

The Role of the Educational Curriculum in Building and Activating Values Among Children

Yahia Pacha Mohamed¹

PhD in School Psychology

University of Oran

m.bacha27009@gmail.com

<https://orcid.org/0009-0005-8916-3520>

Djemel Benyoub²

Clinical Psychology

Ahmed Zabana University, Relizane

djemelbenyoub@yahoo.com

<https://orcid.org/0009-0006-4170-2916>

Received: 10/01/2026 Accepted: 11/03/2026 Published: 12/08/2026

Summary of intervention: based on the value system of children in their early stages of school, a part of the responsibility of education as being a process that represents values in an explicit or a religious form to develop the personality of the individual and let him attain the best levels through discipline and continuous cultivation and education. Here, it comes the role of the school as considered to be an official educational institution and which has an absolute role in the development of the value system of the students. Thus, the curriculum and the curricula that the school relies on are the key factors in the development and inculcation of values among students, so that they will be able to choose and select their preferences and the desired values correctly. So, we ask the following question: Are the educational curricula capable of instilling the right values religiously, morally and educationally?

Key words: curriculum, values

1. Problem Statement

The school is the official institution established by the state to undertake the education and instruction of younger generations in the principles of knowledge, morality, values, and attitudes, and to provide them with proper socialization that enables them to become responsible citizens who contribute to serving themselves, their society, and their nation. Sociologists emphasize that the school is an educational and social institution concerned with organizing and regulating group behavior in a civilized manner. It also undertakes the task of simplifying cultural heritage and transmitting the experiences of older generations. Some may perceive the school merely as classrooms and the assignments and curricula delivered therein; however, the matter is much broader, as the school constitutes a small community with its own social system in which adults participate through the educational staff, including teachers and administrators. School curricula should also incorporate certain concepts, such as social responsibility, public property, citizenship, participation in decision-making, cooperation, rights and duties, equality,

fraternity, dialogue, justice, constructive criticism, freedom of opinion and expression, respect for others' opinions, and so forth.

School curricula represent the cornerstone of the educational process, reflecting the prevailing philosophy of education. They constitute the central subject around which all parties involved in the educational process converge. They are also one of the principal sources that deliberately and continuously shape learners' culture, values, and attitudes, rather than doing so spontaneously or incidentally. (Ammar, 2014, p. 27)

Curricula occupy the foremost position among the principal elements and tools employed by educational systems to help their members develop their capacities to the fullest extent possible, enabling them to become good citizens within society productive, responsible, participatory, and concerned with the affairs, issues, needs, challenges, and priorities of their communities. They should also preserve the social fabric, safeguard their national identity, and promote and reinforce it.

This requires educational curricula to adopt a clear mission centered on educating individuals about citizenship both theoretically and practically, while instilling its values in them. This can be achieved through developing young people so that they become actively involved in meeting their basic needs and those of their communities, live in security, feel cared for and reassured, and achieve self-fulfillment through the sense that they are respected and useful and that they possess strong spiritual values.

Furthermore, they should develop and implement the strategies necessary for their own lives, contribute to building and supporting their nation, and adhere to the rules and laws of society. They should be conscious, aware, productive, responsible, and capable of making a clear impact on the activities of daily life with honesty, respect, courage, commitment, and adherence to the fundamental values of citizenship.

Building upon and enriching the foregoing considerations, the present study is entitled:

“The Role of the Educational Curriculum in Developing and Activating Values among Schoolchildren.”

The present study therefore seeks to identify the extent to which educational curricula contribute to developing values among schoolchildren.

1.1. Research Problem

Based on the foregoing, the research problem can be formulated as follows:

To what extent do educational curricula contribute to developing and activating values among schoolchildren?

The main research question gives rise to the following sub-questions:

What is the conceptual framework of the curriculum?

What is the conceptual framework of values?

What role does the curriculum play in activating values among schoolchildren?

2. Hypotheses

In an attempt to answer the questions raised, the following hypotheses were formulated:

The curriculum refers to the approach that should be followed in order to achieve the educational objectives that society seeks to accomplish, just as education aims to achieve long-term educational goals.

The term “value” linguistically denotes uprightness, moderation, stewardship of property and its preservation, as well as stability, permanence, and continuity in relation to something.

The curriculum contributes to the development and activation of values through textbooks and educational courses, as well as through curricular and extracurricular activities.

3. Research Objectives:

To define the conceptual framework of the curriculum and values;

To review the main methods incorporated into the curriculum that have contributed to the development and promotion of values;

To identify the values that should be incorporated into school curricula;

To identify the values embedded in the content of each school curriculum;

To determine the extent to which new educational curricula are aligned with modern values.

4. Significance of the Research:

The significance of this study lies in its examination of the following issues:

Identifying the strengths and weaknesses of curriculum development courses;

Developing proposals to enhance the role of curricula in promoting values among schoolchildren in light of the findings derived from the study;

Examining the interaction among the elements of the teaching-learning process within the educational environment.

5. Type of Research:

The study adopted the descriptive-analytical approach, which examines specific events and phenomena as they occur, without intervention by the researcher in their course. The researcher describes and analyzes these phenomena as they are. Content analysis was also employed as a research method characterized by scientific rigor and methodological systematicity, as well as an objective tool that enables the researcher to obtain specific quantitative results.

6. Research Methodology:

The study relied on the qualitative approach, which focuses on description, interpretation, and the development of new concepts.

7. Definition of the Study Population:

The study population is defined as “all individuals, persons, or objects that constitute the subject of the research problem” (Aïchour, 2017, p. 226)

The term population refers to all cases, individuals, and objects that the researcher intends to study. It may also be defined as a group of clearly identified statistical units from which data are to be obtained. (Al-Azzawi, 2008, p. 260)

Accordingly, the study population consists of all educational curricula, including all their components.

8. The Concept of the Curriculum:

Ibn Manzur defines curriculum linguistically as term, meaning a clear and well-defined path. Thus, the expression nahajtu al-tariq means “I made the path clear and evident.” It is also said, “Act according to the path I have prescribed for you”; hence, nahaja al-tariq means “to follow or traverse the path.” Ibn Kathir defines it as “the clear and easy path” (Ibn Manzur, 1986, p. 4554)

The term is derived from the verb term, meaning to make something clear and evident. Nahaja al-tariq means to follow or traverse the path, while terms fulan means that a person followed a particular course or way. (Al-Arnousi, 2015, p. 17)

The terms have the plural form term, meaning “a clear path.” The term is mentioned in the Qur’an: “For each of you We have ordained a law and a clear way” (Surah Al-Ma’idah, 5:48). Ibn Abbas, may Allah be pleased with him, is reported to have said: “The Messenger of Allah did not die until he had left you upon a clear and well-defined path.”

Thus, the word terms mentioned in the Qur’anic verse, as well as the word terms in the statement attributed to Ibn Abbas, denotes a clear and well-defined path.

Terminologically, the Webster Dictionary defines the curriculum as “a course of study designed to lead to the attainment of an academic degree,” while the Encyclopedia of Education defines it as “the set of experiences acquired by the learner under the guidance of the school” (Louhidi, 2014–2015, p. 142)

8.1 The Modern Concept of the Curriculum

The traditional concept of the curriculum became inadequate for the purposes of modern education following the emergence of modern theories of education and their intersection with other sciences, such as psychology and sociology. Education subsequently came to focus on the learner from all physical, psychological, and social perspectives. From this perspective, the educational curriculum refers to all the experiences that students acquire within the school environment, including knowledge, behaviors, attitudes, and values, with the aim of developing learners intellectually, psychologically, and socially. Among the most important characteristics of this curriculum are the following:

- A. It emphasizes collective work.
- B. It regards the subject matter as a means and a process for modifying behavior.
- C. It reflects the interaction between students, teachers, the environment, and the culture of society.
- D. In its planning, it takes into consideration the realities and philosophy of society, the nature of the learner, the characteristics of their development, and the latest studies in the field of education.
- E. Curriculum development involves an integrated team of specialists, teachers, students, and parents.
- F. It emphasizes attention to all aspects of the learner's personality.
- G. The school, as a subsystem, plays a cooperative role with other institutions.
- H. It aims to establish a strong relationship between the school and the home, with each playing a complementary role to the other.
- I. The modern curriculum focuses on the learner. (Salama, 2005, p. 27)

Modern educational scholars have defined the curriculum as “a set of educational, cultural, social, athletic, and artistic experiences prepared by the school for its students, both inside and outside the school, with the aim of helping them achieve comprehensive development in all aspects and modifying their behavior in accordance with its educational objectives.” (Jalali, 2012, p. 53)

It is also defined as a set of knowledge, experiences, skills, and attitudes provided by the school to students within the framework of its general plan, with the aim of enabling them to interact with these elements in order to bring about the desired change in their behavior and achieve comprehensive development to the fullest extent of their abilities, through the use of appropriate methods, approaches, and educational resources. **(Bessaï, 2001, p. 52)**

8.1.1 The Importance of the Educational Curriculum

Considerable debate has arisen among educators, those concerned with educational affairs, and specialists in academic disciplines, as well as among political, economic, and social actors. It is rare for these groups to reach agreement on the subjects, content, and courses included in the curriculum. Some researchers have highlighted the importance of educational curricula on the grounds that they constitute the principal variable whose effects, whether positive or negative, are reflected in society and its various components. Consequently, curriculum designers are often held responsible for such outcomes, on the grounds that they failed to anticipate or address the issues that subsequently contributed to this weakness when developing the curricula. **(Majdi Aziz Ibrahim, 2000, p. 23)**

8.2 Forms of the School Curriculum

8.2.1 The Official Curriculum

The prevailing concept of the curriculum at the official level refers to the official curriculum document prescribed by the Ministry of Education. This document includes the general objectives, subject-matter content, teaching methods, instructional resources, and assessment methods, which the teacher implements during the teaching process.

In addition to this academic curriculum, which is given an official status, there are also experiences and forms of knowledge that individuals acquire through their interaction and contact with members of society. This is what is known as the hidden curriculum. **(Aissaoui Saada, 2011, p. 90)**

8.2.2. The Hidden Curriculum

The emergence of the concept of the hidden curriculum is attributed to Hollis Henry, who developed a framework for the interaction between culture and education. This was later followed by the writings of Philip Jackson, who defined it as the second form of school achievement after academic achievement. He argued that, in most cases, the influence of this type of learning is greater than that of formal or explicitly stated education.

The hidden curriculum refers to a set of concepts, mental processes, attitudes, values, and behaviors acquired by learners outside the declared or formal curriculum, voluntarily and through a process of implicit internalization without direct supervision. This occurs as a result of the learner's various interactions with classmates, teachers, and school administrators.

Thus, the actual curriculum is one that takes into account the interaction between what learners implicitly acquire through the informal curriculum and what is explicitly stated in the formal curriculum, so that learners do not experience a sense of alienation or contradiction within their school environment. **(Aissaoui, 2010–2011, p. 90)**

8.3. Components of the School Curriculum

A. Objectives

Objectives constitute a fundamental element of the educational curriculum, as they implicitly indicate leadership and guidance toward a specific direction. Accordingly, the first step in curriculum development is to identify the objectives, as they represent the educational outcomes that society aspires to achieve through the establishment of the curriculum.

The development of school curricula on the basis of objectives is attributed to the American educator F. Bobbitt, followed by R. Tyler, H. Taba, and Fan Gehder. **(Aissaoui, 2010–2011, p. 54)**

The formulation of objectives should take into consideration a set of important criteria, the most significant of which are:

They should be based on a sound educational and social philosophy.

The objectives should be realistic and achievable.

The objectives should be founded on sound psychological principles.

The objectives should be comprehensive.

They should be derived from the needs of both the individual and society. **(Aissaoui, 2010–2011, p. 78)**

Educational objectives are divided into three levels:

First level: General educational objectives. These refer to major anticipated changes in the learner's behavior and are more closely related to the philosophy of the state and the characteristics of society.

Second level: Instructional objectives. These are more specific and less abstract than those at the first level. They encompass general and specific instructional events occurring during a given period of study.

Third level: Specific objectives or behavioral objectives. These are precisely defined objectives that address learners' cognitive, psychomotor, and affective behaviors or responses. Formulating such objectives constitutes one of the fundamental tasks undertaken by teachers in designing and implementing the educational process. **(Al-Zuwaini, 2014, p. 30)**

B. Content

Content refers to the subject matter, including the educational activities and experiences that the school seeks to convey to learners. This can only be achieved by translating the content into educational objectives. It constitutes a body of knowledge embodied in the objectives of the curriculum, which learners acquire through instructional activities.

R. Tyler identified three fundamental criteria for organizing curriculum content, namely:

Continuity: This refers to the vertical interconnection and sequencing of learning experiences within the same subject.

Integration: This refers to the horizontal interconnection of topics, that is, integration across different subjects.

Sequence/Progression: This refers to the expansion and development of concepts from one educational level to another. While the content of education is considered an end in itself in educational systems centered on academic subjects, it is regarded as a means in systems that are centered on the learner/child **(Mohamed Ben Bessai, 2001, p. 55).**

The selection of content is subject to a number of criteria, which include the following:

The content should be related to the objectives.

The content should be accurate, valid, and meaningful.

There should be a balance between the breadth and depth of the content; that is, it should cover all areas related to the subject matter.

The content should take into account the learners' interests, needs, and abilities, so as to enable them to understand and assimilate the information contained therein.

The content should be related to the reality of the society in which the learners live. Furthermore, such information should be subjected to the study and analysis of the social and economic system (Aissaoui, 2010–2011, p. 79)

C - Teaching Methods and Instructional Resources:

These refer to “the method and approach selected by the teacher to assist learners in achieving the educational objectives. They consist of a set of procedures and activities carried out by the teacher within the classroom” (Aissaoui, 2010–2011, p. 80)

D - Evaluation:

Khalifa Barakat defines evaluation as: “a set of systematic scientific procedures aimed at assessing the effort made to achieve the established objectives in light of the agreed-upon standards and measures, and then judging the effectiveness of this effort with the purpose of improving performance and increasing the level of efficiency and productivity” (Mohamed Ben Bessai, 2001, p. 56).

8.3 - Foundations for Developing the School Curriculum

The development of the school curriculum is generally based on a set of foundations that determine its various aspects, objectives, contents, and implementation. Curriculum specialists refer to these foundations when planning, designing, or developing the curriculum. Specialists generally agree that these foundations can be identified as follows:

8.3.1 - The Philosophical Foundation

Every curriculum is based on a particular educational philosophy whose principles are derived from a specific social philosophy. The philosophical foundations focus on the following:

The curriculum should respect the learner's personality and recognize the importance of their role in society.

Attention should be paid to the learner's intelligence and intellectual abilities.

Attention should be given to the learner's ability to think critically and engage in critical reflection.

Freedom of expression should be promoted, together with respect for the opinions and perspectives of others.

Attention should be given to the learner's freedom to choose appropriate work by selecting educational experiences that help them make such choices (Aissaoui, 2010–2011, p. 92)

8.3.2 - The Social Foundation

The social foundation is reflected in the cultural heritage of society, the values and principles that prevail within it, as well as the needs and problems that the curriculum seeks to address. Therefore, the school curriculum must fulfill its role in conveying and preserving the identity of the society to which it belongs by reinforcing the learner's sense of belonging to that society through a number of fundamental elements:

First: Language: It is regarded as the medium that carries the cultural heritage of the community.

Second: The Value Dimension: This is represented by religion. School curricula do not merely aim to provide learners with educational content; rather, they also incorporate moral content in the form of values that strengthen the learner's connection with their community and fulfill their spiritual needs.

Third: History: This refers to the historical aspects of the community that enable learners to understand the current realities resulting from them. The school is a social institution whose mission is to prepare younger generations in accordance with the objectives, customs, and scientific and cultural heritage of the community. Therefore, it is society that determines the policies that the school seeks to implement in students' lives through school curricula. Accordingly, curriculum planners and developers draw upon the culture and heritage of the community when designing curricula, seeking to shape individuals in accordance with the orientations and requirements of society. (Aissaoui, 2010–2011, p. 93)

8.3.3. The Psychological Basis

School curricula have increasingly sought to promote children's natural development, based on the motivations underlying learning and taking into consideration their level of mental and physical maturity. Any educational program should take into account latent factors such as gender, age, intellectual ability, primary behavioral motivations, emotional aspects, special abilities, and disabilities. It should also recognize individual differences and aspects of social similarity. Teachers have increasingly become aware of the considerable gap that may sometimes arise between what the student actually learns and what the school wants the student to learn. (Mohamed Ben Bessai, 2001, p. 58).

8.3.4. The Epistemological Basis

The epistemological basis refers to the academic field and the nature of the knowledge that the curriculum may encompass and present to students. Therefore, when constructing a curriculum, it is essential to take into consideration the nature of knowledge, the structure of its various fields, their intellectual branches, and the methods of inquiry employed within them, in a manner that leads, on the one hand, to the consolidation and mastery of knowledge and, on the other, to the application of this knowledge and its methods in the service of thought and the provision of culture to society through knowledge, expertise, customs, traditions, and individual and social interaction. (Aissaoui, 2010–2011, p. 94)

9. Definition of Values

The Linguistic Meaning of Values: The term value in Arabic denotes uprightness and moderation (Al-Jawhari, p. 102), as well as stewardship, preservation, stability, permanence, and continuity with regard to something. (Al-Taliqani, 1994, p. 7).

In the Holy Qur'an: The term occurs in its various forms six hundred and sixty-one times, all revolving around meanings of stability, elevation, standing upright, and moderation in both their material and spiritual senses, as well as the removal of deviation or crookedness. (Al-Samadi, 2008, p. 17).

Terminologically: Ismail Ali defines values as a set of principles, teachings, and moral rules that determine an individual's behavior and chart the sound path that guides them toward fulfilling their duties in life and their role within the society to which they belong. In addition, values constitute a strong protective barrier that safeguards individuals from falling into sin and

prevents them from committing any act that conflicts with their conscience or contradicts their principles and morals. Values influence the deep structure of our character and constitute the frame of reference through which we judge what is reprehensible or virtuous, right or wrong. They operate largely at an unconscious level and vary from one society to another, as well as from one individual to another. Nevertheless, values are universally regarded as fundamental to every individual and every society seeking to build itself, develop its socio-economic structure, and raise generations loyal to their homeland. (Ali Saeed Ismail, 2000, p. 87).

9.1. Classification of Values

There are several classifications of values, which can be summarized as follows: (Sayed Tahtawi, 1996; Zaher, 1991).

A. Human Ethical Values: These refer to values associated with standards of right and wrong, and good and evil, in light of religious beliefs and inherited social norms within different societies, regardless of religion or gender. Examples include honesty, integrity, equality, justice, tolerance, freedom, and environmental preservation (Khalifa, 1992, p. 74).

B. Social Values: These refer to values associated with standards governing an individual's relationships with others within a particular society. They include cooperation, assistance, empathy, respect, active listening, supporting the vulnerable, respecting the elderly, showing kindness toward children, and assuming responsibility.

C. Cognitive or Intellectual Values: These refer to values that represent scientific ethics and intellectual characteristics, such as curiosity, rationality, accuracy, and objectivity.

D. National Values: These are expressed through good citizenship, prioritizing the public interest over personal interests, and making sacrifices for the sake of the nation.

E. Personal Values: These are values that reflect characteristics specific to the individual, such as patience as opposed to recklessness, responsibility as opposed to indifference, confidence as opposed to fear, and courage as opposed to cowardice.

F. Aesthetic Values: These refer to an individual's appreciation of everything that is beautiful in form or harmonious. Individuals who prioritize such values tend to show an inclination toward art, creativity, and harmony.

2.9. Determinants of Acquiring a Value System

The acquisition and internalization of a system of values within any society take place through three fundamental determinants identified by scholars and researchers:

A. Social Determinants:

Bengtsoff argues that values are the product of three social levels. The first is the level at which culture determines the concepts and principles considered desirable. The second is the level of the family and its orientations toward particular values and goals. The third consists of various sub-social dimensions, such as socioeconomic status, religion, gender, occupation, educational level, and other factors (Khalifa, 1992, p. 74).

B. Psychological Determinants:

Proponents of Social Learning Theory argue that children acquire a conscience, or a set of internal standards, through which they judge what constitutes appropriate or inappropriate forms of behavior, in much the same way that they acquire culturally appropriate gender roles. Bandura and Walters emphasize the importance of learning through the social model, imitation,

and vicarious learning, which occurs through self-reinforcement rather than external reinforcement.

They further point out that the concept of identification among followers or newcomers is insufficient to explain and account for the child's acquisition of moral standards and values. The standards that individuals internalize are merely examples of self-reinforcement through which reinforcement is acquired by observation. This type of reinforcement continues with the aim of avoiding feelings of guilt or the experience of deserving punishment.

As for proponents of Cognitive Development Theory, they maintain that the acquisition and development of values are based on changes in cognitive structures (constructs) throughout the different stages of life. Such changes in cognitive structures involve two aspects: the first concerns the reorganization of cognitive processes, while the second is represented by the emergence of new and more ideal structures and processes.

Psychoanalytic theorists, meanwhile, argue that the development of values proceeds in parallel with psychosexual development, according to Freud's conception.

The child develops the superego through what is referred to as identification with the parents. Parents assume the role of representatives of the social system, as they teach the child the moral rules, traditional values, and ideals of the society in which the child is raised. They do so by rewarding the child when he or she behaves appropriately and by punishing the child when he or she makes mistakes (Khalifa, 1992, p. 91).

10. The Role of Textbooks and Curricula in Building and Activating Values

The textbook is a distinctive type of book characterized by certain specific features and constitutes one of the components of the educational curriculum (Darwazeh & Afnan Nethier, 2000, p. 32). It is also considered one of the most important instructional tools among the components of the educational curriculum (Supreme Council of Education, 2010, p. 7). It can be defined as a book in which selected material on a particular subject is presented in an organized manner and formulated in written texts to meet the requirements of a specific context within the teaching and learning processes. It is a book prepared in accordance with a curriculum prescribed by the Ministry of Education for any stage of general education, whether or not the book itself is officially prescribed by the Ministry. Each textbook covers an essential part of an academic curriculum and addresses it at a level appropriate to the pupils of the grade for which it is intended (Ait Hamouda Hakima, 2011, p. 18).

Despite technological advancement and its rapid development in the field of education, the textbook continues to occupy a special position within the educational process. Shukri and Al-Hammadi (1993) identified the following justifications for the importance of the textbook as a tool for implementing the curriculum, despite the extensive scientific, technological, and technical advances in curricular methods and instructional materials:

“The textbook is an economical means because it does not require devices or equipment. It is an effective means of presenting values, concepts, facts, and generalizations in any field of study. It is also a flexible tool that can be used both inside and outside the classroom, as well as in individual and group learning. Furthermore, it can be used at any time without restrictions. The content of the textbook can be easily modified so that it can respond to the rapid changes and developments occurring in knowledge. The textbook does not conflict with other

instructional media; rather, it integrates easily with other teaching and learning tools and methods, serving as a complementary and integral component. The textbook also plays an important role in the educational process. It is not merely a storage facility or repository of information; rather, it is a tool accepted by both teachers and learners and constitutes a source of information that is easy to carry, transport, and access” (Al-Ajmi, 2012, p. 42).

The United Nations Development Programme (UNDP) has established that the textbook has long represented an essential means of socialization through which knowledge and values are transmitted (United Nations Educational, Scientific and Cultural Organization [UNESCO], 2016, p. 7). The more effectively textbooks present and embody knowledge, the more they serve as a means of transmitting social norms, values, and behavioral models, thereby contributing to social cohesion and social integration. The organization maintains that, since the beginning of the twentieth century, international bodies have recognized that textbooks have a role to play in promoting peace and understanding among peoples (UNESCO, 2016, p. 14). Numerous studies that have analyzed textbooks and the values they contain have revealed that these books and curricula incorporate various forms and types of values, including religious, social, political, intellectual, aesthetic, and other values (Houria, 2017, p. 200).

The textbook is relied upon in the process of constructing and shaping values by integrating the desired value system into the context of the subjects that convey these values, according to the following forms:

Allocating a specific section to them within the general content of the curriculum of the educational subject, while ensuring their coherence and integration with the other sections of the same subject.

Integrating them in the form of independent lessons within the program of the subject in question. This requires accuracy in selecting appropriate instructional materials, precision in choosing lesson titles, and careful integration within an educational context in a human-centered manner.

Integrating them into the concepts, terminology, and ideas addressed within the lessons and educational activities of the subject. This can be achieved by presenting them in the form of models, examples, and practical applications, or by incorporating them into the content of an educational resource or within a linguistic context intentionally selected for analysis. (Khaled Al-Samadi, 2008, p. 66).

The need to rely on textbooks and curricular materials in establishing and activating the value system stems from the prominent position that textbooks occupy in the educational process. They constitute a fundamental tool for implementing and translating the prescribed educational curriculum and are considered highly influential in the teaching and learning process, exerting a substantial impact on students and playing a significant role in shaping their attitudes and values. (Mazagrani Halima, 2005, p. 97).

11. The Role of Extracurricular Activities in Establishing and Activating the Value System

Educationalists firmly assert that the balanced development of the student's personality cannot be achieved through classroom instruction alone. What students learn outside the classroom is no less important than what they learn within it. It has become well established that, without

well-planned, well-prepared, and effectively implemented extracurricular activities, the formation and development of the well-adjusted personality targeted by education will remain neglected and weak. Extracurricular activity is not a separate component of the educational process; rather, it complements it and contributes to achieving educational objectives that conventional academic lessons are unable to accomplish. Student extracurricular activities constitute an effective tool used by schools to strengthen their role in preparing responsible citizens, developing their thinking, enhancing their life skills, and refining their personalities. “Extracurricular activity programs contribute to satisfying students’ needs and investing their energies in beneficial and productive activities. Without such programs, students may become vulnerable to deviant ideas and inappropriate behaviors that harm their communities” (**Ben Omar, 2018**). Accordingly, some educational researchers have regarded extracurricular activities as an important psychological and educational medium for shaping the child during the critical stage of human development. (**Murshid, 2010, p. 33**).

School extracurricular activities today represent one of the most important components of the educational curriculum within the framework of modern education. Shehata (2004) points out that both curricular and extracurricular school activities constitute an important part of the curriculum in its modern conception, in which the concept of the curriculum is closely associated with the concept of school life (**Shehata, 2004, p. 15**). Al-Suwaidi (1997), for his part, notes that among the components of the curriculum in modern education are both curricular and extracurricular school activities, and that school activities, both inside and outside the classroom, constitute an essential part of the school curriculum (**Al-Suwaidi, 1997, p. 136**). Some researchers have considered extracurricular activities to represent the practical dimension of the subjects included in the educational curriculum (**Rahmawati, 2017, p. 27**), while others have regarded them as a means of enriching the curriculum and its educational subjects.

Therefore, educationalists emphasize that the promotion of values and national identity should be accompanied by extracurricular activities, since national identity is regarded as a protective shield for the child or learner. Accordingly, everything related to strengthening the identity, values, and cultural heritage of society should be formulated scientifically and systematically in the form of extracurricular activities that enable learners to internalize and experience the system of societal values. Such activities should be connected with all the values of citizenship that learners are expected to acquire and embody. National values cannot be taught solely through geography, science, or civic education lessons; rather, they extend far beyond these subjects. All scientific competitions should therefore give full consideration to national identity and values, as should lectures, participation in clubs, and all forms of extracurricular activity, with the collective aim of nurturing the spirit of citizenship and instilling its values in the younger generation. (**Surour, 2018**).

Many researchers emphasize the importance of extracurricular activities in the process of acquiring, correcting, and modifying values among pupils. Abu Al-Futuh and his colleagues (1978) stress the contribution of extracurricular activities to instilling in pupils the values of learning, constructive competition, responsibility, self-control, and respect for teamwork. Similarly, Muqbil (1997) points out that, through their participation in school activities,

students acquire social and moral values such as cooperation, leadership, responsibility, self-control, and respect for manual work (**Al-Bazm, 2010, p. 64**).

Dr. Khalid Al-Samadi, in his proposed project on values education, presents a number of extracurricular educational activities that can contribute to the process of values formation, including:

Assigning pupils to collect knowledge-based data on social or economic issues related to values, prepare them in the form of brief presentations, and make use of them in cultural competitions. Organizing trips and visits to institutions related to various fields of values, with the aim of reinforcing these values, such as visits to nursing homes, orphanages, hospitals, and other similar institutions.

Encouraging pupils to engage in charitable voluntary work in order to reinforce the values of solidarity, citizenship, and other related values.

Making use of pupils' talents and creativity in writing by, for example, preparing articles that raise awareness of the importance of values and assisting them in publishing these articles.

Organizing scientific seminars and meetings attended by specialists in various educational, health, economic, intellectual, social, cultural, and sports fields to discuss issues related to values, with the aim of promoting sufficient awareness of the value system (**Khalid Al-Samadi, 2008, p. 85**).

11.1. Types of Extracurricular Educational Activities

Among the types of extracurricular activities that can contribute to building a value system within society and promoting its implementation in pupils' behavior are those classified by the Egyptian Ministry of Education within its Education Renaissance Project as areas of extracurricular school activities:

A. Cultural Activities:

These activities enrich students intellectually, scientifically, and culturally, and contribute to raising their awareness of religious, national, and social issues. They also aim to develop students' talents and abilities and refine their skills. They include school journalism, school broadcasting, seminars and lectures, and photography.

B. Social Activities:

These include public service, environmental awareness and protection activities, school trips, school councils, cooperative associations, school health activities, student administration, parents' councils, and class councils.

C. Visual Arts Activities:

These include free expression, artistic perception, artistic formation, and innovative design. They are considered among the most important and prominent areas of educational activities because they contribute to developing pupils' imagination and aesthetic appreciation.

D. School Sports Activities:

The main areas of school sports activities include internal activities such as individual games, physical fitness, school assemblies, and team games, as well as external activities such as championships, sporting events, external competitions and meetings, festivals, and student and sports performances. These activities play a prominent and effective role in building an

individual's personality by developing their athletic abilities and talents and modifying their behavior in accordance with the needs of society.

E – Theatrical Activities:

These include scriptwriting, theatrical culture, dramatic acting, theatrical recitation, and puppet theatre. They are among the most prominent activities and the ones that have the most immediate impact on young people, given their richness in terms of aesthetic dialogue and physical performance, as well as their important entertaining features, such as lighting, music, sound effects, and stage decoration.

F – Musical Activities:

These include folk arts, conducting, instrumental performance, composition, musical arrangement, rhythm, chanting, as well as physical and rhythmic expression. Such activities contribute to conveying academic content and facilitating its comprehension in an enjoyable and engaging manner. Music encompasses a wide range of activities associated with the development and refinement of all aspects of the student's personality and with achieving integrated growth.

G – Scout and Guide Activities:

The Scout and Guide Movement is regarded as an educational means that prepares boys and girls properly for life and provides them with appropriate training to enable them to assume responsibility for their future. Its philosophy aims to foster the development of good and responsible citizens, while its programs are closely connected with the environment. Its main areas include Scouts, Guides, Cub Scouts, and Brownies.

H – Scientific Activities:

Among the most important areas of scientific activities are scientific clubs, Young Inventors' Clubs, science competitions, computer activities, and laboratory activities. Scientific activities are considered among the most prominent contemporary educational activities, particularly in light of the rapid technological advancement imposed by the realities of the contemporary world and their close connection with the spirit of the age and its scientific orientations.

Environmental Life-Skills Activities:

These activities are concerned with various aspects of architectural heritage. They contribute to strengthening respect for human labor, appreciating workers, and developing creative competencies. They also aim to support and enrich life-skills education. Their areas include architectural heritage, traditional crafts, maintenance and cleaning campaigns, and handicraft professions (Arfa, 2010, pp. 30–31).

In general, extracurricular activities are numerous and diverse. They include oral activities through which students prepare themselves and develop skills beyond the classroom; reading activities; scientific presentations; experiments; educational trips; films; projects; scientific and literary societies; exhibitions; sports activities; scouting activities; social activities; environmental service activities; cultural activities; scientific activities; religious activities; musical activities; songs and theatrical activities; artistic activities; domestic activities; and vocational and handicraft activities, such as woodworking, sculpture, metalwork, leatherwork, bookbinding, painting and decoration, agricultural work, commercial activities, and many other forms of activity.

12 – Presentation and Analysis of the Content of Some Algerian School Textbooks and Their Role in Teaching Behavioral Values

12.1 – Values Through the Content Analysis of the Islamic Education Curriculum at the Middle-School Level

Developing a believer who is committed to his or her religion, knowledgeable about its rulings, adherent to its teachings, and proud of his or her faith.

Emphasizing certain aspects advocated by Islam through various situations and contexts.

Enabling students to understand that Islam was revealed to regulate people's personal affairs and their relationships with one another under all circumstances.

Enabling students to recognize the importance of Islamic acts of worship and ethical principles in promoting social solidarity.

Emphasizing that Islam encompasses faith, worship, conduct, and a means of addressing social problems.

Introducing students to some of the Prophet Muhammad's (peace be upon him) attitudes and practices, such as peace, brotherhood, consultation, and forgiveness when in a position of power.

Instilling good morals and positive social behaviors in students.

Instilling faith in students through both words and actions and enabling them to recognize the characteristics of a sincere believer.

Teaching students certain principles of Islamic jurisprudence, including family formation, child care, and the proper contract of sale.

Giving priority to the public interest and fostering a spirit of cooperation, unity, brotherhood, helping others, and courage in confronting injustice and oppression.

Raising awareness of the harmful effects of certain social problems and their impact on individuals and society, particularly their effects on social cohesion and the progress of its members.

12–2. Values through the Social Education Curriculum at the Middle School Level:

Raising students' awareness of the concept of human rights, explaining its various dimensions, educating them to respect these rights, encouraging them to uphold them, and preparing them to defend them through appropriate learning situations.

Introducing students to the administrative, social, and economic institutions in their country and highlighting their functions.

Awakening the meanings of loyalty and devotion to the homeland and to the principles of the 1 November Revolution.

Educating students to commit themselves to working toward the preservation of national unity.

Drawing students' attention to the importance of decentralization in administrative organization and making them aware of its advantages and benefits for both themselves and society.

Instilling a spirit of struggle and civic commitment in students in order to prepare them to assume responsibility, devote themselves to serving the homeland, and defend it.

Fostering a sense of pride among students in the prominent position occupied by the Algerian state in international forums and in its honorable positions toward just causes around the world.

Introducing students to the importance of family planning and highlighting the relationship between rapid demographic growth and economic and social development.

Preparing students to be capable of adopting positive attitudes toward the various life situations they encounter.

Providing students with basic economic concepts and principles and preparing them for integration into social life.

Training students to use the administrative documents commonly used in institutions and public administrations.

12–3. Values through the History Curriculum at the Middle School Level:

Familiarizing students with the stages of the historical development of Algeria and the other countries of the Maghreb.

Clarifying the impact of work and knowledge on human beings in improving their living conditions and transforming the characteristics of their geographical environment.

Highlighting the impact of cultural and religious values on human beings' ways of thinking and their interaction with the surrounding world.

Introducing students to the emergence and development of social systems, with particular emphasis on the impact of Islam on this development.

Highlighting the cultural and civilizational foundations of the Algerian people throughout history by introducing students to national heroes and prominent figures and emphasizing their scientific, cultural, artistic, political, and economic contributions to nation-building, the defense of its borders, and resistance to tyranny, injustice, and colonialism, as well as their struggle for independence.

Instilling authentic spiritual and cultural values.

Encouraging openness to human civilizations.

Educating children to love their homeland and raising their awareness of the role Algeria has played in the past and continues to play in the present, while convincing them of the necessity of defending the unity of the people and its fundamental components.

Respecting historical and cultural heritage, linking the past with the present, and anticipating the future.

Familiarizing students with the Algerian people's struggle for national unity and the restoration of independence, while correcting certain misconceptions.

Strengthening the spirit of sacrifice, selflessness, and struggle for the sake of the homeland by learning about the individuals who shaped its historical events and following their example.

Strengthening students' sense of belonging to the Arab and Islamic worlds and emphasizing the importance of human solidarity.

Developing students' cognitive skills at their various levels, including recalling and interpreting historical events, understanding the relationships between them, making objective judgments about them, and distinguishing between personal opinions and historical facts. **(Ben Dridi, 2007)**

Conclusion

In this paper, entitled "The Role of the Educational Curriculum in Promoting Values among School-Aged Children," it can be concluded that education in the contemporary era relies on

educational curricula developed by specialists in the field. Therefore, it is imperative for the educational system to design its curricula according to scientific approaches and the most recent educational theories, and to base them on a diverse range of values, including values of belonging, identity, religious, moral, social, and global values, as well as the values of the Algerian Democratic and Popular Republic, among others. These values are incorporated into educational content through textbooks and curricula, as well as through curricular and extracurricular activities, under the supervision and guidance of the teacher, who constitutes a fundamental component of the educational process.

Recommendations

Raising in-depth awareness of the importance of taking into consideration the objectives and purposes of educational curricula when implementing curricular and extracurricular activities throughout the teaching-learning process.

Activating educational curricula in the field through curricular and extracurricular activities, with the aim of translating values into actual practice within educational institutions.

The teacher is a key element in achieving educational objectives, as they are responsible for implementing the curriculum; therefore, appropriate support and professional development should be provided to them.

Teachers should be involved in the development and reform of educational curricula, as they are the actual implementers of these curricula and are best positioned to identify their weaknesses, deficiencies, and areas requiring improvement.

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