

Socialization Institutions and Their Role in Instilling the Values of Citizenship

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Abstract:

The issue of citizenship has become one of the most prominent issues, whether as a concept or as a practice, and it has become one of the most vital and exciting topics. It is witnessing increasing interest from many institutions, both official and otherwise, all of which have come to play a major role in instilling and strengthening the values of citizenship. In the past, the family was considered one of the main sources of this instilling. The family, as the basic nucleus in shaping society, is followed by the school, which is the official institution that formulates the values and orientations of the state and society in the minds of young people. It works side by side with the rest of the other educational and social institutions, such as the mosque and the media, to achieve this. In modern civil society, citizenship education has become one of the foundations of building society. Based on these data, this paper seeks to shed light on the family and the other institutions of socialization and their role in instilling the values of citizenship among Algerian youth.

Keywords: Citizenship, socialization, family, school, mosque, media

First - Basic Concepts:

1-The Concept of Citizenship:

The concept of citizenship has historically been linked to the development that occurred in the concept of the city-state in the ancient world and in Rome. Therefore, the Latin origin of the word citizen may largely clarify what is meant by the word citizenship.

The English word citizen and the French word citoyen are derived from the Latin origin civitas, which refers to the citizen, the inhabitant of the city among the ancient Greeks and Romans. This means that the idea of citizenship was initially fundamentally linked to the issue of residence. The English word citizen was commonly used during the Middle Ages, as was the word denizen, which means resident or inhabitant. The same applies to the French language, where the linguistic origin fully indicates that the French term citoyen is derived from cite, meaning a group of citizens who enjoy specific rights within a particular city. Indeed, the distinction between those who held the status of citizen and those who did not was then based on the person's place of residence. It was common to consider the inhabitants of the city as citizens, while strangers living beyond the city walls were considered subjects. ⁽¹⁾

In terminology, citizenship means the quality of being a citizen, which determines one's national rights and duties. The individual knows his rights and performs his duties through national education. Citizenship is characterized by a special kind of loyalty of the citizen to his homeland, serving it in times of peace and war, and cooperating with other citizens through institutional, individual, official, and voluntary work in order to achieve the goals to which everyone aspires, for which efforts are united, plans are drawn up, and budgets are prepared. ⁽²⁾

On the other hand, the Encyclopaedia Britannica indicates that citizenship “is a relationship between the individual and the state as determined by the law of that state,” and adds that citizenship indicates a status of freedom accompanied by responsibilities. ⁽³⁾ The encyclopedia thus referred to the legal framework that governs the citizen and the state and the resulting rights and duties.

Meanwhile, some believe that citizenship expresses a legal status reflecting equal rights—civil, political, social, and economic—as well as fair duties for all within the framework of a political community, with participation in authority, oversight, and decision-making. ⁽⁴⁾ This is based on the fact that citizenship consists of fair duties for all and grants the individual a wider space to participate in political and social life.

2.Socialization:

The concept of socialization has received great attention in various fields of knowledge, such as sociology, anthropology, and psychology, as well as in dictionaries and lexicons, in addition to social, psychological, and educational research and studies. Accordingly, it can be said that the concepts of socialization cannot be fully covered in one study or article. What will be mentioned here is only a little of much and a drop in the ocean.

It is noted that there is no comprehensive and exclusive definition of this process, because it is one of the processes of the social sciences characterized by relativity and change across time and place. It is originally a process related to the human being in his social context. The following are some examples of the concepts of socialization.

Zain Al-Abidin believes that socialization means the process of providing the individual with the basic characteristics of the society in which he lives, represented in the values, attitudes, customs prevailing in his society, and the standards of social behavior desired in this society. It is a continuous process over a connected period of time, beginning from the first moments of the individual’s life until his death. ⁽⁵⁾

The American sociologist Parsons believes that socialization is a learning process based on imitation, simulation, and identification with the mental, emotional, and moral patterns of the child and the adult. It is a process aimed at integrating the elements of culture into the personality system. It is also a continuous process that begins from birth within the family, continues at school, and is influenced by peer groups.

Emile Durkheim defines socialization as the process of replacing the biological aspect with social and cultural dimensions so that they become the basic guides of the individual’s behavior in society. ⁽⁶⁾

The Dictionary of Sociology also defines socialization as “the process through which the child learns how to adapt to the group by acquiring the social behavior approved by that group.” As for the Dictionary of Psychology and Psychiatry, it defines socialization as the process through which the individual acquires the knowledge and social skills that enable him to integrate into society and behave adaptively within it. It is also the process through which the individual acquires the roles, behavior, and attitudes expected of him in society. ⁽⁷⁾

Abdelmajid Labsir defines it as the process of social normalization that enables the human being to acquire the culture of his social environment, such as language, skills, values, norms, customs, and so on. Socialization is also a process of developing the individual’s innate abilities, training, refining, and disciplining his instincts, and determining the ways of satisfying his vital needs so that he satisfies them in a manner consistent with the culture of his society. The process of socialization takes place through the individual’s interaction with and contact with his social environment, and through imitation and instruction, such as the acquisition of language and customs. ⁽⁸⁾

Based on the previous definitions, we conclude that socialization is the process of shaping the individual's human behavior and the process of transforming the biological being into a social being. It is also the process concerned with teaching members of society from the new generation how to behave in different social situations on the basis of what is expected of them by the society in which they are raised. It is also the process of providing the individual with the culture of society. It also refers to the social processes through which the human newborn, endowed with innate behavioral potentials, can develop and grow psychologically and socially until he eventually becomes a social personality who acts according to the rules, standards, and culture of his group.

Second - The Role of the Family in Education for Citizenship:

It is not difficult for the family to perform its task if those responsible for it jointly commit themselves to performing the role required of them as citizens first and as makers of generations second. I am fully aware that they are the first and most influential teacher in the child's upbringing, and that they are the first to arouse the children's interest in the issues of society and the homeland, and help them learn national duties through:

- Undertaking purposeful actions that they practice within this framework in one of the following forms:

- Volunteering in a project that serves society, such as afforestation campaigns, cleaning campaigns, etc.

- Showing interest in national and governmental affairs through discussion of public issues.

- Encouraging children to participate in voluntary projects and good endeavors, such as cleaning neighborhoods, planting trees in public squares, preserving environmental safety, and others.

- Teaching children religious and moral principles and human values.

- Raising them to love goodness for others, altruism in community work, and jealousy for the homeland.

- Providing national learning resources, such as acquiring various references and using them in teaching children by reading what relates to political issues or issues with different moral and civic perspectives, and other matters that gradually qualify the child to belong to his homeland by linking his family acquisitions to the societal components of his religious, cultural, and social identity, which are in turn connected to the homeland. This facilitates his adaptation to his national responsibilities.

To support and strengthen sound citizenship education in the hearts and behavior of its children, the family should focus on the following axes: linking the child to the spiritual and material components of the national personality, raising him to adhere to them and to the values of his society, linking them to his national identity, and making him aware of the national cultural heritage.

1- Rooting love of the homeland and belonging in the souls of young people at an early age by strengthening the feeling of the honor of belonging to the homeland, working for its advancement and progress, calling for preparing oneself to serve the homeland, protect it from harm, preserve its achievements, and participate actively in its social, economic, and cultural development plans.

2- Spreading love for purposeful national occasions, participating in them and interacting with them, and participating in the activities of civil institutions and their contributions to serving society through participation in occasions that consolidate social cooperation.

3- Strengthening the love of confronting anyone who attacks the homeland and defending it with the pen, the tongue, and weapons.

4- Providing assistance to needy groups and citizens with needs, and instilling the spirit of initiative in charitable work.

Third - The Role of the School in Strengthening the Values of Citizenship:

By the process of school socialization, we mean “the set of interactive and socializing processes that take place among school actors, whether the schooled learners or those in charge of supervision, such as teachers, administrators, and educational supervisors, within a special socializing situation of an institutional and legal nature, namely the school form. The main objective of their presence is limited to achieving educational, pedagogical, and instructional goals, mainly represented in transmitting educational experiences and involving learners in representing and possessing them in order to provide them with knowledge, information, experiences, and forms of ways of thinking.”⁽⁹⁾ This is also intended to provide them with a national culture, which is among the basic functions of the school.

Among the basic functions of the school are the early teaching of the principles of education for citizenship; the development of social, economic, and political projects in the local environment and encouraging pupils to participate in them; encouraging pupils to engage in voluntary work with local community institutions; resorting to specialists to clarify some social, economic, and political aspects; carrying out field trips or organizing seminars or special programs on specific issues; issuing a school bulletin explaining pupils’ activities; enabling pupils to play a positive and active role in applying and discussing democratic principles within the school, and allowing them to make some decisions that concern school life, which gives them critical and constructive thinking and respect for the opinions of others.

It also includes activating educational clubs within educational institutions because of their importance in education on citizenship values and the consolidation of civic behavior, while assigning the learners involved in them the largest share of responsibility for planning, programming, implementing, monitoring, and evaluating educational activities and projects centered on the culture of citizenship and education on human rights. It also includes motivating all learners to participate in designing and implementing the general program of integrated educational activities of educational institutions through actual contribution to structuring the institution’s clubs, discussing the general program of their activities, and contributing to organizing their activities, especially the activities of human rights and citizenship education clubs.

The importance of participation in the activities of educational clubs in general, whether artistic, cultural, sports, or social, stems from their role in making the spaces of the institution attractive to the learner, and thus reducing the phenomenon of school dropout, containing and addressing negative attitudes, positions, and behaviors that appear in the school environment and in which learners are often direct parties, and allowing learners to develop their abilities and improve their competencies.

Fourth - The Role of the Mosque in Strengthening the Values of Citizenship:

True love of the homeland appears in what the citizen does in terms of giving, effort, and construction in order to raise the status of his homeland among nations. He loves it and is attached to it. This is achieved by respecting the systems established to preserve its security, spreading justice throughout it, making every effort to support it, defend it, raise its status, preserve its resources, spread its positive aspects, conceal its shortcomings, and work to protect its security from anyone who intends evil or harm against it.

Likewise, education that takes place through socialization is important. This homeland to which the Muslim is attached needs the presence of the good citizen who appreciates the value of his homeland and knows his rights and duties toward it and toward his society. The mosque has played a major role

in developing the factor of citizenship and raising society's awareness. Imams and preachers are the ones who guide people to love religion and the homeland, and teach them how to belong to it, defend it, and support it. The mosque has always had, and still has, precedence in strengthening the values of national development, educating people about them, correcting concepts related to them, and urging people to adhere to them.

We believe that among the means that can be gathered and integrated regarding the upbringing of children are religious institutions. Religion, in both its official and popular forms, may include rituals. ⁽¹⁰⁾ The mosque in the life of Muslims has a great role in achieving balance in Muslim society. It is the place to which they come five times a day to perform prayer, receive advice, guidance, and direction, and learn many Islamic behaviors and morals.

Fifth - The Role of the Media in Consolidating the Values of Citizenship:

Media outlets perform an important function in society and work to instill values in the behavior of individuals. The communication scholars Lazarsfeld and Merton identified some specific functions of the media. They indicated that among the most important functions of the media are the exchange of ideas and opinions among members of society, the reinforcement of social norms by punishing those who deviate from these norms, and finally warning, by which they mean avoiding undesirable effects on society. ⁽¹¹⁾ In applying these functions mentioned by the two scholars to the instilling of the values of citizenship and national unity, the exchange of opinions and ideas, for example, among members of the same society and among different social groups is one of the most prominent media functions, as it brings viewpoints related to national unity closer together if managed in a scientific manner.

In general, the process requires the identification of a clear goal, and this communication and intellectual and ideological exchange will lead to achieving the desired objective. There is an urgent need for broad media channels and programs that discuss this topic and exchange opinions about it. Likewise, one of the functions of the media is "to reinforce social norms by punishing those who deviate from these norms." The media must be responsible for supporting social norms related to national unity, and it must contribute seriously to combating and punishing anyone who dares to undermine the values associated with this unity. It must also serve as a serious example and model of social punishment in this regard, while at the same time ensuring that this punishment is far from exaggeration and extremism.

This is in addition to the function of warning against undesirable effects and against effects that provoke sectarian discord, for example, and create problems that shake the structure of this society. These are the main functions of the various media institutions, which play a fundamental role in strengthening the values of citizenship.

In addition, various media outlets, as Fawzi Al-Hindawi indicates, "monitor the social environment and provide it with information and warnings about dangers, create social ideals by presenting some positive models in various matters, achieve social communication by expressing the prevailing culture, revealing subcultures and supporting common values, and finally mobilization, which is represented in contributing to social campaigns, especially during political and economic crises and wars." ⁽¹²⁾

The process of supplying the environment and social surroundings with information and warning about dangers is a basic issue carried out by various media outlets, especially those related to the homeland and the internal and external dangers surrounding it, which generally creates a feeling of shared responsibility. Likewise, the media is supposed to highlight and present positive models in

public matters and to develop the ideal image of society through the existence of harmonious groups and categories. Media outlets also create social communication and support common values through complete integration with all segments and multiple groups of society. Creating social communication is what reflects a single culture, in addition to the role of media outlets during the crises and hardships experienced by society, from which general mobilization, strengthening determination, and raising morale emerge. The media also contributes to national campaigns supporting national values. These are clear and distinguished contributions of the media within society, through which the values of citizenship, belonging, and national unity are instilled.

Conclusion:

True citizenship, which expresses the individual's awareness of rights and duties, viewing the other without fanaticism, preserving public facilities, and being keen on the national interest, and which also expresses the extent of this individual's awareness of his role in confronting the challenges facing society, cannot be founded and emerge from emptiness or nothingness. Rather, it is produced by an active and motivating agent.

Considering that socialization institutions are the environment and setting in which the individual grows up, in addition to being among the environments that most influence him, their value and status have emerged in the field of his upbringing and the development of citizenship values within him.

Our discussion of the role of these institutions in assuming this great responsibility does not necessarily refer to an ordinary family, a school that does not focus on such aspects, or a religious or media institution that does not care about the element of values or give it great importance in the lives of individuals and societies. Rather, what is meant here by assuming responsibility are those institutions that are harmonious and interactive among their members and among themselves, and those institutions that are aware of their role, function, and position in society. As for institutions that suffer from disintegration and rupture, where alienation prevails within their society, and which are completely unaware of the extent of their responsibility and role in this field, they cannot under any circumstances produce for us a concept that is related to or connected with citizenship.

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