institutions (the primary schools Adeem Fatiha and Ibn Tofail and both of my completions Bouamama Amara

/ Ben Ykhlef Badra), located in the municipality of Sidi Bel Abbes and a time frame that extended from the date of December 05, 2021 to December 27, 2021.

### 3. Presentation and analysis of the results of the study

**3.1 Presenting the results of the first hypothesis: the more the school communication system stems from the needs of the community, the more it contributes to consolidating the values of citizenship.**

**Table 08. The nature of the school communication system**

Expression	Arithmetic mean	Standard deviation
The school communication system does not reflect the reality of society and its needs	2.5	0.5
The content of school communications is based on the values and constants of the homeland and human value	3.80	1.5
The teachers did not participate in the formulation of the school communication system and its programm	3.20	1.2
An imported communication system whose content lacks soietal standards	3.15	0.9
The average of deviation	3.30	1.35

Source: (Field interview,12, 2021)

**Comment:** Table No.08 shows the representations of teachers and teachers regarding the school communication system adopted by the guardianship in order to consolidate the values of citizenship among students.

**Table 09. The extent of the family's contribution to the school communication system**

Expression	Arithmet mean	Standard deviation
I am not convinced of the content of the school communication system programs directed at my child	3.2	1.2
This system does not conform to social norms	3.15	1.5

<b>As the father of student, i did'nt participate in its drafting.</b>	<b>3.90</b>	<b>1.3</b>
<b>The average of deviation</b>	<b>3.60</b>	<b>1.32</b>

Source: (Field interview,12, 2021)

**Comment: Table No. 09 Parents' representations towards the school communication system in order to consolidate the values of citizenship among students.**

**3.2 Presenting the results of the second hypothesis: the more the family is involved in the school communication system, the more it contributes to consolidating the values of citizenship among students.**

**Table 10. The interaction between parents of students with regard to their children's education**

<b>Expression</b>	<b>Arithmetic mean</b>	<b>Standard deviation</b>
<b>Communication and coordination with the students' parents remains relatively</b>	<b>2.20</b>	<b>0.2</b>
<b>The difficulty of integrating parents ' students as actors in the school communication</b>	<b>2.90</b>	<b>0.9</b>
<b>The educational administration does not take into account our opinions regardind school communication</b>	<b>2.90</b>	<b>0.9</b>
<b>The average of deviation</b>	<b>2.75</b>	<b>0.85</b>

Source: (Field interview,12, 2021)

**Comment: Table No. 10 shows the teacher's representation of the family's role in activating school communication and consolidating the values of citizenship.**

**Table 11. The relationship of parents with their children in regard to schooling.**

<b>Expression</b>	<b>Arithmetic mean</b>	<b>Standard deviation</b>
<b>I follow my son's school track daily</b>	<b>4.20</b>	<b>1.3</b>
<b>I help him with his homework everyday</b>	<b>3.90</b>	<b>1.9</b>
<b>I communicate regularly with his teaching staff</b>	<b>2.95</b>	<b>0.85</b>
<b>The average of deviation</b>	<b>3.13</b>	<b>1.2</b>

Source: (Field interview,12, 2021)

**Comment:** Table No. 11 shows the students' parents' representation regarding the role assigned to them in activating school communication and consolidating the values of citizenship.

**Table 12. The role of the family in consolidating the values of citizenship**

Expression	Arithmetic mean	Standard deviation
My father asks me about everything I received in school	3.50	1.5
I ask my family for help in solving my homework	3.85	1.6
My father takes me with him on holidays and national occasions	2.65	1.15
I share with my dad a weekly neighborhood cleaning	2.45	1.10
The average of deviation	3.02	1.30

Source: (Field interview,12, 2021)

**Comment:** Table No. 12 shows the students' parents' representation regarding the role assigned to them in activating school communication and consolidating the values of citizenship.

**Table 13. Mechanism of the operation of the school communication system**

Expression	Arithmetic mean	Standard deviation
School communication system relies on traditional communication	3.30	0.7
There are no digital citizenship programs available	3.47	1.7
Directing students to the internet to prepare research	2.90	1.35
Gaining new perceptions about citizenship through the internet	3.10	1.5
The average of deviation	3.20	1.2

Source: (Field interview,12, 2021)

**Comment:** Table No. 13 shows the teacher's representation of the Internet and its impact on school communication in consolidating the values of citizenship.

## 4. Sociological reading of the findings

**4.1 Regarding the first hypothesis: the more the school communication system stems from the needs of the community, the more it contributes to consolidating the values of citizenship.**

We note from the two statistical tables that the average response rate of individuals from both samples (teachers/parents of students) to the questionnaire related to the first hypothesis, was in total in the sample of teachers (3.30) That is, with an average degree and with a standard deviation estimated at (1.35), and in the sample of students' parents, the total was always (3.60) the average degree with a standard deviation of (1.32) , What indicates that the adopted school communication system does not live up to the aspirations of parents and actors in the educational community, such as teachers and professors, as it does not, according to them, express social entity or the societal depth with its standards and values, but rather the actors, through its programs and contents, feel a kind of alienation<sup>9</sup> and The conflict with the reality and the social reality in which the surveyed samples (teacher / student / family) live, is due, according to these respondents, to the inability to develop a school communication model that ensures the observance and preservation of the set of dimensions, standards, indicators and more than that societal privacy with its ability to adapt to mobility and social change.

#### **4.2 Regarding the second hypothesis: the more the family is involved in the school communication system, the more it contributes to consolidating the values of citizenship among students.**

We note from the three statistical tables that the rate of responses of the respondents (teachers / students / parents of students) to the questionnaire in its flat related to the second hypothesis , where in the sample of teachers in total it was (2.75), i.e. with a degree below the mean and with a standard deviation estimated at (0.85), and in the sample of students' parents the total was (3.13), it is the mean of the degree with a standard deviation of (1.12), and finally in the sample of students the total was (3.02) is also the mean score with a standard deviation of (1.30), when these rates reflect a discrepancy in the levels of relationship and interaction between the units of the school communication system, starting with the family, passing by the teacher, and ending with the student, as it is diagnosed from the response rates among the sample of teachers that there is a weakness in communication and interaction between the school administration (the educational staff ) and the institution of the family is represented by the parents of the students, which according to them is due to the differences in the cultural and social levels of the parents, and the difficulty of some in communicating with the teachers in an institutionalized manner, in which the family plays a complementary and coordinating role with the educational staff.

However, this is not due to the aforementioned discrepancy, rather it is due to the weakness of those in charge of the school communication system in determining the role of the family institution and their inability to make the family a support mechanism, evaluation and evaluation of this system, with full awareness by the members of this sample of the importance of the family's role in the success of school communication mechanisms to consolidate the values of citizenship among students.

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<sup>9</sup> Amira, Ali, *Educational communication*, International House for publishing and distribution, Cairo, (2nd ed.), 2008, P 65.

As for the sample of students' parents, there was a discrepancy in the perceptions, as I mentioned, due to the cultural and intellectual differences between its members, but the almost unanimity was about the weak levels of interaction and communication between the family institution and the school institution in view of the decline in the role entrusted to the family which no longer performs its educational functions as it should, given the change that has occurred in the social structures as a whole, in addition to the lack of consultation and participation of the family institution in formulating the basic axes of the school communication system .

As for the response of the sample of students, the role of the family centered around its traditional tasks based on indoctrination of the principles and values of citizenship on an occasional basis<sup>10</sup>, so the students affected by the intellectual and cultural backgrounds of their parents.

#### **4.3 Regarding the third hypothesis: the more the family is involved in the school communication system, the more it contributes to consolidating the values of citizenship among students.**

The three statistical tables show that the average response rate of the respondents (teachers / students / parents of students) to the questionnaire related to the third hypothesis, , where in the sample of teachers there was a total of (3.20), which always reflects a mean score with an estimated standard deviation of (1.2), and in the sample of students' parents the total was (3.45), it is the mean of the degree with a standard deviation estimated at (1.6) and finally in the sample of students it was The sum (3.30) is also the mean of the degree with a standard deviation of (1.5), therefore, it is clear through these rates the great impact that has become represented by the parallel communication system, specifically the Internet and social media, as it is evident through the perception drawn from the sample of teachers that the school communication system remains hostage to traditional communication frameworks without openness to modern communication technologies, where educational institutions suffer in their primary and completion stages from the lack of computerized media halls connected to the Internet, and if any, it is not exploited, either because it is not included in educational programs as an important scientific subject or because of the lack of specialists and professors , also the engineers of the school communication system did not reach the design of digital study programs that care about the values of citizenship in a way that graduates students from the stereotypical reception of these values to the consolidation of this concept by interacting in voice and image.

On the other hand, the respondents admitted the difficulty of keeping pace with and confronting the school communication system currently in use for the great extension of parallel communication, which created a new dictionary of concepts, standards and values that contributed to changing the students' perceptions and representations towards the values of citizenship other than those taught to them by the family and school institutions.

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<sup>10</sup> Abouchlaghem, Hanane, The role of social networks in consolidating the values of citizenship among university students, a sample of Facebook user, Doctorate thesis. Mohammed El sedik Benyahia University, Djijel, 2017, P 12.

Regarding the sample of students' parents, it is clear that they are unable to control the contents of the programs and contents that their children access, which contribute to the formation of their own imagination in accordance with the standards presented by this system and Students have also become more open and dependent on the Internet in performing their homework , until it has become a reference for them in this to fill the shortcomings of school communication and its shortcomings from some educational aspects related to the indoctrination of some values and concepts in the form of citizenship.

## Conclusion

The increasing importance of inculcating the principles and values of citizenship in school programs is due to the dimensional effect that will be manifested in the future in the extent of the quality and value of students' civilized behaviors and their perceptions towards their homeland, As they represent actors and centers of influence in society in the future, the adoption of the digital citizenship approach in the school communication system aims to mitigate and reduce the output of the Internet on the effectiveness and efficiency of this school communication system, so The spread of phenomena that reflect identity wandering<sup>11</sup>, such as the students' lack of knowledge of the history of their homeland and the weakness of affiliation ties towards it, affects any project to consolidate the values of citizenship in society, Whereas, despite the fact that Article 17 of Executive Decree 16/226 related to determining the model basic law for the primary school, its recommendations stipulated the necessity of instructing students to use communication technologies and making them a priority through which to enshrine the values of citizenship .

However, the means of communication in the virtual world provided students with a platform and a space for interaction that is more effective compared to that provided by the communication system in their schools and families, Which represents a paradox, we leave the possibility to those who will deal with the issue after us, with the following question: Will the strategy of the Ministry of Education, entitled The Strategic Framework of the Algerian School and Quality Challenges 2016/2030 and emanating from the recommendations of the two national seminars for the interim evaluation of reform in July 2015, succeed in redressing the shortcomings and Crystallization of a school communication system that lives up to aspirations and confronts difficulties?

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<sup>11</sup> Habib, Suhail, Identity, State and citizenship Believers without borders, Department of philosophical studies, Tunisia, (1nd ed.), 2017, P 31.