



UNIVERSITY OF GHARDAÏA

ELWAHAT

VOLUME 18 N°02 01 / 12 / 2025

JOURNAL
FOR RESEARCH
AND STUDIES



PISSN: 1112-7163
EISSN: 2588-1892

الجمهورية الجزائرية الديمقراطية الشعبية

وزارة التعليم العالي والبحث العلمي

جامعة غرداية



مجلة الواحات

للبحوث والدراسات

مجلة دولية أكاديمية محكمة نصف سنوية

تصدر عن جامعة

غرداية- الجزائر

المجلد 18 العدد 2

جمادى الثاني 1447 هـ / ديسمبر 2025 م

مجلة الواحات للبحوث والدراسات

الإيداع القانوني رقم: 2006/2763

P-ISSN:1112 – 7163

E-ISSN: 2588 – 1892

DOI Prefix : 10.54246

مجلة الواحات للبحوث والدراسات

<https://www.asjp.cerist.dz/en/PresentationRevue/2>

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A Gendered Study Exploring Politeness Strategies on Social Media: case of Algerian Youth

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Received: 22-07-2025

Accepted: 18-09-2025

Published: 01-12-2025

Abstract:

Language is subject to variation across individuals due to its dynamic nature. Among the key dimensions influencing linguistic variation is gender, with males and females often exhibiting distinct patterns of language use. Thus, one noticeable area where this variation emerges is in the expression of politeness. This study aims to explore gendered differences in the use of politeness strategies on social media, focusing specifically on Algerian youth. To investigate this phenomenon, a mixed-method approach was employed within a case study framework using a questionnaire and an interview to collect necessary data. The findings serve as evidence that gender plays a significant role in shaping online politeness strategies. While both genders strive to be polite, women tend to employ more overt expressions of politeness, whereas men often adopt more indirect or subtle forms. These findings reinforce the notion that gender-based linguistic variation is a persistent sociolinguistic reality, manifesting not only in offline communication but also within digital spaces.

Keywords: Algeria, Gender differences, Language variation, Male and Female, Politeness strategies, Social media, Sociolinguistics, Youth

1 Introduction:

Politeness strategies accompany human beings in their daily life interactions. Those are essential tools for people to navigate their ways out of a social situation. Although natural, politeness is in reality an intricate series of choices that are constantly made. Whether saying

something or keeping quiet, being overly direct or a bit more implicit, acting in a polite and socially acceptable way could be a true brain teaser. One thing that cannot be denied is the existing difference between males and females. When it comes to expressing politeness, the two genders show different approaches to the matter and tend to make their choices differently. Politeness is, thus, more than a matter of acting good mannered, it is about linguistic choice, a choice that differs according to gender.

Men and women use their linguistic abilities differently in real-life interactions, and the same applies to the virtual world they navigate. Gendered politeness extends to social media contexts where each party uses language in a thoughtful way. This raised interest around the issue of gendered politeness on social media. In order to investigate the issue, two research questions were formulated:

- 1- To what extent do male and female differ in their use of politeness on social media?
- 2- What types of politeness strategies are adopted by each gender in online communication?

The questions were addressed in hypothetical terms as follows:

1- There is a significant difference between males and females in both the frequency and manner of using politeness strategies on social media, with female users generally employing politeness more frequently and in more indirect ways than males.

2- Male and female adopt different types of politeness strategies in online communication, with females more inclined toward positive politeness (e.g., compliments, expressions of solidarity), while males tend to favour negative politeness or more direct, clear, and unambiguous communicative strategies.

1.1 Politeness Defined

Broadly speaking, politeness can be seen as a kind of behaviour that maintains good social harmony. In the reality, politeness is much more complex than that. It is not a matter of superficial courtesy but rather a reflection of social norms and expectations, culture, and intricate linguistic choices. Brown (2015) claims that “politeness is essentially a matter of taking into account the feelings of others as to how they should be interactionally treated” and highlighted that in order to ensure such thing, linguistic choice was a crucial element to be considered. As for a fact, caring about others’ feelings implies a delicate use of language where one would carefully formulate their ideas into something that would potentially not be misinterpreted, rude, or hurtful.

From a sociolinguistic and pragmatic perspective, many scholars attempted to define the concept of politeness in relation to language. Leech (1983: 81), states in relation to politeness that one has to “maximize the expression of polite beliefs, minimize the expression of impolite beliefs”. Yule (1996) finds that politeness could be seen as a fixed concept and that it was synonymous with etiquette, tact and overall sympathy which are all socially and culturally governed. On the other hand, Watts (2003) suggests that politeness was much more than the common sense knowledge of the concept which includes the context related, everyday expressions of politeness like saying “please” and “thank you” whenever required. Instead, he highlighted the importance of linguistic choices and says that politeness is strategically used to maintain face, an idea that was also approved of by Yule who claimed that politeness could also be about being aware and considerate of the other person’s face in an interaction, which often reflects a sense of respect.

1.2 Politeness Theory

When it came to the definition of politeness, different scholars gave different points of view on the matter. However, a majority acknowledged the existence of the concept of ‘face’ which is closely related to politeness. The idea of ‘face’ was initially introduced by Goffman (1967) which was later adopted by Brown and Levinson (1978) in their politeness theory. In fact, face is about the desired self-image of a person and the way they want to be seen. It is the public image that one presents and strives to maintain in a social interaction to avoid conflict or embarrassment. The two scholars, developed the idea of face into positive face, the desire to be appreciated and negative face which represents the desire to be independent and not imposed upon. Therefore, in a social interaction, people make use of politeness strategies to protect those faces and minimize what Brown and Levinson called face threatening acts (FTA) i.e. any utterance or comportment that would violate either types of face that the person is trying to protect. Those strategies include on-record, positive politeness, negative politeness, off-record, not doing the FTA, a kind of spectrum that allows people to pick the desired level to avoid a FTA situation. So, the scholars provided a theoretical framework and a clear explanation over the way people act in daily interactions while trying to save their face as well as that of the person in front of them.

1.3 Politeness and Gender

Despite being closely related to culture and society; politeness may also be shaped by gender. In fact, social norms impose certain stereotypes and expectations that differ for men and women even when it comes to expressions of politeness. Politeness is not only a matter of social norms but also gender roles. This issue was of paramount importance in sociolinguistics and led scholars such as Robin Lakoff (1975), the pioneer of the field of language and gender, to take a closer look at it. When it comes to politeness, Lakoff suggests that conventionally speaking, women usually have an unclear, indirect, repetitious and meandering speech while men show the

complete opposite. This shows that women tend to be politer than men and this is distinguishable from a very early age.

Lakoff (1975) finds that women tend to use a more formal, hypercorrect, and ‘super polite’ language which is not the case of men who tend to be more casual with the use of more slang forms. She noted that within female exclusive groups, some women may use some forms of camaraderie similarly to men but that in mixed groups this feature completely vanishes away. Moreover, women are more prone to use tag questions and hedges which reflects their social inferiority to men who tend to be seen as more powerful and thus more eligible to use a direct and assertive language. This view reflects the social expectations that treat women as inferior to men with a restricted social role.

Sekhri (2022) conducted a gendered linguistic study within the Algerian speech community. Her research unveiled that men and women do not talk the same and this is particularly the case when it comes to expressing forms of politeness. The researcher states that generally speaking, men tend to treat language as a simple communicative tool to get things done. On the other hand, women value social relationships and acknowledge the fact that language is a means to preserve good relations thus they are more formal and extremely polite especially when it comes to requesting or complimenting. Therefore, it is safe to say that women are more polite than men and are more caring over their interlocutor’s feelings as they carefully choose their words to achieve their ends.

Overall, previous works on language and gender clearly show the differences between men and women particularly when it comes to linguistic choices. In their day to day interactions, women seem to be politer and considerate of their as well as their addressees’ face while men tend to be more casual and direct as they focus more on getting things done or directly conveying their ideas. This difference of politeness level is most certainly a reflection of social expectations

and norms which usually are hyper-fixated on women's comportment rather than men's. However, it is interesting to see whether those differences are also reflected on the virtual worlds of social media.

2 Methodology and Data Analysis

This section will deal with the practical aspect of the research work by shedding the light on the employed methodology as well as the data analysis and interpretation.

2.1 Methodology

This paper investigates the issue of the use of politeness strategies on social media platforms and the influence of gender on such linguistic choices. As an attempt to answer such concerns, a mixed method approach was employed in order to explore the issue by collecting both qualitative and quantitative data. A case study was put in place a research method. This one was exploratory single instrumental and embedded as the case was divided into two groups corresponding to the two genders. Concerning the sample, a number of 30 young Algerian people took part in the research by answering an online questionnaire and an interview. They were equally divided into male and female groups in order to analyse data.

In order to collect enough data to talk about the issue at hand, the researcher employed two research tools. First, an online questionnaire was administered. The questionnaire included a mixture of questions that allowed the collection of different kinds of data. The answers were later analysed quantitatively and qualitatively and some graphic representations were provided to summarize the findings. Next, a semi-structured interview was used which allowed the participants to talk freely about the topic. The collected results were also analysed and summarized.

2.2 Data Analysis

This section is concerned with the quantitative and qualitative data analysis as well as a comprehensive data interpretation.

2.2.1 Questionnaire Analysis

In order to collect sufficient data around the studied issue, a questionnaire was administered to a number of young Algerian guys and girls with ages ranging from 20 to 35 years old. The collected data was carefully analyzed and summarized as follows.

Q1: Which social media platforms do you use daily?

In order to identify the most used social media platforms according to the participants, this question was formulated. The answers revealed that the most used platform among Algerians of all ages was Facebook/ Messenger with a rate of 38.46%, followed by Instagram with 34.61%. 19.23% of the informants prefer TikTok, a platform that was mostly selected by the youngest participants of the group. Only a minority of 7.68% chose other options like Reddit and Telegram.

Table1. The Most Used Social Media Platforms by Algerian Youth

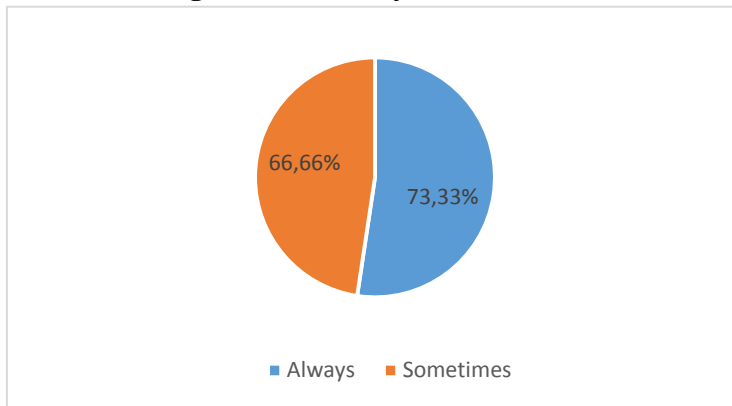
| Application | Number | Percentage |
|--------------------|--------|------------|
| Facebook/Messenger | 20 | 38.46% |
| Instagram | 18 | 34.61% |
| TikTok | 10 | 19.23% |
| Others | 4 | 7.68% |
| Total | 52 | 100% |

Source: SELKA Meryem & KAID SLIMANE Hynd (2025), A Gendered Analysis Exploring Politeness Strategies on Social Media: case of Algerian Youth, page 5

Q2: How often do you use social media?

In order to have an idea about the frequency of use of social media, the participants were asked to select one of the offered options. Both genders mostly selected 'always' (73.33%) as they considered they used social media pretty frequently. 66.66% of the male participants claimed to always use social media while the remaining 33.33% claimed to use it sometimes. For the females, 80% always use social media while 20% use it sometimes

Fig1. Level of Daily Use of Social Media



Source: SELKA Meryem & KAID SLIMANE Hynd (2025), A Gendered Analysis Exploring Politeness Strategies on Social Media: case of Algerian Youth, page 6

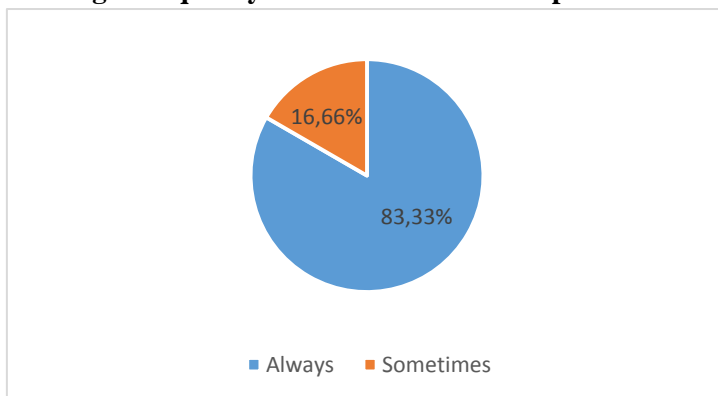
Table2. Level of Daily Use of Social Media According to Gender.

| Gender | Male | Female |
|------------------|----------------|-------------|
| Always | 66.66% (n= 10) | 80% (n=12) |
| Sometimes | 33.33% (n=5) | 20% (n=3) |
| Total | 100% (n=15) | 100% (n=15) |

Source: Ms. SELKA Meryem & Dr. KAID SLIMANE Hynd (2025), A Gendered Analysis Exploring Politeness Strategies on Social Media: case of Algerian Youth, page 6

Q3: How often do you use politeness expressions on social media?

The participants were asked this question to know if they are prone to using expressions like ‘please’, ‘thank you’, ‘sorry’, even on social media. The results showed that the majority of the participants (83.33%) always use these kinds of expressions while 16.66% said they used them sometimes. According to gender, there were equal proportions i.e. no gender influence as both males and females selected ‘always’ with a rate of 80% while 20% selected ‘sometimes’ as their answer.

Fig2.Frequency of Use of Politeness Expressions

Source: Ms. SELKA Meryem&Dr. KAID SLIMANE Hynd (2025), A Gendered Analysis Exploring Politeness Strategies on Social Media: case of Algerian Youth, page 6

Table3. Frequency of Use of Politeness Expressions According to Gender.

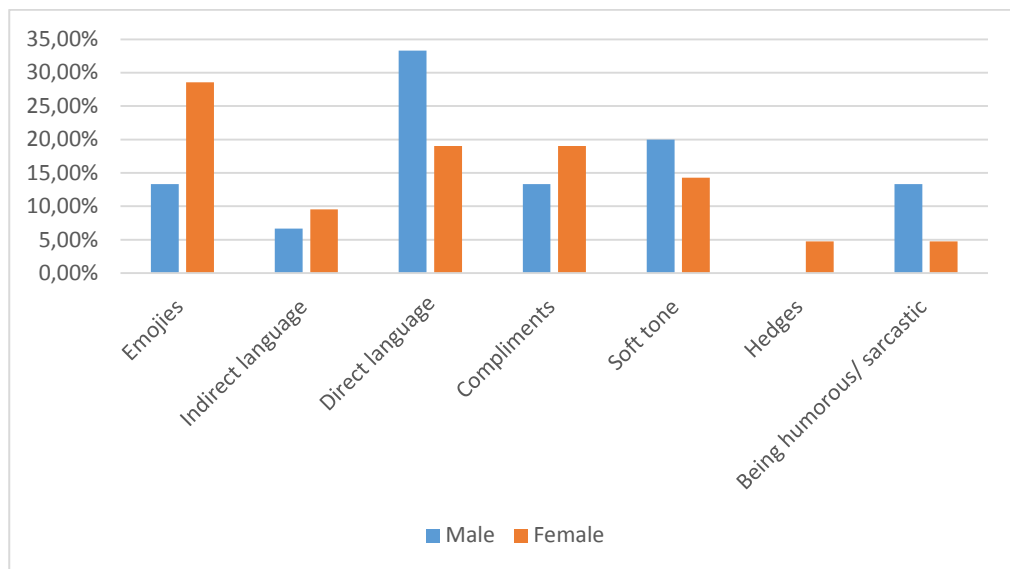
| Gender | Male | Female |
|------------------|-------------|-------------|
| Always | 80% (n=12) | 80% (n=12) |
| Sometimes | 20% (n=3) | 20% (n=3) |
| Total | 100% (n=15) | 100% (n=15) |

Source: Ms. SELKA Meryem&Dr. KAID SLIMANE Hynd (2025), A Gendered Analysis Exploring Politeness Strategies on Social Media: case of Algerian Youth, page 7

Q4: What strategies do you use to be polite on social media?

In order to see if males and females use more or less the same of different politeness strategies, the participants were asked to answer this question. when it comes to males, most of the participants claimed that they used direct language as their main politeness strategy with a rate of 33.33%. Other informants 20% claim to use a soft tone, while some use emojis, compliments, and humor with equal rates of 13.33% respectfully. Only a minority 6.66% use an indirect language. On the other hand, females claim to mostly use emojis as a way to express politeness with a rate of 28.57%. A large number of female informants use compliments and direct language on social media with equal rates of 19.04% for each. 14.28% claimed to use a soft tone while a score of 9.52% was obtained for the use of indirect language. Finally, equal rates of 4.76% were obtained for both the use of hedges and humor as a politeness strategy.

Fig3.Gender and Most Used Politeness Strategies on Social Media



Source: Ms. SELKA Meryem&Dr. KAID SLIMANE Hynd (2025), A Gendered Analysis Exploring Politeness Strategies on Social Media: case of Algerian Youth, page 7

Q5: Do you adapt your level of politeness according to the person you are speaking to?

This question was asked to gain insights into whether the addressee plays a vital role into shaping the level of politeness of the speaker. Regardless of gender, both males and females mostly agreed that the level of politeness does have a lot to do the person they are speaking to even on social media. The participants revealed that social media is a reflection of the real world thus, if one tends to adapt their politeness level on a daily basis they would certainly do so on social media as well in a kind of unplanned and natural way. Also, the informants claimed that it was important to do so mostly because they do not know the person that much and would fear misunderstandings and wrong interpretations which often happens on social media. Some male participants, however, suggested that they were less likely to adapt their language and politeness level and that they treated everyone the same, while another participant claimed that he would “match the other’s energy” meaning that their politeness level would depend on the other person’s politeness.

Q6: Do you think that men and women use different politeness strategies on social media?

As for to know whether the participants are aware of differences between men and women particularly when it comes to politeness strategies, this question was formulated. The informants’ answers showed that for the most part, both genders consider that men and women are different and this transcends even to the application of politeness strategies on social media. For the female participants, men and women do not talk the same and it even applies to politeness strategies. In fact, women tend to be described as softer, significantly intimate and more considerate of other’s feelings. They are seen as emotional creatures. Also, women tend to be polite to everyone and anyone. On the other hand, men are seen as less afraid of being called ‘rude’ as they are less careful of their public self-image. Moreover,

men usually seem polite with people they do not know on a personal level and are less careful, more casual and sarcastic especially around close friends. From the males' gaze, men tend to associate politeness to the addressee, if they consider that the other person deserves to act polite around them they will. But globally speaking, men consider that politeness strategies are not a matter of gender but rather a matter of education and principals. This means that men consider that they will naturally act politely in whatever shape or form they consider suitable to the situation. Nevertheless, they are very considerate of the way the person in front will act. If they feel a bit of rudeness, they would not fear to act the same way.

Q7: Is politeness on social media really important? Why?

This question reveals whether, nowadays, politeness is still something to be considered even on social media. The informants unanimously agreed that politeness was a very important parameter in life in general. Since social media is only a reflection of what could happen in real life, politeness remains a highly significant. In fact, both genders consider politeness as a major element to keep harmony, peace and foster a good socialization on social media. Being polite on social media is only a reflection of the person's true character, thus omitting politeness from one's speech would create a kind of misunderstanding and even uncontrollable wildness. Moreover, it helps preserve self-image. Social media is a parallel diffusion of real life. The people one can talk to on social media are real, their experiences are real, and their existence is real. Hence, their experiences on social media are real too, seeing someone act impolitely on social media would create the same kind of disturbance that one could feel if they saw the same scene in real life. Therefore, it is of paramount importance to coexist politely and humanely and enhance digital morals as much as it is important to be in real life.

Q8: Do you think that people are less polite on social media than in real life? Explain.

In order to see to which degree is ‘face’ preserved, the informants were asked whether the level of politeness is lower on social media when compared to real life. The results showed that all of the informants regardless of gender consider that there is some part of truth to the statement. In fact, many informants claimed that people tend to be less polite on social media because they are protected by their screens and sometimes even unknown usernames. This gives them a sense of power. Moreover, on social media, people are less likely to bump into each other again, whether it be in real life or in another comment section, therefore, they feel less restricted. In a way, their ‘face’ is protected by the screens that separate every user from the other, a separation that can sometimes be misused.

2.2.2 Interview Analysis

In an attempt to ensure the reliability of the previously collected data thanks to the questionnaire as well as to get more qualitative data and a further insight into the topic, the use of an additional tool was required. A semi structured interview was conducted with 6 youthful Algerian guys and girls. The participants had to answer a few questions that revealed the way youngsters express politeness on social media and how gender influences their actions.

Q1: Do you use politeness strategies online?

As a first question, the participants were asked whether they made use of politeness strategies on social media to see if they gave importance to politeness even in the virtual world. Regardless of their gender, all of the participants agreed that politeness mattered whether in real life or in social media. politeness reflects one’s true character. If a person is rude on social media, they most certainly are in real interactions as well. The participants said that they often would use politeness expressions like /sahjiit/ ‘thank you’ or /Allah iXəliik/

‘please’ whenever needed, or give compliments. Female participants seemed to give frank and straight forward compliments like /ziitthəbbəl/ or /Xerjetpɔpia/ ‘you look amazing’ while men were more reserved /artist sa7bi/ ‘you look good’ or /sa7iit/ ‘nice job’.

Q2: Are there particular situations where you try to be more polite?

In order to see if the addressee plays a role on the person’s level of politeness, the participants were asked this question. The answers revealed that, regardless of gender, both guys and girls tend to adapt their level of politeness according to the person they are conversing with, even on social media. The participants admitted that it was a natural, unplanned reaction and a kind of reflection of what they would have done in a real life interaction. Some guys mentioned that they would adapt their speech if speaking to a girl versus speaking to a guy by fear that girls would not accept the highly explicit and crude language that guys may use with each other. Girls, on the other hand, consider that they usually are polite no matter the situation but they do emphasize their politeness when speaking with a stranger or an older person.

Q3: Do you think that your gender influences how you express politeness?

This question was formulated to see if the participants were aware of the influence of gender on language use, particularly regarding politeness. The results showed that the informants mostly acted the way they did in an unconscious way and linked their polite speech to their education saying that they were always raised that way. However, female participants seemed more attached to those values compared to males who would not hesitate to use a harsher tone if needed.

Q4: Have you ever adapted your online communication style to align with gender norms or expectations? In which ways?

The final question focused on social norms and expectations towards each gender when it comes to language use and expressing politeness. Here, female participants claimed that they sometimes did. Although they usually act politely anyway regardless of the situation, sometimes, they feel restricted by social expectations and the famous ‘what would people say’. An interviewee claimed that she felt the urge to insult someone back in the comments if they were rude to her but would stop herself by fear of judgement. She stated “what is posted on social media will always remain there or at least some trace of it. This could ruin your whole image if the wrong people see it”. Girls also claimed that they usually have to show a feminine image to the world and are expected to be soft and gentle even in situations they don’t feel like it by fear of being categorized as impolite. Male participants however did not give much importance to social norms and did not feel as pressured. They claimed that they acted in whatever way they felt like depending on the situation. They are mostly polite but can easily turn tables if the situation required it.

2.2.3 Discussion

From the collected data, a few ideas could be deduced regarding the issue of politeness on social media according to gender. The administered questionnaire revealed that the idea of ‘face’ although not commonly shared by everyone is still something that people pay close attention to even if it seems unconscious. Women tend to be more careful with this because of social beliefs that shape the way they act whether in real life or on social media. Different politeness strategies can be employed by either genders. People do acknowledge that the two genders have their preferences but the use of different options remains an unconscious matter. As for a fact, men and women tend to lean towards different strategies with women opting for a softer tone, emojis and compliments while men prefer to use a direct language.

From the interview, the idea of politeness on social media is grasped by both genders, although they may have different ways to express it as well as different perceptions of it. While men seem to be direct and honest, women may find softer ways to express their true feelings. However, when it comes to being vulnerable and showing appreciation and giving compliments, women are more open while men tend to hide their feelings. Both genders expressed the importance of politeness even on virtual interactions as those only reflect what a person is capable of doing in real life. Therefore, people tend to be polite and try to save face even if their 'face' is hidden behind a screen. However, females are more concerned about their 'face' and are more careful when it comes to social expectations while men are not afraid of saying what they think out loud.

Finally, social media is not much different from a real life interaction. Whether people are separated by simple screens, kilometers or continents, both men and women care about self-image and politeness even if they express it according to their own preferences. Politeness remains a crucial part of everyday speech and interactions even within virtual connections on social media.

3 Conclusion

This article explores the use of politeness strategies on social media in relation to gender as a social variable among youthful Algerians. The study included a number of young Algerian males and females who took part of the investigation to determine whether gendered differences in language use truly exist, particularly when it comes to being polite on social media. The results showed that men and women do show different ways of expressing politeness. In fact, both consider that politeness is a highly important thing that must be preserved even in virtual interactions. When it comes to politeness strategies, males tend to be direct and clear employing a straight-to-the-point kind of language. Alternatively, women seem to be more soft and thus use positive politeness strategies including giving compliments as well as an indirect language that strongly focuses on the other person's feelings. Therefore, women are very often polite

with almost everyone and in every situation while men tend to adapt their politeness to the situation itself. All in all, men and women are entirely different, even in language use. Both genders can be polite but each expresses politeness in their own unique way.

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A Socio-Conceptual Reading of the Reality and Landscape of Digital Citizenship

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Received: 31-07-2025

Accepted: 10-10-2025

Published: 01-12-2025

Abstract:

Digital citizenship has gained growing attention in contemporary sociology due to the digital revolution and the rapid advancement of communication technologies. These developments have introduced new notions of identity and behavior in the digital space. This article adopts a socio-conceptual approach, grounded in Marc Prensky's concept of the "digital native," to examine digital citizenship as a set of behaviors and standards guiding ethical, responsible, and safe technology use. It highlights key dimensions and challenges of digital citizenship, particularly amid the strong influence of social media on youth. The article concludes with practical recommendations to encourage conscious and constructive engagement on digital platforms.

Keywords: Digital citizenship, Digital behavior, Digital space, Social media, Youth and technology

1. Introduction:

One of the key indicators of advancement in modern societies is the increasing level of citizenship among individuals, groups, and

institutions. Citizenship, in this context, represents a comprehensive concept encompassing the principles, values, ideologies, and philosophies that define a society. High levels of citizenship reflect a heightened degree of social and political maturity and awareness that go beyond mere legal affiliation to the state. They embody the individual's recognition of their rights and responsibilities toward their society and environment through active, positive participation in promoting social development, cohesion, progress, and stability.

In light of the rapid social and cultural transformations shaped by the dominance of technology—particularly with the emergence of new digital platforms and the widespread influence of social media—citizenship has resurfaced as a central concept, though no longer in its traditional sense. Rather, it has taken on a new dimension shaped by the very tools and technologies that define interaction and communication in today's world. This shift has brought to the forefront the concept of *digital citizenship*, a natural and complementary extension of traditional citizenship.

Marc Prensky, an American technology expert, coined the term *digital native* to describe individuals who were born into the digital era and have been immersed in digital technologies since early childhood, making these tools an integral part of their daily lives. This digital evolution has given rise to a generation of *digital citizens*—individuals who adopt various technological practices to contribute to the advancement of their nations.

Digital citizenship refers to a set of norms and standards that guide both individual and collective behavior in the digital world. It defines how technology and the internet should be used ethically, safely, and legally, based on principles of responsible, optimal, and conscious usage in the modern age.

All of this necessitates a deeper exploration of the concept of digital citizenship: its definitions, dimensions, objectives, significance, as well as the challenges it faces and the influence of social media on its development. The article also examines the main fields of digital citizenship and concludes with practical recommendations for its application on social networking platforms.

Before defining *digital citizenship*, we will first clarify the notion of the *digital citizen*.

2. Defining the Digital Citizen:

A digital citizen is characterized by the ability to use information and communication technologies effectively for research purposes and to seek out practical opportunities that yield impact. This individual is literate not only in traditional reading and writing but also in digital symbols and electronic texts, which they actively employ within the digital space. A digital citizen communicates positively with others through various technological means, participates in diverse activities, and manages their time efficiently. (Nagy , 2019, p 71)

The digital citizen is someone who has grown up alongside the rise of digital technologies—intuitively understanding them as part of the so-called "digital generation." A digital citizen is also defined as an individual who uses the internet regularly and effectively, was born during or after the technological revolution, and has developed the awareness and knowledge necessary to engage with technology meaningfully. One is described as a digital citizen when they demonstrate competence in using digital devices. (AlKahtani, 2018, p.26)

-Asman Gungoren summarized the characteristics of the digital citizen as reflected in their respect for the cultural values of societies within the digital environment, their understanding of human, cultural, and social issues related to technology, their adherence to legal and ethical behavior, their secure and lawful use of digital tools, their responsibility toward digital information, and their engagement in leadership initiatives in digital citizenship. (İşman & Güngören, 2014, p.p73-77)

- Al-Qahtani further emphasized the distinct characteristics of the digital citizen, describing them as individuals who uphold ethical behavior, enjoy freedom of expression, respect privacy in the digital world, and take a stand against cyberbullying. (AlKahtani, 2018, p.p 57-97)

3. Definition of Digital Citizenship: Starting with the Concept of Citizenship:

3.1. Definition of Citizenship:

The linguistic origin of the term *citizenship* in Western civilization raises questions about the appropriateness of its equivalent in Arabic (*muwatana*) to convey the same conceptual meaning. According to *Al-Mu'jam Al-Wajiz* (The Concise Lexicon), the term *muwatana* is derived from the root “waṭana – yaṭīnu – waṭanan,” meaning “to settle in a place” or “to reside.” The verb *awṭana* refers to the act of taking a place as a homeland. *Wāṭana nafsahu ‘ala al-amr* means “he committed himself to something,” and *tawaṭṭana* indicates “settling or preparing oneself.” *Al-mawṭin* denotes any place where a person resides, and *al-waṭan* refers to the place of one’s residence or home, whether it is one’s birthplace or not. Its plural is *awṭān* (homelands). (Zayed, 2011, p 34)

It is clear from the above that the term *citizenship* (*muwāṭana*) is linguistically derived from the Arabic root *waṭana* or the expression *waṭana bil-makān*, which means "to reside in a place." The verb *awṭanahu ‘alā al-amr* conveys the sense of internalizing an action and consenting to it. (Arabic Language Academy, 2004; p1042)

Hilal and others define it from a psychological perspective as the feeling of belonging and loyalty to the homeland and political leadership, which represents a source of satisfaction for basic needs and a means of self-protection against existential threats.(Hilal,2000,p 25)

Citizenship is a lived practice exercised by the citizen, who fulfills their duties in exchange for receiving the rights guaranteed by the constitution and the law. It reflects the bond and mutual commitment between the individual and the state, enabling the citizen to integrate into society and participate actively and positively at all human and social levels, driven by a strong sense of belonging, loyalty, and love for their homeland.

Effective citizenship pertains to social processes and community practices, and is closely linked to both formal and informal social institutions such as schools and families, as well as

informal entities like media, peer groups, and neighbors. Citizenship involves individuals performing complex roles as producers and consumers of goods and services, contributing to the economy and cultural development, while also engaging in social and personal development and enhancing their professional lives. (ElKhoulie,2012,p27)

Citizenship also refers to the mutual obligations between the individual and the state, highlighting the rights and duties of both parties. It represents a status or social relationship between an individual and a political community—a relationship defined by the laws of the state, encompassing rights and responsibilities for both the individual and the state. (Abdel-Kawi, 2016; p. 399)

3.2. Dimensions of Citizenship:

Citizenship encompasses several dimensions, including—among others—the social, political, legal, and cultural-behavioral dimensions, which can be summarized as follows:

3.2.1. The Social Dimension:

The individual's identification with the homeland is rooted in a sense of belonging to a group of people within a defined and internally and externally recognized geographic space. This sense of belonging represents an effort to construct identity, which in turn informs one's loyalty based on their understanding of that identity and its characteristics.

3.2.2. The Political Dimension:

Today, citizenship is increasingly understood as a form of civic behavior involving active and daily participation in community life, rather than merely a legal status linked to the granting of nationality. A good citizen engages fully in public life, including the right to form political parties, to protest and assemble, and to contribute to shaping the political system.

3.2.3. The Legal Dimension:

This dimension refers to a set of rights and freedoms that citizens should enjoy without restrictions, except those imposed by the community. Legally, citizenship implies a relationship between the citizen and the state as a geopolitical entity governed by constitutional

and legal texts. These legal frameworks establish, on the basis of equality, the various rights and duties of individuals toward society, as well as the mechanisms through which these rights are exercised and duties fulfilled. Nationality is often considered the primary criterion for defining who is a citizen, and upon it rest all associated political, civil, economic, and social rights and obligations.

3.2.4. The Cultural–Behavioral Dimension:

The practical exercise of citizenship is closely linked to the prevailing cultural system within a society. Customs, values, traditions, and social norms contribute—often unconsciously—to the integration of the individual into social life. These cultural elements shape the conditions under which rights and duties are understood and practiced on the ground.(Aljazzar,2014,p401)

4. Digital Citizenship:

The concept of digital citizenship is considered one of the contemporary notions that emerged in parallel with the rise of social networking platforms. Numerous factors influence digital citizenship, which is regarded as a set of competencies that should be cultivated among students within educational settings. These competencies are shaped by digital tools in general, and by social media in particular. They include the importance of acquiring digital security skills, fostering intellectual resilience, developing essential digital literacy skills, mastering the art of dialogue, promoting mutual understanding and tolerance, rejecting rumors, combating cybercrime, and distancing oneself from deviant ideologies.(Al-Qahtani & Yahya, 2018, p86)

Mike Ribble and his colleagues define digital citizenship as: “The norms of appropriate, responsible behavior with regard to technology use.” Four years later, he offered a more developed definition of digital citizenship as “Students’ understanding of human, cultural, and societal issues related to technology, and their practice of legal and ethical behavior in relation to it.” (Ribble, & Bailey, 2007, pp 6-7)

Digital citizenship, as defined by Mossberger et al. (2008), is the use of technological resources to accomplish tasks and responsibilities related to the individual and their nation. A digital citizen is someone who possesses the ability to read, write,

comprehend, and navigate through information available via modern technological means.

Digital citizenship is also defined as: *“a set of standards, principles, and methods that an individual must possess while interacting with others through digital tools and platforms, such as email, blogs, and information networks like Facebook, Twitter, WhatsApp, and other forms of social media”* (Mossberger, & Caroline & Ramona, 2008, p103)

"Digital Citizenship is defined by the Social Encyclopedia as a set of behavioral norms governing the use of various technologies for electronic information exchange, full digital participation in society, and online commercial transactions"

5. Objectives of Digital Citizenship:

1- Promoting a culture of civilized engagement with advanced technology and awareness of the legal dimensions of its use.

2- Integrating into digital life to participate in social, educational, cultural, and economic activities.

3- Harnessing technology, modern digital communication, and work skills, and using them safely in the information age to maximize professional, academic, social, cultural, and spiritual benefits—thus enhancing communities’ chances of success across various aspects of life.

4-Reinforcing respect for the concepts of privacy and freedom of expression in the digital world while linking them to national identity.

5-Adopting a preventive policy against the risks of technology and a motivational approach to optimize its benefits.

6- Emphasizing the positive aspect of the digital revolution, which opens broad horizons of hope for the citizen's future.

7- Raising awareness of rights, duties, and responsibilities in the digital world.

8-Encouraging positive and effective participation in the digital world to contribute to the advancement of society.

9- Preparing students to face the challenges of the digital world with

confidence, competence, and innovative approaches. 10- Fostering teaching and learning through the use of digital technologies (Abdel-Raouf,2018,pp93-94).

6.The Importance of Digital Citizenship:

The importance of digital citizenship lies in its ability to guide ethical digital behavior and promote meaningful engagement with real-life issues. It plays a crucial role in shaping individuals—especially from childhood—who can critically understand the cultural, social, and human dimensions of technology. One example of this is (Al-Musallamani,2014; pp 37-38):

- Safe practice and the responsible, legal, and ethical use of information and technology.
- Adopting positive behaviors in technology use, characterized by collaboration, learning, and productivity.
- Assuming personal responsibility for lifelong learning.
- Digital citizenship contributes to preparing individuals capable of positive and effective participation in the development and advancement of society.

The growing importance of digital citizenship in the present era stems from several key reasons:

- The increasing rate of crimes associated with the use of modern technological devices, such as bank account hacking, cyber extremism and terrorism, and digital espionage.
- Users' deviation from the primary and constructive purposes of modern technology, manifesting in phenomena such as digital drugs, electronic addiction, and neglect of social responsibilities.
- The emergence of negative habits related to modern communication tools, such as walking while using mobile phones, or using phones in inappropriate or restricted places.
- The appearance of physical and psychological health issues, including eye dryness, joint pain due to poor posture, and psychological conditions like withdrawal and social isolation—especially among those addicted to digital devices.

- Significant time loss in front of electronic screens, which has negatively impacted overall productivity.
- Electronic addiction, where technology no longer simply serves us but, rather, directs our behavior—even shaping public opinion.

(El-Moghawi ,2017,pp42-43)

7. The Nature and Classification of Exchanged Information in the Context of Digital Citizenship:

As a digital citizen, the individual participates in a continuous exchange of information within virtual environments. In this participatory context, computers and the internet often act as modern tools of surveillance, collecting digital data from various users—reminiscent of traditional espionage practices. In response, many countries have established centers and developed software systems dedicated to automated network surveillance, aiming to obtain both communication and data-related information. Accordingly, members of society must be aware of the value of the information they disseminate and ensure it is framed within boundaries of respect, privacy, and particularly, protection of personal data.

The information exchanged within digital citizenship can be classified into five major categories:

- Social Information:

This refers to sensitive data on a society's social and class structure, including political and religious affiliations, education, public health, minority groups, and human rights—information vital to the societal identity and potentially exploitable for conflict.

- Intellectual and Political Information:

This category covers data on political and intellectual elites, including leaders, ministers, activists, and journalists. Such information can be used to influence their positions, potentially reshaping national policy and political discourse.

- Economic and Service-related Information:

This includes data on economic conditions and public services—such as education, healthcare, banking, and investment—which constitute the foundation of a state's functionality and sustainability.

Scientific and Research Information: Scientific and research information includes data on academic research, innovation, methodologies, and researcher profiles, including their affiliations and working conditions within key institutions and industries.

- Military and Security Information:

This refers to data about military organization and structure, personnel numbers, training qualifications, weaponry, deployment strategies, and internal security systems, including intelligence services and other security agencies. (Aljazzar,2014,pp404-405)

8. The Main Challenges and Difficulties Facing Digital Citizenship:

Despite the opportunities and enabling environments offered by the virtual space to realize and embody the principles of digital citizenship, this concept still faces numerous challenges and difficulties in terms of practice and implementation. These challenges span both intangible cultural dimensions and tangible material factors, as detailed below:

8.1. Cultural and Intangible Challenges:

While digital citizenship fosters diversity, it also reveals cultural and civilizational tensions shaped by globalization. A key challenge lies in the "technology culture"—its accessibility, societal integration, and awareness—highlighted by the digital divide between developed and developing countries

8.2. Material Challenges:

These challenges involve inadequate infrastructure, limited digital access, and disparities in user skills and digital literacy. In many developing countries, poor connectivity, government restrictions, and language barriers exacerbate the digital divide and hinder broad societal integration into the digital environment. (Al-Kout,2015,pp71-72)

9. The Impact of Social Media on Digital Citizenship:

9.1. Positive Impacts:

Digital citizenship has introduced a new positive dimension to the lives of millions of people, bringing about cultural, social, political, and economic transformations across entire societies—primarily

through the influence of social media platforms. Among the most significant positive effects are the following:

- **Promoting Citizenship Values Among Individuals**

Social media can serve as a powerful communication tool for government institutions and influential public figures to highlight national achievements and reinforce civic values on a wide scale. These platforms help instill patriotic principles either directly or indirectly across broad segments of their user base.

- **A Window to the World**

Millions of users from both Arab and non-Arab societies have found in social networks an open window to explore global ideas, values, and cultures freely and interactively.

- **Opportunities for Self-Empowerment**

For individuals who lack opportunities to express themselves or establish an identity in their local communities, social media offers a digital space to build and present a globalized self-image through personal profiles and interactions.

- **Greater Openness to Others**

Interacting with individuals of different religions, beliefs, cultures, traditions, races, and appearances on social platforms fosters acceptance and intercultural dialogue. These connections may be local or span thousands of miles across different continents, reinforcing mutual understanding and respect.

- **A Platform for Diverse Opinions**

One of the defining features of digital citizenship is the freedom to contribute content that reflects personal beliefs and viewpoints, even if they differ from others. Social media thus functions as a powerful tool for expressing personal attitudes, orientations, and stances toward various social and political issues.

- **Reducing the Clash of Civilizations**

Digital citizenship helps ease cultural tensions linked to globalization by fostering shared communication norms on social media. It enables a more authentic representation of Arab perspectives to Western audiences, promoting mutual understanding across individuals, communities, and nations.

- **Strengthening Family Bonds**

With the advancement of communication technologies, it has become easier for families to stay connected and updated on each other's lives through social media platforms. These tools are often more affordable than traditional means of communication, thus encouraging more frequent and meaningful interaction among family members.

- **Providing a Valuable Opportunity to Reconnect with Old Friends**

Social media platforms offer users the ability to search for and reconnect with former schoolmates or colleagues whose contact has been lost due to distance or the demands of daily life. This rekindling of past relationships contributes to social cohesion and personal well-being.

(Al-Salmi, 2020; pp12-13)

9.2. Negative Impacts

Just as digital citizenship brings positive effects. It also carries significant negative consequences—making it a double-edged sword. Among these negative impacts are:

- **Reduced face-to-face interpersonal communication skills**

While social media platforms facilitate easy communication, they tend to reduce the time spent on direct personal interactions. Verbal communication skills differ greatly from digital ones. In real life, initiating or ending conversations is more complex than simply clicking a "cancel" button.

- **Time-wasting**

The constantly evolving features and services offered by these platforms are often so engaging that users may lose track of time completely.

- **Addiction to social media**

Frequent use of social networking sites as a primary daily activity can make it extremely difficult to quit or replace the habit. These platforms often fill extended periods of free time, making them particularly addictive.

- **Erosion of Arab cultural identity and its replacement with a globalized digital identity**

Cultural globalization, viewed by many as a major negative consequence of social media, can undermine local traditions and values.

- **Lack of privacy**

Social platforms pose significant privacy risks, especially for youth, potentially leading to emotional harm or financial exploitation. Personal data and shared content can be misused for defamation, manipulation, or ideological influence.

- **Formation of suspicious or exaggerated friendships**

The term "friend" is often loosely applied online, even though true friendships take time to develop. This environment can foster connections with suspicious individuals or those with harmful intentions.

- **Identity theft and impersonation**

Many users remain anonymous or conceal their true identities, which allows some to engage in impersonation, blackmail, spreading misinformation, or organizing illegal activities (such as prostitution, theft, or kidnapping). It also facilitates recruitment by extremist or terrorist groups—an alarming trend on social media networks.

- **Threats to intellectual security**

Social platforms often expose users to content from vastly different cultures, which can influence values and beliefs, leading to conflicting or radical ideologies. This threatens the intellectual and cultural security of individuals and communities, particularly among youth lacking cultural and national awareness.

- **Conceptual confusion and ideological distortion**

As misguided concepts and terminology spread through social platforms, users may adopt terms without understanding their true meanings—fueling sectarianism or extremism. Misconceptions like “jihad in Muslim lands” may be used to manipulate youth and destabilize communities.

- **A tool for spreading violence and extremism:**

Extremist groups exploit social media to spread propaganda and recruit followers through emotional appeals. They manipulate political and social frustrations, particularly among disillusioned youth, leading to violence and actions that contradict authentic religious teachings.

(Al Salmi,2020,pp15-17)

10. Fields of Digital Citizenship:

There are nine general domains that constitute the framework of digital citizenship, as defined by the International Society for Technology in Education (ISTE). These domains are as follows:

10.1. Digital Access:

This refers to full electronic participation in society. Digital citizenship promotes equal opportunities for all individuals to access and use technology, ensuring equal digital rights, supporting electronic inclusion, and rejecting digital exclusion, which hinders growth and prosperity while widening the digital divide between those who can access and utilize technology and those who cannot.

10.2. Digital Commerce:

This involves the buying and selling of goods electronically. Today, a significant portion of the global market economy operates through technological channels. Digital citizenship educates individuals on the legal and safety issues surrounding the use of technology, particularly those related to e-commerce and national legislation. Despite the many advantages of online trade, caution must be exercised when engaging in electronic transactions.

10.3. Digital Communication:

This encompasses the electronic exchange of information. One of the most notable advancements in modern technology is in the field of communication, which has transformed the world into a "global village." Digital communication enables individuals to connect and collaborate with others anywhere and anytime.

10.4. Digital Literacy:

This refers to the process of teaching and learning about technology and how to use it effectively. In today's world, literacy is increasingly measured by an individual's ability to use digital tools. Therefore, promoting digital literacy is both an individual and collective responsibility.

10.5. Digital Etiquette:

These are the standards of conduct and proper procedures in the digital environment. Just as people strive to be polite in face-to-face interactions, digital etiquette involves training individuals to behave

responsibly and respectfully online, adhering to shared values and appropriate digital behavior. Digital citizenship encourages the dissemination of digital etiquette culture to foster civility in the digital world.

10.6. Digital Laws:

These concern the ethical and legal responsibilities associated with digital actions and behaviors. Digital laws address issues such as intellectual property rights, privacy, ethics, and piracy. The responsible digital citizen respects and promotes these laws and encourages others to comply. According to Mike Ribble's framework, digital citizenship consists of three categories:

-Dimensions affecting student learning and academic performance:
(Digital Communication – Digital Literacy – Digital Access)

-Dimensions affecting the school environment and student behavior:
(Digital Rights and Responsibilities – Digital Etiquette – Digital Security)

-Dimensions impacting students' lives outside the school context:
(Digital Law – Digital Commerce – Digital Health & Wellness)

10.7. Digital Rights and Responsibilities:

These are the freedoms and duties of every individual in the digital world. Just as constitutions grant citizens specific rights, digital citizens are entitled to rights such as privacy and freedom of expression. These rights come with responsibilities; therefore, digital citizens must understand how to use technology appropriately to become effective and productive members of the digital society.

10.8. Digital Health and Wellness:

This pertains to the physical and psychological well-being in the digital age. Improper use of technology can lead to various health issues. The emerging field of human factors engineering (ergonomics) seeks to harmonize the physical and psychological interface between humans and machines. Digital citizenship promotes awareness of healthy and balanced use of technology.

10.9. Digital Security (Self-Protection):

This involves the precautions taken to ensure safety in digital environments. Just as there are laws to deter unlawful acts in physical

societies, the digital world also requires protective measures against threats like theft or defacement. Responsible digital citizens must back up data, use antivirus software, and apply cybersecurity protocols to safeguard their privacy and digital assets. (Mnasr,2019,pp210-211)

Recommendations for Digital Citizenship on Social Media Platforms:

1. Activating the role of media in promoting digital citizenship and allocating awareness-raising programs.
2. Integrating digital citizenship into university students' training by developing their digital technology skills.
3. Encouraging and guiding university students to spread the culture of digital citizenship within society.
4. Raising awareness among specialists on how to deal with disinformation campaigns targeting the state on social media platforms.
5. Organizing training workshops for university students to develop critical thinking in navigating digital platforms.
6. Encouraging students to engage in electronic communication, cooperation, and information exchange with peers from other universities.
7. Helping students confront inappropriate behaviors in digital communities.

Raising awareness among female students about the risks of interacting with or browsing suspicious websites (Edmonton,2002; p.11).

11. Conclusion:

The revolution in digital communication has played a pivotal role in promoting the culture of digital citizenship across societies worldwide. Digital citizenship has become one of the fundamental pillars of success for many governments and nations, regardless of their ethnicity, culture, or stage of development. This is largely due to the continuous evolution of technology, which has equipped populations with the skills and knowledge necessary to navigate the digital world and utilize digital tools in a positive and constructive manner.

A digital citizen not only consumes digital content but also actively participates, communicates, and contributes positively within the digital society. Such a citizen is capable of discerning right from wrong, engages thoughtfully and responsibly within their community, uses technology mindfully, and makes informed decisions. Digital citizenship thus represents an active and ongoing commitment to the nation and its higher interests across all circumstances and times.

The digital communication revolution has also given rise to a new form of media—referred to by some as "alternative media" or the "media of the current generation," particularly because both its drivers and its target audience are predominantly youth. Just as parents, families, schools, and mosques bear a vital responsibility in shaping responsible individuals, the media—especially modern digital media—must likewise shoulder its responsibility in promoting the values of digital citizenship and safeguarding future generations from the risks associated with modern communication technologies.

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Advancing Cultural and Emotional Intelligence Through Teaching Romanticism Texts

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Received: 05-08-2025 Accepted: 10-10-2025 Published: 01-12-2025

Abstract:

This study investigates the potential of Romanticism Literature to enhance cultural intelligence (CQ) and emotional intelligence (EQ) among learners of English as Foreign Language (EFL), addressing a gap in empirical research. Employing a qualitative methodology, the research surveyed 48 Algerian EFL students, following a six-week instructional period using texts by authors like Wordsworth, Blake, and Poe. The findings reveal a significant positive impact; participants reported a profound increase in cultural awareness, empathy towards other cultures, and comfort in emotional expression. Group discussions emerged as the most effective pedagogical tool for fostering these skills. The study concludes that integrating Romanticism literature is a transformative classroom strategy, effectively preparing students with the crucial intercultural and emotional competencies required in a globalized world.

Keywords: Cultural Intelligence (CQ), EFL, Emotional Intelligence (EQ), Intercultural Competence, Romanticism

1. Introduction

In today's world, the ability to navigate cultural diversity and understand emotions is no longer just a valuable skill; it's a necessity. Whether it's building meaningful relationships, collaborating across borders, or thriving in diverse environments, cultural intelligence (CQ) and emotional intelligence (EQ) have become essential tools for personal and professional growth. CQ equips individuals to adapt to

unfamiliar cultural contexts with sensitivity and awareness (Earley & Ang, 2003), while EQ empowers them to manage their emotions and forge strong interpersonal connections. Together, these competencies create a foundation for effective communication, empathy, and mutual understanding, which are critical in today's multicultural societies.

For students learning English as a Foreign Language (EFL), the classroom offers a unique opportunity to develop these skills. Literature, in particular, has long been celebrated as a powerful medium for nurturing both intellectual and emotional growth. By diving into stories, poems, and narratives, students don't just improve their language skills—they also explore the human experience, grapple with complex emotions, and encounter diverse perspectives. Among the many literary movements, Romanticism stands out as a particularly rich resource for fostering CQ and EQ. With its focus on universal themes like nature, individuality, intense emotions, and the shared human condition, Romanticism transcends cultural and temporal boundaries, making it an ideal vehicle for helping EFL learners grow as culturally aware and emotionally intelligent individuals.

Romanticism, which blossomed in the late 18th and early 19th centuries, marked a bold shift in literary and artistic expression. It championed the power of the human spirit, the beauty of the natural world, and the depths of personal emotion. Writers like William Wordsworth, with his reflective poetry on nature's serenity, Mary Shelley, whose *Frankenstein* probes the ethical limits of human ambition, John Keats, with his odes to beauty and mortality, and Samuel Taylor Coleridge, whose dreamlike *Rime of the Ancient Mariner* explores guilt and redemption, crafted works that resonate across cultures and generations. These texts invite readers to wrestle with big questions: What does it mean to be human? How do we connect with others? How do our emotions shape our choices? For EFL students, engaging with these questions through Romanticism literature offers a chance to sharpen their critical thinking, deepen their self-awareness, and cultivate empathy for others.

When students analyze Romanticism texts in the classroom, they're doing much more than studying a historical literary movement. They're stepping into the socio-cultural world of the Romantic era, exploring the values, struggles, and dreams of people from a different time and place. At the same time, they're prompted to reflect on their own emotional responses to the universal themes woven into these works—love, loss, freedom, and the search for meaning. This dual engagement creates a dynamic learning environment where students not only learn about other cultures but also develop a deeper understanding of their own emotions and perspectives. For example, discussing Wordsworth's Tintern Abbey might lead students to reflect on their own connection to nature, while analyzing Shelley's Frankenstein could spark conversations about ethical dilemmas that resonate in their own lives. These discussions foster empathy, encourage cross-cultural dialogue, and help students see the world through others' eyes. As Nikol (2010) notes, literature-based instruction in EFL settings can significantly enhance students' ability to empathize with diverse perspectives while strengthening their emotional and cultural competencies.

Moreover, Romanticism's emphasis on individuality and emotional and intellectual curiosity aligns beautifully with the goals of modern education. By exploring these texts, EFL learners are encouraged to think critically about their own identities and cultural backgrounds while appreciating the diversity of their classmates. This process strengthens their cultural intelligence by highlighting both the uniqueness of each individual's perspective and the shared humanity that binds us all together. Meanwhile, the emotional intensity of Romantic literature, whether it's the joy of Keats's odes or the haunting remorse in Coleridge's poetry, provides a safe space for students to explore complex emotions, helping them build emotional intelligence and resilience. They learn to articulate their feelings, listen to others, and navigate interpersonal dynamics with greater sensitivity.

In essence, teaching Romanticism texts in the EFL classroom is more than a mere academic exercise; it's a journey toward greater

empathy and cultural awareness. It is an invitation for EFL students to explore the richness of human experience, reflect on their own emotions, and embrace the diversity of the world around them. By weaving together critical analysis, emotional reflection, and cross-cultural exploration, Romanticism literature creates a unique and enriching space for fostering both cultural and emotional intelligence, preparing students to thrive in an interconnected global society. As educators, exploring this rich literary tradition offers a powerful way to inspire students to become not just proficient language learners but compassionate, adaptable citizens.

1.2. Research Problem

In an era where cultural and emotional intelligence are increasingly vital for navigating our globalized world, Romanticism literature holds immense potential as a tool for fostering these critical competencies in English as a Foreign Language (EFL) classrooms. The rich, evocative themes of Romanticism—individuality, emotional depth, nature, and the universal human experience—offer a unique opportunity for students to engage with diverse cultural perspectives and explore their own emotional landscapes. However, despite this promise, there is a surprising scarcity of empirical research exploring how Romanticism texts can be effectively leveraged in EFL settings to cultivate both cultural intelligence (CQ) and emotional intelligence (EQ). This gap in the academic landscape leaves educators without clear guidance on how to harness these texts to nurture students' ability to connect across cultures and manage complex emotions.

This research gap underscores the urgent need for a systematic investigation into how Romanticism texts can be effectively utilized in EFL classrooms to foster cultural and emotional intelligence. By addressing this gap, researchers can provide educators with practical strategies to help students not only improve their language skills but also grow into empathetic, culturally aware individuals capable of thriving in diverse global settings. As Nikol (2010) argues, literature-based instruction has the potential to transform EFL education by fostering deeper emotional and cultural connections, yet without targeted studies and actionable frameworks, this potential remains

untapped. Developing such approaches could empower educators to create dynamic, inclusive classrooms where students explore the human condition while building the skills needed for meaningful intercultural and interpersonal interactions.

1.3. Research Questions

This research is guided by the following questions :

How can Romanticism texts be integrated into EFL curricula to effectively promote cultural intelligence among learners?

In what ways do Romanticism texts facilitate the development of emotional intelligence in EFL students?

What are the combined effects of using Romanticism texts on the development of both cultural and emotional intelligence in EFL learners?

1.4. Research Objectives

The objectives of this study are designed to address the research questions and provide a clear plan for investigating the role of Romanticism texts in fostering CQ and EQ. The research objectives are as follows :

To design and implement teaching strategies that integrate Romanticism texts into EFL curricula to enhance students' cultural intelligence.

To examine how engagement with Romanticism texts supports the development of emotional intelligence in EFL learners.

To evaluate the combined impact of Romanticism texts on fostering both cultural and emotional intelligence in EFL students.

1.5. Research Hypotheses

The hypotheses are formulated to test the assumptions underlying the research questions and objectives. They are grounded in the potential of Romanticism texts to foster CQ and EQ.

-Integrating Romanticism texts into EFL curricula significantly enhances students' cultural intelligence, as measured by their ability to adapt to and understand diverse cultural perspectives.

-Engagement with Romanticism texts in EFL classrooms significantly improves students' emotional intelligence, as evidenced by increased emotional awareness and empathy.

-The use of Romanticism texts in EFL classrooms fosters a synergistic development of cultural and emotional intelligence, which results in greater overall intercultural and interpersonal competence.

2. Cultural Intelligence in EFL Education: Concepts and Importance

Cultural intelligence (CQ), defined as the ability to adapt effectively to diverse cultural contexts, has become a cornerstone of effective communication in today's globalized world (Earley & Ang, 2003). CQ encompasses four dimensions: cognitive (knowledge of cultural norms), metacognitive (awareness of cultural differences), motivational (interest in cross-cultural interactions), and behavioral (ability to adapt actions), all of which are critical for EFL learners navigating multicultural environments (Earley & Ang, 2003). In EFL education, fostering CQ is essential as it equips students to engage with diverse perspectives, a skill increasingly demanded in globalized workplaces and communities. Literature, with its ability to present diverse cultural narratives, serves as a powerful tool for developing this competence (Byram, 1997). For instance, reading texts that explore human experiences across different contexts allows students to reflect on cultural values and practices, enhancing their ability to empathize and communicate across cultural boundaries.

Research has demonstrated that using literature in EFL (English as a Foreign Language) classrooms can greatly enhance students' intercultural competence. According to Byram (1997), reading literary texts encourages students to critically examine cultural assumptions, fostering a deeper awareness of both their own cultural identity and that of others. For instance, engaging with stories that reflect diverse societal norms can help students develop cognitive and reflective skills related to cultural intelligence (CQ), such as identifying cultural cues and examining their own biases. Despite the well-established role of literature in promoting cultural awareness,

there has been limited research on how specific literary movements, like Romanticism, can contribute to CQ development in EFL contexts. Romanticism, with its universal themes of nature, individuality, and human connection, holds unique potential for bridging cultural divides. However, this potential remains largely unexplored (Nikol, 2010).

3. Emotional Intelligence in Language Learning: Theoretical Foundations and Applications

Emotional intelligence, which is the ability to recognize, understand, and manage both one's own emotions and those of others, is a crucial skill for building meaningful relationships in educational settings (Goleman, 1995). Goleman's model of EQ identifies five core components: self-awareness, self-regulation, motivation, empathy, and social skills. These are especially important for EFL learners, who must navigate not only linguistic challenges but also emotional complexities in diverse classroom environments. In EFL contexts, EQ helps students communicate more effectively, build connections with peers, and participate in collaborative learning. Literature, with its emotionally rich content, serves as a powerful tool for fostering these skills by encouraging students to engage with complex emotions and empathize with characters' experiences (Nikol, 2010).

Studies suggest that literature-based activities, like reflective writing or group discussions, can significantly boost EQ in language learners. For example, Nikol (2010) found that analyzing literary texts in EFL classrooms encourages students to express their emotional reactions, enhancing self-awareness and empathy. By examining characters' motivations and conflicts, students practice perspective-taking, being a key aspect of EQ that improves their ability to navigate interpersonal relationships. Romanticism literature, with its focus on intense emotions, such as the joy expressed in Keats's odes or the guilt explored in Coleridge's *The Rime of the Ancient Mariner*, offers particularly fertile ground for these activities. Yet, while the emotional benefits of literature in EFL education are widely

recognized, little research has specifically examined how Romanticism texts contribute to EQ development. This lack of exploration highlights the need for focused studies on how the emotional depth of Romanticism can be used to nurture EQ, particularly in supporting the socio-emotional growth of EFL learners.

4. Romanticism Literature: A Unique Resource for Cultural and Emotional Growth

Romanticism, a literary movement that thrived in the late 18th and early 19th centuries, is defined by its emphasis on emotion, individuality, imagination, and the awe-inspiring beauty of nature. These qualities make it an exceptionally valuable resource for cultivating both cultural intelligence (CQ) and emotional intelligence (EQ) in EFL classrooms (Abrams, 2009). Renowned authors like William Wordsworth, Mary Shelley, John Keats, and Samuel Taylor Coleridge delve into universal themes such as love, loss, freedom, identity, and humanity's connection to the natural world themes that transcend cultural and historical boundaries. This universality allows Romanticism literature to resonate with students from diverse backgrounds, creating a platform for critical reflection, empathy, and cross-cultural dialogue. For instance, Wordsworth's *Lines Composed a Few Miles Above Tintern Abbey* invites readers to contemplate their personal connections to nature and memory, while Mary Shelley's *Frankenstein* explores ethical dilemmas and societal fears that remain relevant across cultures and eras (Abrams, 2009).

The distinct qualities of Romantic literature make it particularly well-suited for the dual development of CQ and EQ in EFL learners. Its exploration of universal human experiences allows students to examine the cultural context of the Romantic period while drawing connections to their own lives, thereby enhancing their cognitive and metacognitive CQ (Earley & Ang, 2003). Simultaneously, the emotional depth of Romantic texts provides students with opportunities to develop key EQ components, such as self-awareness, empathy, and emotional regulation (Goleman, 1995).

For example, analyzing the profound feelings of guilt and redemption in Coleridge's *The Rime of the Ancient Mariner* can prompt learners to reflect on their own emotional experiences and moral decisions. Similarly, Keats's odes, such as *Ode to a Nightingale* or *Ode on a Grecian Urn*, encourage students to grapple with questions about transience, beauty, and the human condition, which can foster both emotional and cultural insight.

Also, Romanticism's focus on individuality and the sublime offers a means of bridging cultural divides. By engaging with its themes, students can compare their personal and cultural values to those expressed in the texts, promoting intercultural understanding. For instance, exploring the Romantic idealization of nature and its critique of industrialization can lead to discussions on how different cultures view environmental issues today. Moreover, Romanticism's celebration of human emotion and individuality mirrors challenges faced by modern learners in navigating their unique identities in globalized classrooms; this results in creating opportunities for meaningful dialogue and self-expression.

5. Methodology

5.1. Research Design

This study adopts a qualitative research method to investigate the impact of engaging with Romanticism literature on the development of cultural intelligence (CQ) and emotional intelligence (EQ) among English as a Foreign Language (EFL) learners. The methodology integrates a qualitative component, utilizing a structured survey administered through Google Forms to collect data from EFL students. Additionally, the study incorporates a thorough literature review to contextualize the research within existing scholarship on literature-based language learning and its influence on CQ and EQ.

The selected Romanticism texts include William Blake's **A Poison Tree*, William Wordsworth's *I Wandered Lonely as a Cloud* (commonly known as "The Daffodils"), Edgar Allan Poe's "The Tell-

Tale Heart”, and Washington Irving’s “Rip Van Winkle”. These works were chosen for their rich, universal themes, such as human emotions, nature, morality, and societal change, which provide fertile ground for fostering both cultural and emotional exploration among EFL learners. By combining survey data and a review of relevant literature, this research design offers a significant perspective on how Romanticism texts can enhance students’ cultural awareness and emotional growth.

5.2. Participants

This study involves 48 English as a Foreign Language (EFL) students with Intermediate to Upper-Intermediate proficiency levels, enrolled in literature-focused courses at the Higher College of Teachers in Laghouat, Algeria. These participants were selected due to their prior engagement with Romanticism literature as part of their academic curriculum, making them well-suited for examining the impact of such texts on cultural intelligence (CQ) and emotional intelligence (EQ). The sample was chosen through purposive sampling to ensure participants had substantial exposure to Romanticism texts, such as *A Poison Tree* by William Blake, *I Wandered Lonely as a Cloud* by William Wordsworth, *The Tell-Tale Heart* by Edgar Allan Poe, and *Rip Van Winkle* by Washington Irving.

The participant group is diverse, as it encompasses a wide range of ages, genders, and cultural backgrounds. This diversity enriches the study by providing varied perspectives on how Romanticism literature influences cultural awareness and emotional development. The inclusion of students with different cultural and personal experiences allows for a comprehensive exploration of how these texts resonate across diverse contexts, and that contributes to a deeper understanding of their role in fostering CQ and EQ among EFL learners.

5.3. Research Procedures

During the initial phase, students were introduced to four Romanticism texts: A Poison Tree by William Blake, I Wandered Lonely as a Cloud (commonly known as The Daffodils) by William Wordsworth, The Tell-Tale Heart by Edgar Allan Poe, and Rip Van Winkle by Washington Irving. Lessons were carefully designed to promote deep engagement with the cultural and emotional themes embedded in these works. Classroom activities included textual analysis, group discussions, debates, and reflective writing exercises, all aimed at fostering critical thinking and personal connection to the texts' universal themes, such as human emotions, nature, morality, and societal dynamics.

In the second phase, data were gathered through both quantitative and qualitative methods. At the end of the six-week period, a structured survey was distributed to participants via Google Forms. The survey link was shared through email and classroom communication platforms, with students given one week to complete it. The survey collected quantitative data on students' perceptions of how the Romanticism texts influenced their cultural and emotional awareness .

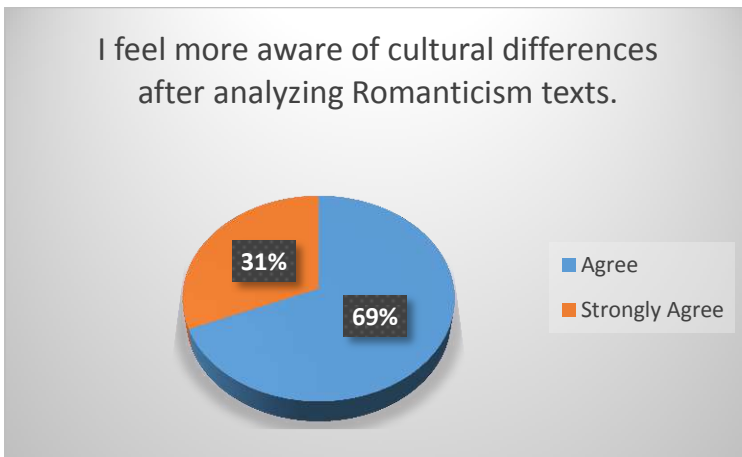
In the final phase, the collected data were analyzed to derive meaningful conclusions about the role of Romanticism literature in enhancing CQ and EQ. Quantitative data from the survey were gathered and analyzed to allow for a comprehensive understanding of how engagement with Romanticism texts contributes to the cultural and emotional growth of EFL learners, and highlight the interplay between literature, empathy, and cross-cultural awareness.

6. Results of the Questionnaire

The pie charts and figures below illustrate the responses of 48 English as a Foreign Language (EFL) learners from the Higher College of Teachers in Laghouat, Algeria, regarding the impact of analyzing Romanticism texts on their cultural and emotional intelligence. Derived from a structured survey conducted via Google Forms over a six-week period, these charts reflect participants'

perceptions across various statements, including their awareness of cultural differences, empathy toward other cultures, emotional expression, and the utility of Romanticism texts for understanding cultural diversity. Each chart highlights the distribution of responses, categorized as strongly agree, agree, disagree, and strongly disagree, providing a visual representation of the texts' effectiveness in fostering cultural intelligence (CQ) and emotional intelligence (EQ) within the EFL classroom setting.

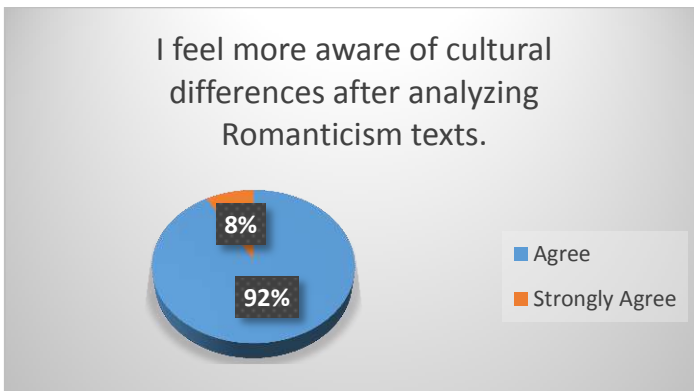
Fig.1. Cultural awareness and Romanticism Texts



Source: Google Form sent by the researcher, Survey Statement: 01

The overwhelming majority (68.8%) strongly agreeing indicates a significant positive impact of Romanticism texts on enhancing cultural awareness among EFL learners. The 31.3% who agree further support this trend, suggesting that the texts effectively foster cultural intelligence (CQ) by exposing students to diverse perspectives and historical contexts.

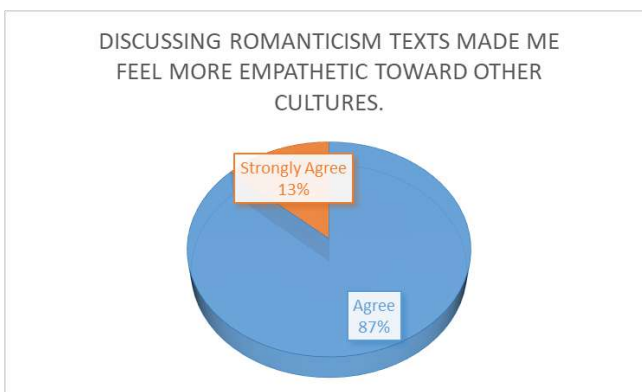
Fig.2. Cultural differences and the analysis Romanticism texts



Source: Google Form sent by the researcher, Survey Statement: 02

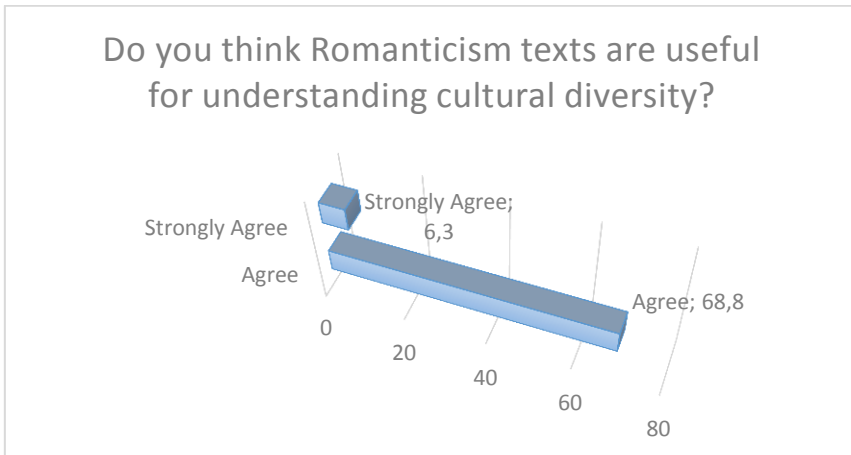
The consistency with Fig.1 reinforces the reliability of the finding that Romanticism texts significantly enhance cultural awareness. The absence of disagreement highlights a unanimous recognition of the texts' value in developing CQ, likely due to their universal themes and historical depth.

Fig.4. Discussion of Romanticism texts and empathy



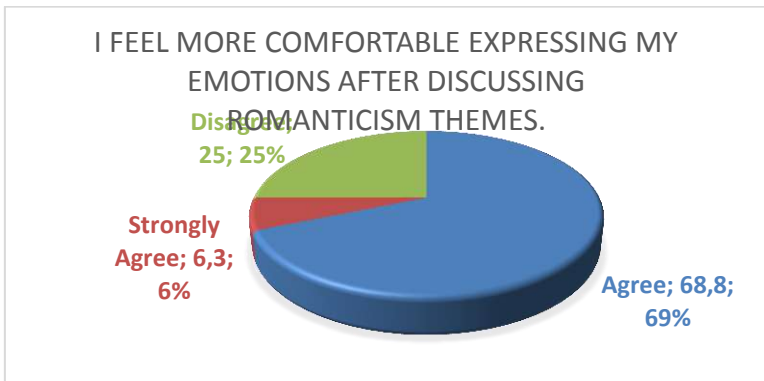
Source: Google Form sent by the researcher, Survey Statement: 03
The repeated pattern across multiple figures suggests a robust effect of Romanticism texts on cultural awareness. This consistency may reflect the effectiveness of the teaching strategies employed, such as textual analysis and group discussions, in deepening students' understanding of cultural differences.

Fig.5. Romanticism texts and understanding cultural diversity



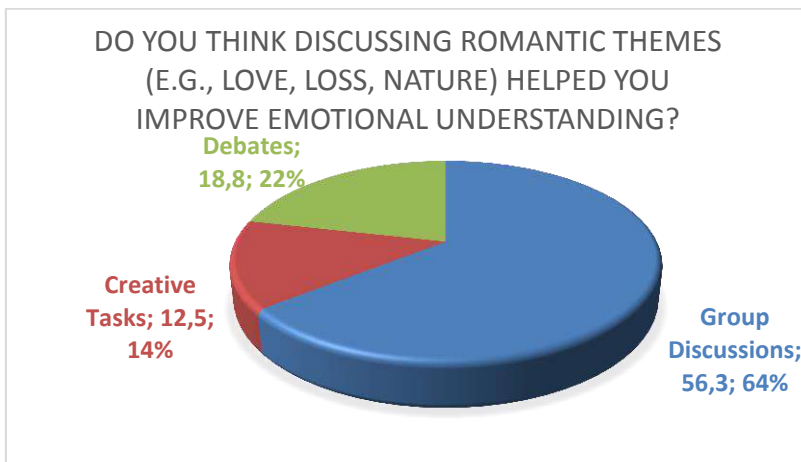
Source: Google Form sent by the researcher, Survey Statement: 04

The strong positive response (68%) underscores the perceived utility of Romanticism texts in enhancing cultural diversity understanding, aligning with CQ development. The 32% agreement indicates broad acceptance, likely due to the texts' exploration of universal human experiences.

Fig.6. Expressing emotions after discussing Romanticism texts

Source: Google Form sent by the researcher, Survey Statement: 06

The 66% strong agreement suggests that Romanticism texts create a safe space for emotional expression, a critical aspect of EQ. The 34% agreement indicates a general improvement in emotional comfort, likely facilitated by the emotional depth of the texts.

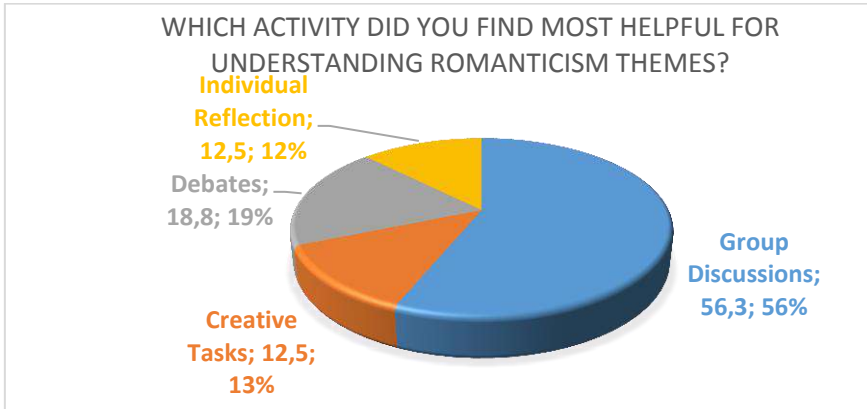
Fig.7. Discussion of Romanticism texts and emotional understanding

Source: Google Form sent by the researcher, Survey Statement: 07

The dominance of group discussions (56.3%) highlights their effectiveness in enhancing emotional understanding, suggesting collaborative learning as a key method. The lower percentages for

other activities indicate varied but less impactful contributions to EQ development.

Fig.8. Preferred activities for learners



Source: Google Form sent by the researcher, Survey Statement: 08

The preference for group discussions (56.3%) aligns with Fig.7, indicating their dual role in fostering emotional understanding and thematic comprehension. This suggests that interactive, social learning environments are most effective for engaging with Romanticism texts.

7. Discussion of Findings

The findings provide compelling evidence that Romanticism texts significantly enhance cultural intelligence (CQ) among EFL learners. Figures 1-3 consistently show that 68.8% of the 48 participants strongly agree and 31.3% agree that analyzing these texts increases their awareness of cultural differences. This strong positive response aligns with the research's foundational premise that Romanticism's universal themes, such as nature, individuality, and the human condition, offer a rich platform for understanding diverse perspectives across historical and cultural contexts. The teaching strategies implemented, including textual analysis, group discussions, and reflective exercises, appear to be highly effective in bridging cultural divides. This is supported by Earley and Ang's (2003) CQ framework, which emphasizes cognitive knowledge of cultural norms and metacognitive awareness of cultural differences. The complete absence of disagreement across these figures underscores the texts'

potential as a transformative tool for fostering CQ, suggesting that students not only recognize but deeply internalize the cultural insights gained from Romanticism literature. This finding is particularly significant given the diverse cultural backgrounds of the participants, which indicates that the texts' universal appeal transcends individual differences.

The data also reveal a substantial and consistent impact of Romanticism texts on emotional intelligence (EQ), as evidenced by Figures 4 and 6. In Figure 4, 69% of participants strongly agree and 31% agree that discussing these texts made them feel more empathetic toward other cultures, highlighting a key component of EQ empathy. Similarly, Figure 6 shows 66% strongly agreeing and 34% agreeing that they feel more comfortable expressing their emotions after engaging with Romanticism themes. This suggests that the emotional depth and intensity of works like Coleridge's *The Rime of the Ancient Mariner*, with its exploration of guilt and redemption, and Keats's odes, with their reflections on beauty and mortality, provide a safe and enriching space for students to explore and articulate their feelings. These results align with Goleman's (1995) model of EQ, which includes self-awareness, self-regulation, and empathy as core components. The findings also resonate with Nikol's (2010) assertion that literature-based instruction in EFL settings can significantly enhance emotional connections, which can offer students a structured yet creative outlet to develop resilience and interpersonal skills.

8. Conclusion

In conclusion, this research underscores the transformative potential of integrating Romanticism texts into EFL classrooms to enhance cultural intelligence (CQ) and emotional intelligence (EQ) among learners. The consistent positive responses from 48 participants, as depicted in the pie charts, demonstrate that analyzing these texts significantly increases cultural awareness, empathy, and emotional expression, aligning with the study's objectives. The synergy between CQ and EQ, particularly amplified through group discussions, highlights the texts' role in preparing students for a globalized world.

These findings address a critical gap in literature-based EFL education and offer educators practical strategies to foster compassionate, culturally adept, and emotionally resilient individuals. Future studies could explore long-term impacts and additional pedagogical approaches to further refine this approach.

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Audience Studies and Trend Tracking with AI

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Received: 31-07-2025

Accepted: 10-10-2025

Published: 01-12-2025

Abstract:

This study focuses on the use of AI in audience studies and synchronic tracking of audience rapid changing trends, mainly that the audience is the focal point of all communicative activities and economic actions in the digital world. In so doing, we analyzed the findings of different studies and reports of international organizations, and found out how AI is used in audience studies. In this regard, information on the digital behavior, demographic statistics, interactions, and social aspects are, first, collected and, then, analyzed. The analysis focuses on emotions, natural language, images, and videos. Finally, the forecasts are modeled and reality is simulated to predict the sociopolitical patterns, trends, and the market orientations, and to set polls models, divide the audience, and personalize the content. In the end, findings show that AI allows for faster and exact results within fractions of seconds, and for an easy tracking and coping with all the changes.

Keywords: AI, AI applications, audience studies, digital behavior

1. Introduction

AI is the outcome of the rapid technological development. It provides a set of applications and techniques that allow for machine programming and learning, and is the substitute for the human intelligence, creativity, and learning. It simulates the human abilities in performing tasks and develops itself based on the collected information and experiences in industry, sociology, culture, economics, politics, etc. In this context, we shall focus on digital marketing and market, where commerce and audience are digital.

Such commerce and audience use social media to post, share, and exchange products and content, and at the same time, show needs, interests, and preferences. Such media continuously collect, analyze, and store data to retrieve them when needed, mainly when changes take place. Thus, the audience is monitored in exact authorized and unauthorized methods, for unethical spying and exploitation of needs and weaknesses, which they deliberately express with a good intention during the marketing processes.

The audience's rapid changes of taste, life styles, consumption, and preferences to keep up in pace with the digital environment oblige the economic companies to study, track, and, even, predict them to take the necessary decisions and measures. Currently, companies use AI for its huge potentials and sophisticated algorithms. Based on what was said, we decided to focus on the use of AI in audience studies, as all organizations today, including the economic, must understand and monitor their audience, customers, and the market in general. Thus, we raise the following problematic, "what are the techniques and methods of using AI in studying the audience and tracking changes and trends?"

2. AI and its applications:

2.1 AI applications:

AI is defined from different perspectives; therefore, it is not easy to set a common definition. Besides, it is still under development, making it difficult to cover all its aspects. However, John McCarthy defines it as the science and engineering of smart machines, mainly computer software. He adds that AI is about using computers to understand the human intelligence, and that it must not be limited to the biologically observed methods (McCarthy, 2007). AI is more about software than hardware, because machines are controlled by programs. In addition, in their "Artificial Intelligence: A Modern Approach", Russell & Norvig (2020) see AI as the study and design of smart factors, which are systems that perceive their environment and take measures to increase the potentials of success, without reliance

on man. Moreover, Encyclopedia Britannica states that AI is a branch of computer science that focuses on establishing systems that can perform tasks that usually need a human intelligence, such as speech recognition, decision taking, translation, etc (Encyclopedia Britannica, 2023). Thus, AI substitutes the human intelligence.

As for “applications”, the term can be defined in different contexts, including computer sciences, engineering, math, exact sciences, sociology, etc. In this context, we focus on computer science and technology, and can say that “applications” refers to the computer’s and electronic devices’ programs that target given purposes and tasks, such as data procession, information management, text procession, internet browsing, etc (Roger & Bruce, 2014, p. 48). In other words, they are small programs designed for given tasks, and may be used online without download on computer, such as email, content management system, electronic trade, etc. According to Hartmann & Waller, they are online programs that use servers to provide diverse services (Hartmann & Waller, 2018, p. 78).

Phillips, Stewart, & Marsicano discussed the mobile applications when discussing Android applications, and described them as special programs on smart phones and devices that perform several tasks (Phillips, Stewart, & Marsicano, 2017, p. 102). In this context, the mobile applications are designed to work on mobile devices, such as smart phones and tablets, and can use their features, including GPS, camera, and notifications, to control and even spy on the users. As for AI applications, they are applications that use AI, such as Machine Learning and Natural Language Procession, to provide a performance that exceeds the traditional capacities of software, such as the automatic recommendations and Big Data Analysis (Russell & Norvig, Artificial Intelligence: A Modern Approach, 2020, p. 145).

AI applications include any computer system that can execute tasks that usually need a human intelligence, such as logical thinking, planning, learning from previous experiences, and language comprehension (Poole & Mackworth, 2017, p. 12). In addition, they

are systems or programs that simulate the human abilities in given tasks, such as learning, comprehension, pattern recognition, and decision taking. They are used in healthcare, finance, marketing, and data management thanks to Machine Learning, Natural Language Procession, and Computer Vision (Russell & Norvig, *Artificial Intelligence: A Modern Approach*, 2020, p. 55). In addition, AI is defined as the software and hardware that can interpret external data, learn from them, and use them in performing given tasks without a human intervention.

3. The historical development of AI:

AI had gone through different phases, starting with simple works until the development of computer science and internet:

3.1 Phase 01: Genesis (Early foundation 1950-1970):

Thinking about AI had started early in the mid-20th century, when Turing tested the machine's ability to have a human-like intelligence (Turing, 1950). Then, many practices, such as logical programming and innovative models programming, were launched, making up the basis for AI (McCarthy, L. Minsky, Rochester, & E. Shannon, 2006). This phase witnessed a primary vision and perception of AI.

3.2 Phase 02: Relapse (slow development 1970-1990):

During this period, thought about AI shrank, as other priority technological issues dominated the scene due to the limited computing abilities and lack of sufficient data to operate AI. However, the idea did not completely faint, as research on AI went on, focusing on new techniques used in internet, such Artificial Neural Networks, which need research algorithms and optimization concepts that are used today (Minsky & Seymour, 1969).

3.3 Phase 03: Restart (rapid development 1990-2010):

This period witnessed big developments thanks to improvements in computing and software, and witnessed the use of

Artificial Neural Networks and Machine Learning to foster AI. Besides, internet rapidly developed and provided huge data to train the algorithms on different models (LeCun, Bengio, & Hinton, 2015).

3.4 Phase 03: Deep AI and its complicated applications

(2010 until now):

The last decade had witnessed huge developments in Deep AI, which uses Deep Learning to process big data, which are collected from internet, mainly social media, websites, blogs, etc. The modern applications are characterized with improvement of the computing vision optimization, voice recognition, and machine human interaction. In this regard, AlphaGo, DeepMind, GPT-3, and OpenAI are good examples of modern AI developments.

4. Audience studies: development, problematic, and importance in AI era:

4.1 The concept of audience studies:

It is a classical concept that does not need much explanation for the experts. It is rediscussed from time to time due to its changes according to the new developments. In this context, we shall focus on some definitions. For instance, it is defined as a media research field that focuses on the behaviors, interests, and interactions of audience with media outlets to understand how the media content affects the audience, and how the audience interacts with the content (McQuail, 2010, p. 22). Audience studies aim at examining how the sociocultural factors affect the audience's reactions and preferences. Besides, they are defined as a branch of information and communication sciences, and aim at exploring how the audience interacts with media content and how these interactions affect the strategies of information and marketing (Horwitz, 2001, p. 92) because marketing, as a science, is based on understanding the audience to satisfy its demands. Furthermore, they are the process of collecting and analyzing data on how the audience consumes different media outlets, such as TV, radio, internet, and publications to study its behaviors and measure the media effects (Croteau & Hoynes, 2019, p. 43)

4.2 Media studies in the digital environment:

With the new millennium, which brought about a huge digital expansion and technological developments, audience studies witnessed big changes (Jenkins, 2006) and shifted focus into tracking the methods of audience interaction with the communicative tools to help companies take marketing and economic decisions. Besides, new methodological and interpretational approaches appeared, bringing about new tools for data collection and procession based on big databases and computer programs that can make exact analyses in brief time and allow for monitoring and studying the huge numbers of audience.

In this regard, the personal data of audience are presented for sale (commodifying audience) after being collected, classified, and stored, under “data industry”. A report by Journal of Media Studies (2018) stated that the use of digital analysis tools helped widen the scope of such studies to cover audience behavior analysis through the different digital tools, such as social media, search engines, and mobile applications (Smith, 2018, p. 32). These tools are not limited to analyzing audience data; rather, they understand and analyze feelings, track trends, and predict the future orientations, allowing the companies to immediately and efficiently interact with the audience.

4.3 The importance of audience studies in AI era:

The importance of audience studies in AI era manifests in:

4.3.1. Improving the user experience:

The user experience refers to many points, such as the easy use, quality, nature, and presentation of a given product, and to the user’s feelings, perceptions, and ideas. AI applications help analyze audience data in an exact way to better choose and personalize the content that suits interests and preferences, improve the user experience, and increase customer satisfaction with, and loyalty to, the brand (Houcine, 2023, p. 45).

4.3.2 Improving customer interaction and response:

AI can analyze big data to better understand the target audience, their interactions, and their reactions. In addition, it can

provide efficient recommendations to improve companies' response to the customer needs and inquiries and consolidate the relation and loyalty.

4.3.3 Prediction of the future trends:

AI helps predict the future trends of audience based on previous behavioral patterns thanks to Machine Learning (Al Abdellah, 2022, p. 102).

4.3.4 Improvement of marketing strategies and advertising campaigns:

It is possible to design efficient marketing strategies based on the exact information provided by AI on the audience.

4.3.5 Monitoring the public opinion:

AI can monitor social media and internet to provide immediate information on the public opinion and its trends to help understand and analyze the unexpressed feelings and views.

5. The use of AI applications in audience studies and researches:

The use of AI applications in audience studies is a reality that goes through the following phases:

5.1 Data collection:

The efficient and correct data collection is the first step towards success in audience study with AI. It needs choosing the suitable sources and tools to ensure data exactness and comprehensiveness (Gandomi & Haider, 2015, p. 138). Data collection requires diverse tools that aim at extracting exact indicators on the target audience, as follows:

5.1.1 The behavioral data:

They refer to all patterns of online behavior and activities made by the users when surfing online. They are collected from cookies, server logs, app analyses, etc (Gandomi & Haider, 2015, p. 139).

5.1.1.1 Search queries: This includes analysis of key words and statements written on the search engines. They allow for knowing the users' interests, needs, and intentions in given places and times, improving website suggestion in search results, and directing advertisement campaigns.

5.1.1.2 Browsing history: It covers the data on the visited websites and searches, and allows for identifying browsing and behavior patterns with time. Browsing data can be used to provide specific recommendations to each user to foster interaction with the digital and non-digital contents and products (Jansen & Spink, 2006, p. 250).

5.1.1.3 Websites visits, clicks, digital platforms, and applications: This includes data on the visited pages, links, surfing duration, and interactions. These are necessary data to understand and improve the user experience and satisfy his needs. In addition, they are used for user journey analysis to know the most visited pages and, even, spy on him to find out about his location, movements, weather, speech, etc.

5.1.1.4 Ad interactions: This covers all the interactions with, and views of, advertisements. Such data are used to analyze the efficiency of advertisement campaigns and identify the most attractive ones.

5.1.1.5 Purchase behavior: Data on purchase behavior show information on the purchased products, repurchase actions, and preferences, and help understand and predict the future trends, improve online shopping, and increase loyalty to the brand.

5.2 The demographic data:

The demographic data are vital for audience study and analysis. They cover the socioeconomic aspects of individuals and communities and are used in urbanist planning, general policies, and marketing because they help understand the audience. They are collected through questionnaires, user social media profiles, governmental or commercial data sources, etc. They include (Kotler & Keller, 2016, p. 202):

5.2.1 Age: It is one of the criteria that determine the preferences and needs, and is used to divide the audience into different categories to be targeted with specific advertisements, such as children, youths, etc.

5.2.2 Gender: It determines the preferences and is a key factor used to personalize marketing strategies and develop products that suit males or females.

5.2.3 Income: It shows the purchasing power of individuals and communities and classifies them into economic categories, such as the higher class, middle class, lower class, etc, to facilitate the advertisement campaigns.

5.2.4 Education: It highly influences the tastes, living standards, purchasing power, and lifestyle. Besides, understanding and using some products require a given educational level.

5.2.5 Marital status: Some preferences, needs, and selection methods single and married people differ.

5.3 Interaction data:

They cover all interactions with contents on social media, websites, videos, emails, etc. For example, comments and likes on social media show the audience interests. Interaction data are collected from cookies server logs, Google Analytics, surveys and polls, websites, phone applications, etc (Gentsch, 2018, pp. 68-70).

5.4 Social data:

AI applications analyze the users' interactions on social media. The study of net patterns allows for the identification of influencers and sub-communities. Besides, social data need analysis of posts, comments, shares, and tags to understand the feelings and trends. Such data allow understanding the nature and quality of relations between users and their influence on each other. They are collected using Hootsuite, Brandwatch, Multi-level Network Analysis, etc (Mclevely, Scott, & Carrington, 2017, pp. 150-160).

6. Big Data Analytics:

Analyzing big data using AI is the main strategy for studying and tracking the audience trends online, and for finding out the repetitive trends and patterns to make decisions, improve user

experience, target customers, and determine the future market trends. Analysis and decision making are automatic thanks to preprogrammed algorithms. For instance, social media collect huge data by interacting with users, and use them to improve services and direct advertisements and content. The main analysis techniques include:

6.1 Sentiment Analysis:

It helps analyze the written or oral linguistic texts on social media, blogs, websites, email, YouTube, and others by understating language and extracting the implicit or explicit feelings (Liu, 2012, p. 10). Besides, it allows for analyzing face expressions, visual content, and reactions to content. In this regard, the feelings, views, trends, and impressions are analyzed and classified into positive and negative. The techniques use different algorithms that can analyze texts and understand feelings, such as Machine Learning and Deep Learning. Sentiment Analysis is a dynamic process that helps companies understand customers' views regarding products and services and, thus, improve the marketing strategy. Besides, it helps control and analyze the development of feelings, such as the development of the feelings of the Western audience towards the events in the Middle East from October 2023 to October 2024, to understand them and predict the future feelings. In addition, the combination of temporal and spatial analyses (country, region, city, etc) allows for a better understanding of the relations between feelings and other factors in a given place with time.

This analysis is used in policy, health, prevention of suicide, education, cyber-bullying fighting, customer services, etc. In this regard, a modern study on the temporal patterns and feeling changes during Covid-19 measured the change of citizens' feelings during different periods of the day for 04 successive months by dividing the day into 06 groups (early morning, morning, noon, afternoon, night, and late night) and classifying the general feelings based on them. Then, the authors counted the frequency of each period using thermal maps to show the distribution of each feeling according to place and time, and the changes in them (Rodríguez-Ibáñez, Casáñez-Ventura,

Castejón-Mateos, & Cuenca-Jiménez , 2023). Despite the importance of feelings analysis and comprehension, some challenges arise in understanding the natural language, mainly when the text is complicated, includes slang expressions or indirect styles, or has different meanings based on culture.

6.2 Natural Language Analysis:

It is an important technique that allows for analyzing language patterns and discovering the main trends and information. It is used to understand interactions, feelings, and views through an analysis of texts, articles, comments on posts, internet discussions, views towards products or topics, and twits, and to better understand the needs and build a good targeting technique. The main applications for Natural Language Analysis include translation bots and chatbots.

6.3 Image and video analysis:

Image and video analysis with AI focuses on analyzing the visual content, such as places, behaviors, movements, face expressions, decors, etc, to deeply understand the audience preferences and detect falsification and manipulation, such as illegally modified images to be used as proofs. For instance, the Zionist media outlets fabricated images of animals to show they are children who were burned by Hamas in 07 October attacks; however, some activists discovered the trick using AI. Besides, the techniques protect the intellectual property by recognizing the stolen images and videos, reveal faces and creatures, check identity, and enhance quality. In addition, they help generate images for delightful and educational purposes.

7. Prediction modeling:

Prediction modeling with AI highly relies on algorithms and is about transforming the crude data into models ready for use, such as solutions to problems, ready decisions, methods to manage crises and situations, etc. In addition, it is about creating visions that help predict the future events and take efficient decisions, mainly in economy and

marketing. Reality modeling with AI in audience studies relies on content personalization and making data-based decisions.

7.1 Machine Learning:

It is the ability to use previous experiences and data to improve the tasks and adapt with the new variables. In this regard, algorithms are used to train systems on recognizing data and take decisions without an exact programming. Machine Learning is vital for data analysis, behavior comprehension, inclination analysis, trend prediction, and marketing strategies' direction. A report by Harvard Business Review pointed that Machine Learning improves the predictions to 40% in audience studies (Anderson, 2021, p. 92), and can be used for understanding the audience behavior, reactions to content and ads, needs, and preferences; for improving their experience thanks to special recommendations, personalized content, and digital services; and for identifying the new trends and emerging opportunities in a given market.

Big companies, such as Netflix, use Machine Learning to improve content recommendations based on viewers' preferences and behaviors' analysis (type of content, time of watching, watching with whom, etc), and to increase users' interaction.

7.2 Deep Learning:

It is an advanced Machine Learning technique for treating texts, images, and videos. For example, Google used Deep learning to improve search engines, image recognition, and search quality.

7.3 Prediction of sociopolitical trends and patterns:

AI techniques analyze the trends and patterns expressed on social media, allowing for the establishment of models that predict the users' sociopolitical trends. Deep Learning is used to understand the complicated interrelations, identify the social leaders and influencers on social media, and build exact models on the audience trends, such as predicting the electoral behavior. These models can identify the critical regions to focus efforts on them during electoral campaigns.

For instance, in 2012, Obama campaign used AI to predict votes in given areas and efficiently direct resources.

7.4 Content personalization and recommendation:

Data Analytics allows for recommendations to personalize content to given individuals. AI recommendation systems are used to personalize the content, such as in Netflix and YouTube, based on the users' behaviors and watching history, and to predict what the user wants to watch or buy to improve his experience.

7.5 Analyzing market trends:

AI can analyze social and commercial data to predict the market trends based on big data analysis, including previous purchases, interactions with brands, and personal preferences. For instance, Amazon uses Collaborative Filtering to compare the users' behaviors, provide recommendations on the interesting products, and improve transfers and sales.

7.6 AI models in polls and public opinion:

AI is used for a fast and exact analysis of polls and public opinion researches based on Text Mining to extract the keywords and identify the prevailing common views. For instance, research institutions use Natural Language Processing to analyze the citizens' reactions towards sociopolitical issues.

7.7 Audience segmentation:

It is about dividing audience into homogenous groups based on defined criteria, such as product usage, demographics, and history. It is one of the main practices in media and marketing. In the past, segmentation relied on demographic criteria, such as age and gender. However, with AI, tools of advanced data analysis generate more exact and efficient divisions based on complex behavior patterns, such as purchase habits and personal preferences, and personalize content with Decision Trees and K-means Clustering.

7. 8. Social reality simulation:

AI simulates the audience interactions with the sociopolitical events. The models are Agent-Based, simulate the individuals' behaviors, and predict their responses to given conditions and their future reactions.

8. The challenges facing AI in audience studies and researches:

Despite the big potentials provided by AI in audience studies, it faces different challenges regarding exactness, privacy, ethics, bias, and miscomprehension of cultural contexts. In this regard, AI applications collect huge amounts of personal data, including name, age, country, interactions on social media, digital behavior, etc, what may violate privacy and increase "control capitalism", which privileges the use of personal data for profitable aims instead of privacy protection. Thus, the main question is about using data without violating privacy under stringent laws, such as GDPR laws in the EU, which provide for carefully dealing with the personal information to maintain privacy. Besides, the laws do not show who takes responsibility and results of misusing information (Zuboff, 2019).

In audience studies, AI faces challenges of transparency in using personal data because most of the methods used in collecting and analyzing data are not transparent or authorized. Therefore, they create worries and maximize social inequality and algorithm bias, leading to unfair and intransparent targeting of some categories. For instance, algorithms are used in digital advertisements to exclude given categories based on the collected data; thus, they foster the social differences. In addition, reliance on biased or distorted data to train AI models generates inexact and incorrect results and inaccurate economic predictions, divides the audience unequally, and fosters social and racial segregations (O'Neil, 2016). In addition, AI may misunderstand the sociocultural context and fail to interpret the results of audience studies (Miller T. , 2020, p. 74). Finally, the obtained data may be subject to different interpretations, and most of complex

algorithms that analyze audience are unclear and their method of taking decisions is vague; therefore, researchers may mistrust it.

9. Conclusion:

The use of AI in audience and communication studies is necessary, mainly that it provides advanced analytical potentials to understand the audience behaviors and trends through Big Data Analytics, Sentiment Analysis, Machine Learning, Deep Learning, and social nets analysis. In addition, AI helps understand how people interact with content and facilitates dealing with big data to understand the general trends, hidden patterns, and exact preferences of the audience. Moreover, it allows for tracking changes, understanding feelings towards given issues or products, and identifying the effect of advertisement campaigns on these feelings to understand and predict the audience behavior, better target them, direct the marketing strategies, and establish good communication with them.

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Cultural Modeling of Marginalized Childhood in Visual Media

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Received: 24-07-2025 Accepted: 10-10-2025 Published: 01-12-2025

Abstract:

This study explores how marginalized childhood is culturally modeled in visual media through an analysis of three films: *Anastasia*, *Lilo & Stitch*, and *Belle and Sebastian*. Centering on children who are orphaned, abandoned, or socially excluded, the research investigates how these characters are transformed into empowered figures capable of redefining their identity and place in the world. By employing semiotic analysis and postmodern interpretive frameworks, the study uncovers how these films construct alternative visions of family, belonging, and emotional connection—often shifting attachment from traditional family structures to non-human or unfamiliar figures. Ultimately, the paper highlights how visual media not only portrays childhood marginalization but also reimagines it as a space for resistance, transformation, and cultural meaning-making.

Keywords: Cultural modeling, Emotional care, Existential displacement, Marginalized childhood, Symbolic family

1. Introduction

Marginalized childhood, shaped by the absence of familial structures and emotional anchoring, extends beyond legal definitions to reflect a deeper cultural dislocation one where the child appears unmoored, deprived not only of care but of language, memory, and recognition. In such contexts, culture steps in to perform the role of surrogate, constructing symbolic frameworks through which these fragmented identities may be seen, named, and narrated. Within this dynamic, visual media particularly children's cinema emerges as a powerful cultural apparatus that does not merely depict marginalized children but actively reimagines them through emotionally charged visual codes and narrative strategies. The cinematic image becomes a space where the orphaned or socially excluded child is reshaped into a figure of possibility one that challenges traditional notions of kinship, identity, and belonging, and that often forges new modes of connection beyond the biological or institutional. This representational process raises critical questions about how childhood at the margins is culturally modeled on screen: to what extent does cinema reinforce narratives of lack and dependency, and to what extent does it allow the child to emerge as an agent of transformation, capable of reframing their own story from within the margins rather than from beneath them? In exploring these questions through the films *Anastasia*, *Lilo & Stitch*, and *Belle and Sebastian*, this study examines how visual narratives construct and circulate symbolic versions of marginalized childhood, not as static representations of victimhood, but as complex sites of emotional, cultural, and ethical negotiation within a broader postmodern discourse.

2. Self-Alienation and the Construction of Identity in *Anastasia*

The film *Anastasia* presents one of the most intense visual articulations of marginalized childhood, where loss, exile, and dislocation converge into an existential experience that tests the boundaries of self-hood from the rupture of familial ties to the slow reconstruction of identity. The story does not open with a natural beginning, but rather with a traumatic break: the child's fall from a moving train marks the collapse of her narrative origin and initiates a deep process of self-alienation (Abdallah, 2006, p. 117),¹ This

alienation unfolds on two levels externally through the erasure of home, name, and ancestry, and internally through the fragmentation of memory. Anastasia no longer knows who she is or where she belongs; her story is not that of a lost princess, but of an abandoned self-navigating the void of forgetting.

In the absence of the family a symbol of continuity and identity the film situates the orphan not as a passive victim, but as a narrative agent in search of meaning. The quest for origin here is not merely a longing for a biological past, but a symbolic journey toward self-affirmation. Identity is reimagined not through blood alone, but through recognition, memory, and emotional wholeness. This is poignantly expressed in the scene where Anastasia sings: "My heart says go back to the past, a past that knows who I am, a past with family, where the future seems better than what might be", (Bluth & Goldman, 1997), The song is more than a lyrical moment it is an intimate confession of her desire to belong, to be seen, and to reclaim a sense of self that transcends loss.

The spatial choices in *Anastasia* are far from arbitrary; space in the film is treated as a living entity one that first echoes fragmentation, then enables the process of restoration. The orphanage, introduced early in the narrative, is portrayed as cold, gray, and stripped of all emotional resonance a physical extension of Anastasia's inner void. Later, the setting shifts to Paris, the so called "City of Lights" in symbolic culture, which becomes the site of rebirth, where memory is reclaimed through imagery, identity through movement, and lineage through love. In this symbolic geography, belonging is no longer a matter of biology, but a cultural and psychological project

(Mustafa, 2012, p. 163).

As the narrative unfolds, it becomes evident that the film's concept of "family" extends beyond blood ties. It is reconstructed through a constellation of affective relationships, emotional symbols, and moments of recognition, suggesting that the emotional stability of the orphaned child relies not merely on the presence of parents, but on the reconfiguration of memory and affect within a community capable of offering affirmation (Erikson, 2005, p. 59). Thus, Anastasia's transformation from a lost child to a self-aware young woman does not

hinge on the recovery of her royal status, but on her ability to reclaim her inner ground and overcome the self-alienation that marked her earliest rupture.

This thematic arc resonates strongly with developmental psychology, which holds that identity is formed through genuine psychological crises experiential thresholds that function as existential tests. Erik Erikson, for instance, argued that the crisis of identity emerges when individuals are unable to reconcile their internal desires with external expectations (Hassan, 2014, p. 211). This tension is central to Anastasia's journey: she did not choose her orphanhood, but she does choose the shape and meaning of her recovery. This view is also aligned with symbolic interactionism, which links identity to social recognition and contends that one's existence becomes meaningful only when acknowledged within a community that shares symbolic frameworks and cultural values (Badawi, 2009, p. 92).

Although Anastasia is framed within the stylistic conventions of children's animation, its narrative complexity extends well beyond the simplicity of its form. Beneath its playful surface lies a rich exploration of identity that resonates with contemporary Arab cultural discourse, which views identity not as a fixed essence but as a dynamic social construction, shaped by symbolic interaction with the self, the other, and collective memory (Kamal, 2004, p. 85). In this light, the film becomes more than a tale of a missing princess, it is a meditation on self-formation in the visual language of childhood, where myth and metaphor intertwine, and where visual storytelling speaks to both child and adult sensibilities.

The theme of alienation deepens when read through the lens of existential philosophy not merely as the loss of familial ties, but as the more profound estrangement of the human being in a world stripped of certainty. Anastasia's journey is permeated with existential questioning: Who am I? Why am I here? Where do I belong? These are not incidental curiosities but central to existentialist thought, which posits that humans are not born with ready-made identities but must forge themselves through choice, rebellion, and confrontation with the absurd. Søren Kierkegaard encapsulates this when he writes that "man is nothing but possibility" (Søren, 1983, p. 27).

This existential possibility is vividly portrayed in the scene between 00:20:35 and 00:23:00, where Anastasia walks alone through the snowy streets of Moscow. As she passes a large billboard that asks, “Are you looking for your identity?” she pauses, looks at the name “Anna” on her ID card, and appears to question even the letters that define her. The city around her becomes a gray, muted void a space emptied of meaning mirroring Albert Camus’ notion of the absurd in *The Myth of Sisyphus*, where the world’s indifference forces the individual toward either rebellion or annihilation (Camus, 1999, p. 45). Anastasia chooses rebellion not against the world itself, but against oblivion, against her own erasure and thus begins the project of self-creation.

A pivotal scene later in the film, at 00:48:05, shows her wandering through the abandoned Parisian palace. There, memory returns in a rush through music, scent, and image as she pieces together her past from fragments of objects. This moment aligns with Jean Paul Sartre’s claim that identity is not a pre-existing condition but a project, invented through one’s engagement with the world. For Sartre, “man is not what he is, but what he wills himself to be” (Sartre, 2009, p. 59), Anastasia’s return to the palace, then, is not a mere homecoming, but a symbolic re entry into possibility the chance to choose not only who she was, but who she wants to become.

This awareness culminates in the final scene at 01:20:10, when Anastasia is offered a return to royal life and a restored title. Instead, she chooses to leave that world behind and continue her life with Dimitri. This decision embodies the existential act par excellence: the refusal of an imposed essence in favour of a freely chosen existence, even if uncertain and open ended. It is this triumph of freedom that transforms Anastasia from a cartoon heroine into a fully realized existential subject, one who shapes her own destiny not by what she inherits, but by what she creates.

The experience of Anastasia moves beyond a tale of orphanhood to touch on a deeper existential question: how do we reconstruct the self in a world of erasure? How can one build an inner sense of belonging when ties to family and place are broken? In the symbolic language of children’s cinema, the loss of family becomes a powerful metaphor for

human anxiety in a world that offers no certainties, and the film transforms the child's journey into a meditation on identity, memory, and the search for meaning.

3. Marginalized Childhood and the Construction of Alternative Family in Lilo & Stitch

In *Lilo & Stitch*, childhood shifts from a space of care to a space of exclusion. Lilo is introduced not merely as an orphan, but as a child positioned outside the bounds of social acceptance defiant, withdrawn, and burdened by early emotional losses. She is, at once, the orphaned younger sibling and a reluctant stand in for maternal care. What appears on the surface as a whimsical tale about an alien fugitive unfolds, in reality, as a poignant narrative of marginalization, where the child is displaced not because she lacks biological belonging, but because society fails to offer the emotional scaffolding necessary to repair the rupture caused by loss.

Lilo's orphanhood is intensified by a deeper absence: the lack of symbolic structures of affection and guidance. Her marginality is twofold social, as seen in her unconventional behaviour and the rejection she faces from her peers, and psychological, in her desperate yearning for a bond strong enough to restore a sense of wholeness. This is powerfully conveyed in the scene at 00:15:12, where Lilo clutches a photo of her deceased parents and says to her sister Nani, "We're not a complete family anymore." For Lilo, family is not an abstract idea but a tangible emotional reality held in hugs, voices, and presence. Now, nothing remains. She is not merely an orphaned child, but a being adrift in a world that withholds love unless one conforms to its rigid expectations of behavior and discipline.

Another pivotal moment occurs at 00:30:45, when Lilo, by chance, selects Stitch from the shelter not out of affection for a cute pet or the simple desire for a toy, but from a deep inner impulse to forge a bond, even if with an alien being. In that spontaneous act, she declares to the world: I am still capable of loving, of building my own family. This moment encapsulates the film's radical reimagining of family not as a fixed biological unit, but as a fluid and emotionally grounded construct built on mutual care. Here, we witness what some scholars

describe as alternative cinema, which seeks to decenter traditional lineage in favor of emotional cohesion. It empowers the marginalized child to create their own relational network, one rooted in affect rather than ancestry (Badawi, 2009, p. 97).

Stitch, meanwhile, is not simply a fugitive alien; he stands as a sharp metaphor for the "othered" outsider, the figure excluded from all normative structures. His presence reconfigures the very definition of family: no longer is one part of a family by birthright, but through the capacity to generate meaning, warmth, and continuity within it. This reframing is beautifully captured in the film's iconic line spoken by Lilo at 00:43:18: "Ohana means family, and family means nobody gets left behind." In this brief phrase, the film's entire ethical vision crystallizes family is not a given, but a chosen solidarity.

From a psychosocial lens, Lilo can be interpreted as a character situated at the intersection of neglect and self-authorship. She represents the child overlooked by society, yet determined to craft her own network of affection and care no matter how unconventional. This aligns with the theory of the "possible self" in developmental psychology, which posits that individuals can transcend the limitations of their present circumstances by imagining alternative versions of themselves through new relational structures (Hassan, 2014, p. 210).

At the same time, the film offers a subtle critique of institutional child welfare systems. The character of Cobra Bubbles, the social worker, embodies a cold, bureaucratic rationality one that prioritizes reports and metrics over emotional realities. While the child struggles with grief and emotional instability, the system demands proof of social adequacy under fundamentally broken conditions. In this ironic framing, the film gently satirizes a structure that expects maturity from those still struggling just to survive (Mustafa, 2012, p. 174).

On the surface, *Lilo & Stitch* appears to celebrate the idea of an alternative family; yet beneath that narrative lies a postmodern visual discourse that challenges the foundations of traditional kinship. The film disrupts inherited structures patriarchy, bloodlines, and hierarchical authority by proposing a radically different origin for familial bonds: shared vulnerability, emotional resonance, and the co creation of meaning. In this space, Lilo whose voice has been muted

by both educational and social systems constructs her own family unit with an alien creature not even of human origin. Stitch, a genetically engineered being, becomes a vessel for reimagining the very notions of family, identity, and belonging.

This deep narrative subversion reflects postmodernist calls to dismantle grand narratives and replace them with hybrid, decentred frameworks. Stitch, once a hunted outsider without roots, evolves into the emotional centre of a new, non-traditional household. In this configuration, family loses its "sacred" and fixed quality, transforming instead into a fluid, open ended construct. It becomes a text one that is reinterpretable, unstable, and shaped by evolving contexts. Such a vision echoes Lyotard's proclamation of the end of master narratives and the rise of fragmented, pluralistic subjectivities (Sanders & Deblois, 2002).

In a deeply symbolic scene at minute 00:54:11, Stitch clutches a copy of *Frankenstein* and utters, in a broken voice: "I'm broken... I can't find my family." At this moment, the film reaches a philosophical peak the synthetic, engineered creature is no longer a source of chaos or threat, but a figure longing for care and belonging. By aligning himself with the archetype of the rejected monster, Stitch becomes a mirror for the child displaced from familial structures, while the film subtly raises a profound question: can the artificial entity succeed in preserving the emotional bonds that the "natural" human world has failed to maintain? This tension calls to mind Jean Baudrillard's theory of simulacra and simulation, wherein the boundaries between the real and the replica dissolve, and the copy displaces the original in postmodern culture (Giovanni, 2021, p. 112).

Throughout the film, visual cues of advanced technological control robots, surveillance systems, interplanetary enforcement ships, bioengineered beings create a backdrop that gestures toward a posthuman anthropology: a world where the human is no longer the central axis of meaning, but rather shares space with hybrid, artificial, or non-human entities. Within this landscape, Stitch emerges as a reverse symbol of childhood itself cast out from every system, yet able to reinvent his identity through emotional connection.

Ultimately, *Lilo & Stitch* dismantles the conventional social model and proposes an open emotional network that reorganizes relationships through empathy rather than lineage. The film becomes a visual parable for the modern subject navigating a fragmented world, shaped by rising technologies, fluid identities, and the collapse of stable structures. In this light, the story transcends orphanhood and raises a deeper existential inquiry: how do we construct family in a world that no longer acknowledges origins? And can the outsider the manufactured, the strange, the discarded embody a more profound humanity than the human itself?

4. Posthuman Affection and the Reconfiguration of Care in *Belle et Sébastien*

In *Belle et Sébastien*, the collapse of conventional familial care paves the way for a non-human alternative embodied in a wild dog who gradually transforms from a creature marked as "dangerous" by social norms into a living symbol of warmth, safety, and emotional belonging. The relationship between Sébastien a marginalized, orphaned child at the periphery of both geography and identity and the dog Belle is not merely a touching tale of companionship; rather, it unfolds visually as a symbolic dialogue about the humanization of the animal and the disruption of anthropocentric hierarchies of care.

From the outset, Sébastien is denied any form of active emotional nurturing. Raised by a foster grandmother in a remote and desolate rural setting governed by nature's harshness, war, and silence, the child emerges as a product of a failed familial system. In the absence of mother, father, and biological kin, the emotional vacuum in his life is gradually filled by something unexpected: a stray dog, hunted and wrongly accused of harming livestock. This creature, initially feared, becomes the vessel through which the concept of familial security is redefined no longer rooted in blood, but in shared vulnerability.

In a pivotal scene at 00:34:22, Sébastien approaches Belle for the first time without fear, despite her dangerous reputation. As a fragile child seeking connection, he recognizes in the exiled animal a kindred spirit an emotional and existential mirror. This moment is not merely the beginning of a friendship but marks a symbolic pact in which

traditional kinship boundaries are redrawn. Belle becomes a maternal, paternal, and protective figure not through speech or human traits, but through ethical presence and emotional reciprocity.

Scenes like this invite a deconstructive reading of the film, in which roles of care, protection, and belonging are redistributed outside the rigid frameworks of what postmodern theorists call "fixed identities." In this narrative, the human is no longer the exclusive source of emotional anchoring; instead, non-human beings co create affective environments. This shift challenges the supremacy of the human species and contributes to what some theorists describe as symbolic anthropocenic thinking or the emergence of the post human condition (Vanier, 2013).

If Sébastien the orphaned, forgotten, and displaced child finds himself through his bond with Belle, then the dog herself undergoes a gradual symbolic humanization: from hunted beast to surrogate mother, from fear to protection, from silence to inner communication. This dynamic situates the film within a narrative of "post family," where biological ties give way to emotional trials as the new foundation for kinship. The shift in caregiving no longer relies on inherited bloodlines but on mutual recognition, shared vulnerability, and affective bonding born out of crisis.

Even the setting reinforces this symbolic transformation. Snow covered mountains, dense forests, border crossings, and wartime flight suggest that nature itself becomes the new caretaker a quiet, intuitive landscape that replaces domestic spaces. In this wilderness, the animal assumes the role of an emotional guide, not through speech, but through instinct, presence, and silent resilience. It is as if the film proposes that salvation in today's world no longer arrives from another human, but from one who like the orphan exists outside the accepted social order.

The symbolic richness of Belle's character reaches its peak in a pivotal moment at 00:49:12, when she saves Sébastien from sliding to his death by pulling him to safety with her mouth. This gesture, while rooted in animal instinct, echoes the tenderness and sacrifice of human maternal care. From the lens of post anthropocentric philosophy, this

act is not viewed merely as a natural reaction, but rather as a symbolic reenactment of human roles a delegation of care to the non-human (Giovanni, 2021, p. 173). The scene challenges the notion of the human as the sole ethical center, offering a posthuman ethics of empathy in which love and protection are not exclusive to our species but shared across the boundaries of form and classification.

This scene vividly illustrates the cinematic deconstruction of the traditional boundary between the human and the animal as conceived in modernist cultures. Belle is not merely a companion; she emerges as a moral agent, an emotional caregiver, and a counter symbol to the stereotypical roles often imposed on animals within the framework of human centred thinking. This aligns with Gilles Deleuze's critique of essentialist identities, which posits that being is not defined by its place in a biological taxonomy, but rather by the nature of its relationship with the other (Deleuze, 2017, p. 207).

From a behavioural psychology standpoint, the bond between Sébastien and Belle can also be interpreted as a reprogramming of behavioral patterns through unconditional emotional support. The emotionally isolated child, deprived of secure attachment, shows notable behavioral improvements after forming a bond with Belle-he begins to sleep peacefully, ventures out to explore the world, and gradually expresses nurturing behaviors, especially around minute 00:57:03. This transformation aligns with principles of attachment based behavioral therapy, which recognizes that the presence of a stable, emotionally attuned figure even if nonhuman can play a critical role in regulating affect and fostering psychological resilience in children (Erikson, 2005, p. 97).

Moreover, Belle serves as a symbolic mirror of Sébastien's fragmented self: she has no recognized family, no belonging to any group mirroring the boy's unknown parentage and social displacement. Their shared condition of marginality creates a compensatory dynamic in which care replaces absence, intuition speaks in place of dialogue, and emotional bonding transcends species. The film thus frames the humanization of the animal not as a narrative embellishment, but as a deliberate strategy for reimagining kinship and attachment outside conventional biological norms.

In its visual and narrative depth, *Belle et Sébastien* transcends traditional portrayals of animals by framing Belle not merely as a dog, but as a transformative being a figure capable of guiding Sébastien from isolation to connection, from silence to self-expression, and from fear to presence. This transformation is not achieved through verbal dialogue but through alternative languages those of the body, instinct, protection, and emotional attunement which developmental psychology considers vital in early childhood, especially in contexts of trauma, loss, or familial disruption (Abdel Hamid, 2015, p. 66), The film does not position Belle as a companion in the human centred sense but as an autonomous moral system that redefines care, protection, and belonging beyond the human biological framework, raising the profound philosophical question: Is belonging a matter of lineage, or of felt experience?

5. From Marginalization to Belonging

Three films, three narratives, three children cast out of the embrace of normative worlds each rebuilding their existence from the backdoor of abandonment, dislocation, and identity reconstruction. *Anastasia*, *Lilo & Stitch*, and *Belle et Sébastien* do not share a linear narrative structure, but they all converge on one existential question: can belonging stem from the heart rather than the blood? This thematic convergence grants these films a symbolic potency, although their treatment of the theme varies in intensity and coherence. *Anastasia*, with its enchanting visuals and nostalgic melodies, wraps loss in the luxurious fabric of palaces and ballroom dances. While the film explores the trauma of dislocation, it often avoids confronting emotional pain, proposing a resolution too reliant on rediscovering noble lineage as if identity only becomes whole when validated by ancestry. It thus misses the deeper interrogation: do we become who we are by knowing where we came from, or by choosing who we become?

Conversely, *Lilo & Stitch* adopts a bolder stance, dismantling conventional family models with playful irreverence and emotional rawness. It positions the "alien" as a source of emotional coherence and celebrates the wild, rejected child as a bearer of truth within a flawed care system. However, in its postmodern aesthetic, the film

sometimes trades emotional depth for stylistic disruption sacrificing the weight of Lilo's silent grief to comedic pacing and abrupt dialogue, weakening the resonance of her abandonment. Still, Lilo remains a piercing portrait of emotional neglect and yearning.

In contrast, *Belle et Sébastien* with its visual modesty and emotional subtlety delivers the most intimate portrayal of fostered childhood. It avoids visual extravagance and listens instead to snowfalls, animal footsteps, and the gaze of a child. The bond between Sébastien and Belle unfolds gradually, forming not just a friendship but an existential pact between two outcasts who build a family without documents or blood ties. Yet, the film sometimes underutilizes its symbolic potential the war backdrop and natural vastness deserved deeper philosophical exploration. Its narrative, while emotionally pure, remains thematically cautious.

In the end, what remains is the echo of three voices different in language, yet unified in pain. Anastasia poses the question of origin; Lilo screams for unconditional care; and Sébastien listens to a nonhuman creature to reinvent the meaning of family. Their convergence lies not in choosing which film triumphs, but in acknowledging how each builds a unique model of fostered childhood, weaving identity, loss, belonging, and care into a contemporary visual narrative that disrupts norms and opens fresh pathways for thinking about what it means to be human when care is denied, and existence must be rebuilt from emotional ruin.

6. Conclusion

This analytical exploration of cultural modelling in cinematic representations of marginalized childhood through *Anastasia*, *Lilo & Stitch*, and *Belle and Sebastian* yields several key findings and insights:

All three films reconstruct childhood from the margins of loss and exclusion, portraying the "rescued child" as an existential figure who, though excluded from traditional family structures, is still capable of rebuilding the self from emotional and social fragmentation.

Anastasia, Lilo, and Sebastian each embody symbolic journeys of belonging, where personal trauma intersects with broader cultural structures. These individual quests reflect not only inner conflict, but also the fragility of institutional frameworks meant to support the child.

Cultural modelling in these visual narratives constructs alternative meanings of family and identity, shifting the foundation from biological ties to emotional reciprocity and care, challenging hierarchical and normative kinship models.

Anastasia foregrounds existential alienation triggered by the rupture of familial continuity, emphasizing memory as a tool of identity recovery. However, it tends to simplify the complexity of inner loss by resolving it through the symbolic return to heritage.

Lilo & Stitch offers a postmodern interpretation of family by disrupting social centrality and re-centring the marginal. Yet, its comic tone sometimes undermines the emotional depth of abandonment and the silent pain of the neglected child.

Belle and Sebastian stands out for its emotional sensitivity and humanistic tone, presenting an unconventional family forged through shared isolation and danger. The animal becomes a revelatory companion, redefining care beyond anthropocentric boundaries.

While Belle and Sebastian succeeds in presenting an emotionally potent and visually intimate narrative, its symbolic humanization of the animal raises philosophical and ethical concerns. Replacing the absent human caregiver especially the maternal figure with a nonverbal creature may unintentionally legitimize the erosion of deep human bonds and normalize symbolic substitutes that fall short of full emotional reciprocity.

These films resonate with major philosophical concepts such as self-alienation, the fragmentation of family structures, animal humanization, and the centrality of emotion in identity construction. They also embody critical psychological and sociological undercurrents reflecting the tensions of modern society.

Ultimately, the three works draw a symbolic map of a world that no longer offers clear answers to the marginalized child. Yet, they simultaneously propose new narrative horizons where identity can be reclaimed through risk, companionship, and openness to the Other regardless of form.

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Curated-Monitored Language and the Restriction of Meaning in the Digital Sphere: A Descriptive-Analytical Study of Pragmatic Constraint and the Formation of Linguistic Bubbles within the Smart Media Economy - the Blockout 2024 Campaign as a Model

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Received: 20-07-2025

Accepted: 10-10-2025

Published: 01-12-2025

Abstract:

This study analyzes the Blockout 2024 campaign as a significant case of how political expression is shaped within AI-driven digital environments. It explores the construction and restriction of meaning through curated language strategies like repetition, reduction, and omission, particularly across platforms, such as Twitter, Instagram, and TikTok. The research examines the symbolic and rhetorical tools—including images, slogans, and hashtags—that encode protest discourse. It highlights algorithmic censorship mechanisms, such as content deletion and restricted visibility that reshape meaning as well as limit interpretive reach. The study also investigates how algorithmic logic reinforces discursive closure and reduces dialogic diversity. Methodologically, it adopts an interdisciplinary approach combining digital sociology, semiotics, and discourse analysis, supported by precise statistical tools. The latter provides in-depth insights into protest discourse under algorithmic governance.

Keyword: Algorithmic censorship, curated-monitored language, Linguistic bubble, pragmatic constraint, smart media economy

1. Introduction:

Amid the profound transformations reshaping the digital sphere, language is no longer merely a tool for expression, it has evolved into a monitored communicative architecture, governed by the authority of

algorithms and procedural classification matrices that enforce standardized models of speech and comprehension. The production of meaning is now contingent upon what can be circulated without censorship or encoded within linguistic frameworks capable of bypassing automated and platform-based surveillance technologies, this shift has given rise to hybrid linguistic patterns referred to as Curated Language—a tactical response to the dominant digital actors that regulate the flow of discourse, within this framework, the sociolinguistic dimension converges with the architecture of the smart media economy, where content is not only shaped by the logic of influence but also by algorithms of selection, direction, and suppression, This dynamic reconfigures the discursive sphere into what can be termed a Linguistic Bubble.

The Blockout2024 campaign offers a vivid case study of this phenomenon, serving as fertile ground for the emergence of encrypted, pragmatic, and semiotic language strategies aimed at circumventing algorithmic repression while preserving the protestive and interactive core of the discourse. This study undertakes a comprehensive analysis of the mechanisms of pragmatic censorship, the rhetoric of algorithmic exclusion, and the evolving boundaries of language as a tool of digital resistance. It seeks to establish a rigorous scholarly understanding of meaning constraint—not merely as an institutional act, but as a socio-cultural practice that crystallizes at the intersection of power, technology, and discursive identity in the age of intelligent media.

2. Problem Statement:

The contemporary digital sphere is undergoing profound transformations in its discursive and linguistic structures. Language is no longer a free expressive tool; rather, it has been operationalized within intelligent systems that rigorously reshape discourse according to algorithmic logic—particularly within a smart media economy driven by targeting, filtering, and data extraction. Within this context, language is reengineered in accordance with the imperatives of digital control, giving rise to what can be termed Curated and Monitored Language: a linguistic architecture produced within digital environments that subject human expression to invisible forms of surveillance and semantic reproduction dictated by filtering algorithms, platform constraints, and the political economy of

attention. These manufactured linguistic structures result in the restriction of discursive meaning, narrowing the range of expressive and interpretive possibilities. As a consequence, Linguistic Bubbles—closed semantic environments—emerge, reproducing discourse within epistemological and ideological echo chambers shaped by platform logic and sustained through algorithmic repetition, these shifts in the nature of digital language raise critical questions about discursive authority, the transformation of symbolic production, and the boundaries of linguistic agency within a communicative space governed by algorithmic systems. Accordingly, this phenomenon necessitates a sociolinguistic and pragmatic inquiry capable of unpacking new modalities of symbolic domination and analyzing the interplay between language and meaning in an era of automated surveillance and control.

Building on this context, the present study is guided by the following core research question:

What is the nature of curated and monitored linguistic structures within the digital space of smart media platforms, and how do they contribute to the restriction of discursive meaning and the formation of closed linguistic bubbles in the case of the Blockout2024 campaign?

This central question branches into the following sub-questions:

- ✓ What are the dominant linguistic and pragmatic patterns found in the digital discourse surrounding the Blockout2024 campaign on smart media platforms?
- ✓ What are the semiotic and rhetorical features of curated and monitored language as manifested in posts and interactions related to the campaign?
- ✓ What indicators point to algorithmic censorship interventions in the campaign's content (e.g., deletion, shadow banning, suppression of hashtags, or restriction of reach)?
- ✓ How have algorithmic mechanisms reshaped the meaning of the Blockout2024 campaign and directed its semantic trajectory across platforms?
- ✓ What role have linguistic repetitions and trending hashtags played in the production of closed Linguistic Bubbles around the campaign's discourse?
- ✓ How have power relations among users (activists), platforms, and algorithms been manifested in the management of the campaign's digital discourse?

3. **Significance of the Study:**

This study derives its significance from its position at the intersection of a complex epistemological triad: linguistic transformations within the digital environment, algorithmic control over meaning, and the articulation of discourse within the smart media economy, in a context increasingly defined by algorithmic interventions in shaping discursive interactions, digital language can no longer be considered a neutral medium of communication. Instead, it has become a battleground for pragmatic struggles and invisible mechanisms of control that reproduce power through systematic linguistic filtering and selection. The importance of this study lies in its aim to deconstruct the notion of Curated and Monitored Language as a novel semiotic and pragmatic phenomenon through which meaning is directed and molded within automated communicative spaces. These spaces subject language to the policies of platforms, market logics, and algorithmic selectivity.

From an applied perspective, the study gains relevance by analyzing the Blockout2024 campaign as an empirical case that reflects emerging forms of control and provides a fertile ground for testing hypotheses related to discursive restriction and the formation of linguistic bubbles, furthermore, the study offers an original contribution to understanding the mechanisms through which closed discursive repetition is generated and meaning is reproduced under algorithmic governance.

In doing so, it advances the development of new analytical tools suited to the nature of contemporary digital discourse and opens the door to critical reflections on the future of language, meaning, and power in intelligent communication environments.

4. **Objectives of the Study:**

- ✓ To analyze the linguistic and pragmatic structures present in the digital discourse related to the Blockout2024 campaign, by identifying the dominant linguistic patterns that shaped its content across various smart media platforms, and by describing the discursive formation mechanisms operating within automated digital environments.
- ✓ To explore the semiotic and rhetorical features of curated and monitored language through a detailed examination of the

expressive strategies and semiotic symbols employed in meaning-making throughout the campaign. This includes an analysis of the rhetorical and persuasive techniques embedded within discourses of censorship and algorithmic filtering.

- ✓ To identify indicators of algorithmic censorship affecting the campaign's linguistic content, by tracing the interventions of platforms—such as deletion, concealment, restricted access, or automated rewording—thus highlighting the invisible mechanisms that restructure meaning and frame user interaction.
- ✓ To examine the mechanisms of semantic reproduction within the framework of algorithmic selectivity, by investigating how algorithms contribute to interpretive guidance and how digital infrastructures participate in reframing the pragmatic dimensions of discourse.
- ✓ To assess the role of discursive repetition in the construction of closed linguistic bubbles, by analyzing recurring linguistic patterns and trending hashtags that facilitate the reproduction of enclosed and ideologically insulated discourse, thereby generating homogenous and isolated discursive environments.
- ✓ To deconstruct power relations among digital actors—namely users (activists), platforms, and algorithms—by critically examining the limits of linguistic expression in spaces governed by technical regulation and market logic, and by evaluating the tensions between linguistic freedom and the algorithmic governance of meaning within the digital public sphere.

5. Conceptual Definitions of the Study :

5.1 Curated-Monitored Language: this refers to a linguistic pattern produced within digital platforms governed by artificial intelligence and algorithmic systems, where content is surveilled and reshaped through mechanisms of selection and control (Aleksic, 2024, p. 48), in this context, language becomes a directed tool that no longer necessarily reflects the speaker's intent but is reformulated according to technical and market-oriented criteria that serve the interests of the platform. (Gillespie, 2018, p. 14)

Operationally, it encompasses all observable linguistic phenomena within the Blockout2024 campaign content that reflect the subjection of discourse to mechanisms of algorithmic selection, deletion,

filtering, or redirection—such as standardized vocabulary, recurring hashtags, or reformulated expressions.

5.2 Pragmatic Constraint : Refers to the restriction of language's ability to perform its communicative functions within digital spaces due to the intervention of digital mechanisms (Herring, 2013, p. 129) (algorithms, filtering systems, technical censorship) that limit the diversity of intentions and steer speech acts toward predetermined expressive patterns. (boyd, 2010, p. 45).

Operationally, it is measured by the extent to which the pragmatic dynamism of language within the campaign is diminished—evidenced by the dominance of repetitive or functionally narrow discursive forms, the disappearance of interpretive diversity, or the absence of multiple perspectives in digital posts and analyses.

5.3 Linguistic Bubble : Describes a condition of discursive closure in the digital sphere, in which individuals interact within homogenous discursive circles that continuously reproduce the same meanings and symbols, this is driven by algorithmic filtering and repetition mechanisms, which weaken critical interaction and reinforce discursive isolation. (Pariser, 2011, p. 12)

Operationally, it is assessed through the repetition of hashtags and phrases within the campaign content, discursive homogeneity, and the limited presence of pragmatic plurality in discussions—indicating the formation of a closed linguistic community that reproduces itself.

5.4 Smart Media Economy : An emerging media model based on leveraging artificial intelligence and algorithms in content production and distribution, whereby language and meaning are subordinated to market logics and optimized for maximum engagement, this is achieved through content personalization, attention steering, and data-driven targeting, operating through mechanisms of precision targeting and automated interactivity. (Srnicek, 2017, p. 65)

Operationally, it is reflected in the management of discourse within the Blockout2024 campaign across platforms such as Instagram, Twitter, and TikTok, by analyzing how attention is directed, priorities are ranked, and content is selectively promoted based on commercial criteria.

5.5 Algorithmic Censorship : A form of invisible control exerted by algorithms over digital content through techniques such as automated deletion, restricted reach, content concealment, or engagement suppression—without direct human oversight (Cobbe & Singh, 2020, p. 500) This mechanism reproduces power in a technical form that silently regulates meaning circulation. (Noble, 2018, p. 145)

Operationally, it is measured by observing instances of content deletion, suppression of hashtags or posts related to the campaign, and documenting concealment techniques or algorithmic visibility shifts that affect the reach and pragmatic impact of meaning.

6. Theoretical Approach:

This study adopts a Critical Socio-Pragmatic Approach, rooted in the convergence of contemporary sociolinguistic theories and digital discourse pragmatics. It conceptualizes language as a tool of domination and a mechanism for the reproduction of power within the smart media environment. This approach maintains that digital language is not a neutral symbolic system but a form of socially structured action, technologically mediated and governed by algorithmic systems that constrain meaning, classify agents, and redirect pragmatic intentions within automated production contexts. (Herring , 2004, p. 325)

From this standpoint, curated and monitored language becomes a manifestation of symbolic and epistemic power relations, generating linguistic bubbles that reflect the positioning of actors within closed digital structures. (Zuboff, 2019, p. 242) The approach draws upon key concepts from Speech Act Theory (Searle, Austin), Relevance Theory (Sperber & Wilson), and Digital Sociolinguistics (Herring, boyd), while also incorporating the sociological critique of platforms (Zuboff, Gillespie, Srnicek) to understand how language becomes subject to surveillance and algorithmic control within the frameworks of the attention economy and surveillance capitalism. (Pasquale, 2015, p. 101).

Applying this theoretical framework to the study, the research embraces a critical socio-pragmatic sociolinguistic perspective, positing that language within digital spaces is no longer a neutral or benign communicative medium but has been subjected to technological and market-driven structures through which new forms

of symbolic and epistemic domination are exercised. Based on this framework, three core theoretical hypotheses are proposed:

- ✓ Digital discourse is restructured within algorithmic networks that control its meaning and pragmatic context.
- ✓ Algorithms do not merely organize content but also reproduce power through invisible regulatory mechanisms that exert rhetorical and semiotic influence.
- ✓ These environments foster closed pragmatic spaces, producing so-called linguistic bubbles, wherein users are confined to repetitive and homogenized discursive patterns that reinforce polarization and undermine dialogic engagement.

7. Methodological Approach :

Given the nature of the research problem—which centers on deconstructing curated and monitored linguistic structures, analyzing forms of meaning restriction, and exploring the formation of linguistic bubbles within the digital campaign Blockout2024—this study adopts a qualitative descriptive-analytical method, supported by a discourse-pragmatic digital analysis framework. This approach is particularly well-suited, as it enables the researcher to provide a precise description of the linguistic and semiotic structures manifested in digital discourse and to analyze them within the technical and algorithmic contexts in which they emerge. Furthermore, it facilitates a deeper understanding of how meaning is constructed and directed within communicative environments governed by platform logics and automated surveillance mechanisms. This aligns with the dual requirements of sociolinguistic and pragmatic analysis.

The methodology relies on qualitative tools such as discourse content analysis, pragmatic framing, and semiotic deconstruction, allowing for the tracking of selection and filtering indicators such as deletion, repetition, rephrasing, and discursive closure. It is also consistent with the nature of the study's hypotheses, which do not seek quantitative causal relationships, but rather aim to explore the dynamics of language and meaning production within a complex digital context where algorithmic power operates within a smart media economy. Thus, the adoption of this methodology is grounded in a scientific rationale that responds to: the nature of the topic, its pragmatic and semiotic dimensions, and its applied model based on the analysis of a real-world digital campaign.

8. Research Corpus :

The research corpus in this study comprises digitally mediated discursive content related to the Blockout2024 campaign, including posts, tweets, and textual materials disseminated across key smart media platforms such as X (formerly Twitter), Instagram, and TikTok . This corpus is methodologically appropriate, as it constitutes the actual communicative environment in which curated and monitored language, pragmatic constraints, and linguistic bubble formations manifest—core conceptual constructs that this study seeks to deconstruct and analyze. The selection of this corpus is grounded in the intersection between platform architecture and interactive discourse, where these platforms offer diverse patterns of automated linguistic interaction, shaped by algorithmic filtering and classification mechanisms.

9. Sample of the Study:

In line with the nature of the research problem addressed in this study—which aims to analyze the manifestations of curated and monitored language and the mechanisms of constraining pragmatic meaning within the Blockout2024 campaign—a purposive sample was adopted. This sample consists of a deliberately selected set of digital posts and interactive texts (tweets, posts, comments, hashtags, and visual-verbal slogans) circulated across three major platforms that represent the pillars of contemporary smart media: X (formerly Twitter), Instagram, and TikTok. The sampling focused on a specific time frame, from October to December 2024, during which the campaign reached its peak in terms of digital circulation and public engagement. The purposive sample is the most suitable choice for this context, due to the qualitative and analytical nature of the study and its direct focus on the linguistic and semiotic content produced within a specific digital environment. The aim is not statistical generalization, but rather theoretical and functional representation of textual categories that clearly embody the features of curated and surveilled digital language, and that reflect the hypotheses concerning the formation of linguistic and discursive bubbles in algorithmic spaces. The sampling process considered the diversity of interactions and rhetorical-pragmatic patterns, with particular emphasis on content that generated high levels of engagement (likes, shares, comments), or was subject to evident moderation (deletion, restriction, alteration).

9.1 Sample Size:

Given the qualitative and analytical nature of this study—which focuses on deconstructing curated and monitored linguistic structures and the formation of linguistic bubbles within the digital content of the Blockout2024 campaign—the sample size was determined based on the principle of theoretical saturation rather than conventional statistical calculation. In qualitative research, samples are not measured by numerical size but rather by their capacity to represent symbolic, semantic, and discursive diversity within the studied context. Accordingly, the study employed an analytical sample composed of 150 textual-interactive units, distributed across the three selected digital platforms: Twitter (X), Instagram, and TikTok. Specifically, the sample includes: 60 tweets from Twitter, 50 visual-verbal posts from Instagram, and 40 selected TikTok clips containing embedded slogans or symbolic language.

10. Data Collection Instrument:

This study employed content analysis as the primary data collection instrument, due to its methodological capacity to deconstruct the discursive, semiotic, and pragmatic structures embedded within the digital content of the Blockout2024 campaign. These structures are closely tied to practices of algorithmic curation and symbolic censorship, which give rise to what may be termed "curated and monitored language." Content analysis was chosen for its ability to provide deep, interpretive readings of meaning that transcend the surface levels of texts. It allows for the detection of recurrent linguistic patterns, as well as the mechanisms of deletion, concealment, and reformulation enacted by smart media platforms. This method is particularly compatible with a sociolinguistic approach that aims to dismantle the symbolic authority of language and analyze pragmatic structures within automated digital environments.

10.1 Unit of Analysis: The study adopted the Interactive Textual Unit as its basic unit of analysis. This includes:

- ✓ A standalone tweet or a connected thread on Twitter (X)
- ✓ A textual or visual post on Instagram, including its interactive comments
- ✓ A short video on TikTok that features linguistic-semiotic elements (e.g., speech, captions, hashtags)

10.2 Content Analysis Categories: The analysis categories were organized into three intersecting dimensions that reflect the core research domains:

- ✓ Linguistic–Pragmatic Category: Directive or mobilizing speech acts; forms of protest and dissent; the use of symbolic or encrypted language; pragmatic formulations prone to deletion or user reporting.
- ✓ Semiotic–Rhetorical Category: Visual symbols with ideological charge; the interplay between image and text in meaning-making; the use of metaphorical and rhetorical figures.
- ✓ Algorithmic–Censorship Category: Indicators of automated restriction, deletion, or reporting; presence of platform-imposed moderation cues (e.g., hidden posts, content warnings); reformulations or linguistic strategies used to circumvent digital censorship.

This instrument—with its carefully defined units and categories—enables an in-depth analysis that contributes to the understanding of meaning-making mechanisms within a digital environment where language is subject to technological and market-driven constraints. Such a framework aligns precisely with the study’s objectives, research questions, and the formation of linguistic bubbles in the smart media economy.

11. Instrument Validity and Reliability Instrument Validity:

Validity is one of the most critical methodological criteria for evaluating the quality of data collection tools. It refers to the extent to which an instrument accurately measures the studied phenomenon and reflects the conceptual reality it belongs to. Within the framework of this study—which adopts a qualitative–quantitative content analysis approach to digital discourses using semiotic and pragmatic analytical tools—instrument validity was ensured through both face validity and content validity. The analytical categories were constructed based on the theoretical foundation of the study and the conceptual framework of constrained digital discourse, in alignment with the research objectives and questions. This approach guarantees comprehensive coverage and ensures the interpretive adequacy of the proposed analytical categories.

The content analysis form was submitted to a panel of experts specializing in digital media, discourse analysis, and pragmatic linguistics, who reviewed it for logical consistency and structural representation of categories and units of analysis. Their evaluations confirmed that the instrument accurately represents the domains of the studied phenomenon—namely, the rhetoric of constraint and the disassembly of the tongue—while also accounting for the semiotic and pragmatic relationships embedded within digital content in smart media environments. This reinforces the conceptual and content validity of the instrument. Therefore, the tool’s validity in this study extends beyond structural and formal verification to include the functional manifestation of the analytical categories within the digital communication environment, ensuring theoretical-field alignment and lending scientific credibility to the anticipated findings.

12. Instrument Reliability: To verify the reliability of the content analysis instrument developed for this study—designed to measure the pragmatic and semiotic dimensions of digital media discourse within an artificial intelligence-mediated environment—the Cronbach’s alpha coefficient was used to assess internal consistency across the analytical categories. The reliability analysis yielded the following values:

Table 01: Overall Reliability Coefficient (Cronbach’s Alpha) of the Content Analysis Instrument Based on the Interactive Textual Unit and the Three Analytical Categories Across Digital Platforms (Twitter, Instagram, TikTok)

| Analytical Category | No. of Items | α Twitter | α Instagram | α TikTok | Overall α |
|---------------------------------|--------------|------------------|--------------------|-----------------|------------------|
| Linguistic-Pragmatic Category | 6 | 0.869 | 0.855 | 0.847 | 0.857 |
| Semiotic-Rhetorical Category | 5 | 0.838 | 0.824 | 0.812 | 0.825 |
| Algorithmic-Censorship Category | 5 | 0.854 | 0.840 | 0.827 | 0.840 |
| Overall | 16 | — | — | — | 0.848 |

Source: Prepared by the researcher based on the outputs of SPSS v25

The elevated overall reliability coefficient ($\alpha = 0.848$) indicates a high degree of internal consistency for the content analysis tool, underscoring the stability and credibility of the analytical indicators across the three platforms. The highest alpha value was observed in the Linguistic–Pragmatic category ($\alpha = 0.857$), reflecting the clarity and precision of the linguistic constructions used for directives, mobilization, and pragmatic encoding. These indicators are particularly sensitive to digital communicative contexts. Likewise, the Semiotic and Algorithmic-Censorship categories also yielded high reliability coefficients, further supporting the tool’s validity in capturing elements of visual meaning and manifestations of digital regulation—especially within platforms characterized by fluid algorithmic and interactive dynamics, such as Instagram and TikTok. These findings confirm that the tool was developed through a methodologically rigorous process that accounted for the integration of all three analytical dimensions, thereby establishing its suitability for measuring the interrelated textual, visual, and algorithmic interactions that shape the discourse of contemporary digital campaigns.

13. Applied Dimension of the Study:

13.1 Technical Overview of the Blockout2024 :

Campaign Blockout2024 was a global digital movement that gained momentum in the context of the Israeli assault on Gaza in 2024. The campaign was spearheaded by activists and users across various social media platforms—particularly TikTok, Instagram, and Twitter—with the aim of exerting symbolic and moral pressure on celebrities and influencers who remained silent about the ongoing violations or who demonstrated implicit or explicit alignment with the aggressor. The campaign is built around the strategy of “digital blocking” or “symbolic boycott” through the mass use of the block feature, constituting a decentralized collective response to media complicity and elite silence. The significance of this campaign lies in its role as a sociolinguistic model of interactive resistance within the digital sphere. It redefined the meaning of digital silence, transforming it from a personal stance into a socially condemned sign. The campaign also revealed new discursive dynamics in which language, imagery, and hashtags are deployed as tools of symbolic and moral counter-

restraint—what may be described as a form of “intelligent grassroots cancel economy.”

13.2 Discussion and analysis of results:

Table 02: Statistical Distribution of the Linguistic–Pragmatic Category by Platform

| Subcategory | Twitter | Instagram | TikTok | Total | Percentage (%) | Mean Score | Standard Deviation |
|---|---------|-----------|--------|-------|----------------|------------|--------------------|
| Symbolic Language / Encoding | 30 | 15 | 10 | 55 | 36.67% | 18.33 | 8.50 |
| Objection / Resistance Expressions | 18 | 15 | 12 | 45 | 30.00% | 15.00 | 6.25 |
| Mobilization / Calls to Action | 6 | 12 | 12 | 30 | 20.00% | 10.00 | 3.46 |
| Pragmatic Deletion / Reportable Expressions | 6 | 8 | 6 | 20 | 13.33% | 6.67 | 1.15 |
| Total — Linguistic–Pragmatic Category | 60 | 50 | 40 | 150 | 100.00% | — | — |

Source: Prepared by the researcher based on the outputs of SPSS v25

The quantitative distribution of the Linguistic–Pragmatic category reveals that Twitter ranked highest in the use of symbolic and encoded language, with 30 tweets out of a total of 60 (50%). This reflects a highly encrypted expressive mode likely adopted to evade algorithmic censorship. Instagram, by contrast, exhibited a balanced deployment of symbolic language (15) and objection/resistance expressions (15), indicating a dual visual–verbal strategy in framing protest discourse. Meanwhile, TikTok showed stronger representation in the categories of mobilization/calls to action and objection (12 each out of a total of

40), suggesting a reliance on dynamic and visual content to activate rapid forms of digital mobilization and collective persuasion. The highest standard deviation recorded in the “symbolic language” category (8.50) points to significant variation across platforms in the use of this discursive mode, whereas the low deviation in the “pragmatic deletion” category (1.15) indicates a high degree of convergence among platforms in the minimal use of this pattern. Taken together, these findings suggest that the campaign’s digital ecosystem strategically leveraged the rhetoric of encryption and mobilization, with relative variation across platforms reflecting the affordances and constraints unique to each medium in processing and circulating distinct discursive forms.

Table 03: Statistical Distribution of the Semiotic–Rhetorical Category by Platform

| Subcategory | Twitter | Instagram | TikTok | Total | Percentage (%) | Mean Score | Standard Deviation |
|---------------------------------------|---------|-----------|--------|-------|----------------|------------|--------------------|
| Image–Text Relationship | 12 | 25 | 13 | 50 | 33.33% | 16.67 | 5.51 |
| Charged Visual Symbols | 15 | 13 | 12 | 40 | 26.67% | 13.33 | 1.53 |
| Hybrid Rhetorical Techniques | 18 | 10 | 7 | 35 | 23.33% | 11.67 | 4.58 |
| Metaphors and Allegorical Expressions | 15 | 2 | 8 | 25 | 16.67% | 8.33 | 5.25 |
| Total – Semiotic–Rhetorical Category | 60 | 50 | 40 | 150 | 100.00% | — | — |

Source: Prepared by the researcher based on the outputs of SPSS v25

The results reveal a strong presence of the Image–Text Relationship category on Instagram, with 25 out of 50 posts (50%), aligning with the platform’s inherently visual nature. Here, text–visual combinations play a pivotal role in conveying encrypted meanings and embedding ideological discourse within an indirect expressive framework.

Twitter, on the other hand, leans toward hybrid rhetoric, evidenced by 18 out of 60 tweets that integrate condensed linguistic expressions with carefully selected symbols, reflecting a high-density linguistic economy suited to the tweet's format and textual constraints. Moreover, the employment of metaphor and semantic manipulation accounts for 25% of Twitter's tweets, indicating a rhetorical strategy that capitalizes on the power of insinuation. For TikTok, the Image–Text Relationship and Charged Visual Symbols categories appear in near-equal proportions (13 and 12 out of 40 clips, respectively), highlighting a reliance on dynamic visual combinations for meaning production, particularly within digital resistance contexts that necessitate symbolic condensation without explicit declaration. The high standard deviation in Metaphors and Allegorical Expressions (5.25) points to significant variation among platforms in employing this pattern, as it appears marginalized on Instagram compared to Twitter and TikTok. Conversely, the low deviation in Charged Visual Symbols (1.53) reflects a consistent pattern of usage across all three platforms. These findings collectively indicate a nuanced and strategic deployment of semiotic–rhetorical media, aligned with the distinctive characteristics of each platform: while Instagram is dominated by integrated image–text content, Twitter is distinguished by metaphorical and hybrid rhetoric, and TikTok intensifies its presence through dynamic symbolic visual expressions tailored to the nature of short, direct video content.

Table 04: Statistical Distribution of the Algorithmic–Regulatory Category by Platform

| Subcategory | Twitter | Instagram | TikTok | Total | Percentage (%) | Mean Score | Standard Deviation |
|------------------------------|---------|-----------|--------|-------|----------------|------------|--------------------|
| Overt Censorship Indicators | 25 | 10 | 10 | 45 | 30.00% | 15.00 | 8.66 |
| Reformulation/Rephrasing | 20 | 12 | 10 | 42 | 28.00% | 14.00 | 5.29 |
| Dissemination Restriction | 10 | 15 | 13 | 38 | 25.33% | 12.67 | 2.52 |
| Automated Deletion/Reporting | 5 | 13 | 7 | 25 | 16.67% | 8.33 | 4.16 |

| | | | | | | | |
|---|----|----|----|-----|-------------|---|---|
| Total – Algorithmic– Regulatory Category | 60 | 50 | 40 | 150 | 100.00 % | — | — |
|---|----|----|----|-----|-------------|---|---|

Source: Prepared by the researcher based on the outputs of SPSS v25

The results of the table highlight a clear dominance of Twitter in overt censorship indicators, with 25 instances recorded out of 60 tweets (41.6%) involving explicit warnings, blocks, or alert notifications. This prevalence is attributed to the sensitivity of hashtags and high reporting rates, especially in campaigns of a political nature or those opposing traditional media institutions. Conversely, dissemination restriction is notably prominent on Instagram (15 cases) and TikTok (13 cases), where algorithms operate invisibly to reduce content reach, particularly when using banned hashtags or repeatedly posting visual content classified as violating guidelines. This form of censorship is covert yet effective, adversely impacting the dynamics of organic content spread. The reformulation category appears as an interactive mechanism to counteract censorship across all platforms, particularly on Twitter (20 cases), where users resort to modifying terms or altering symbols and spellings to evade automated filtering. Instagram and TikTok also demonstrate a moderate presence of this strategy, reflecting a growing digital awareness to resist automated filtering. It is noteworthy that automated deletion/reporting is more prevalent on Instagram (13 cases), indicating an active role of collective reporting mechanisms or preventive censorship compared to other platforms. Statistically, the high standard deviation in overt censorship indicators (8.66) reveals significant variance among platforms, with Twitter uniquely characterized by its high incidence rate. In contrast, the low deviation in dissemination restriction (2.52) suggests stability of this regulatory pattern across platforms, indicating it as a quasi-constant digital censorship method. These findings clearly reveal divergent patterns of digital censorship across platforms: overt and reactive censorship intensifies on Twitter, while silent/algorithmic censorship dominates on Instagram and TikTok. Furthermore, the data underscore the evolving user strategies of re-encoding and reformulation to circumvent deletion or suppression of reach, reflecting a complex interactive structure wherein automated regulatory behaviour intertwines with the discursive practices of activists.

14. Study Results:

- ✓ Content analysis of the interactive discourse surrounding the Blockout2024 campaign revealed that the selected and regulated linguistic structures tend to constrain pragmatic meaning through the adoption of reductive discourse and systematic symbolic condensation. This contributes to the formation of closed semantic patterns that reproduce ideas within a limited discursive space, thereby supporting the hypothesis of the emergence of digital "linguistic bubbles."
- ✓ It was found that the dominant linguistic and pragmatic patterns in the campaign's digital discourse rely on direct propaganda lexicon and easily recyclable militant slogans (e.g., "Boycott," "Don't Stay Silent," "Participate"), reflecting a clear response to the demands of the digital economy predicated on attention economy and pragmatic reduction.
- ✓ Semiotic and rhetorical analyses demonstrated that the selected language is characterized by dense symbolism and constructivism through the strategic use of emotive imagery (victims, blood, flags, masks), alongside repetitive hashtags that function as powerful framing mechanisms directing meaning.
- ✓ The study identified significant indicators of algorithmic censorship, manifested in the partial or total removal of hashtags, reduced reach, and interaction disruption. These practices reshape reception according to covert regulatory mechanisms that control meaning and limit its dissemination across platforms.
- ✓ It was evident that digital algorithms contribute to reshaping pragmatic meaning by prioritizing certain content over others through access arrangements and display hierarchies. This bias is reflected in the systematic privileging of some discursive interactions while marginalizing others, reinforcing the hypothesis of invisible censorship.
- ✓ The findings showed that linguistic repetition, reliance on popular hashtags, and circular discourse led to the creation of closed discursive spaces with similar linguistic structures, fostering communicative closure and constraining semantic plurality. This substantiates the concept of the "linguistic bubble" within smart media.
- ✓ The study concluded that the discursive structure of the Blockout2024 campaign reflects a pragmatic struggle between users and algorithms, where algorithms continuously redirect discourse according to digital power dynamics, revealing a clear

divergence between users' intentions and platform governance. This raises critical questions about the limits of freedom of expression in digital spaces governed by artificial intelligence.

15. Conclusion:

In light of the analytical and statistical findings, the Blockout2024 campaign stands as a significant case reflecting transformations in digital discourse within the realm of smart media. The campaign demonstrates how selected linguistic structures intersect with algorithmic platform logic, producing new discursive patterns characterized by reduction, repetition, and symbolic condensation. The study reveals that, despite its activist and rights-based orientation, the campaign does not operate outside the framework of soft surveillance imposed by digital platforms—whether via algorithmic tools or closed communicative architectures. The results affirm that the digital sphere does not generate meaning freely and openly; rather, it reshapes it according to technical parameters governed by artificial intelligence and the dynamics of the news economy.

Moreover, the language employed in campaign content functions not merely as a means of expression but is also subject to programmed selection mechanisms that steer its discursive trajectory and reframe it within narrowly defined linguistic bubbles. The study also reveals a clear rupture in power dynamics within the digital space—between user agency and platform authority—where algorithms emerge as a mediating force that recalibrates discourse and limits its circulation under the pretext of security or implicit algorithmic rationality.

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Demographic Shifts in Algeria: from High Growth to Structural Strain

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Received: 05-08-2025 Accepted: 10-10-2025 Published: 01-12-2025

Abstract:

This study examines Algeria's demographic transformation from 1961 to 2024 using official statistics, academic research, and policy analysis. It reveals a major demographic shift: fertility dropped from 8.4 children per woman in 1970 to 2.8 in 2024, and life expectancy rose to nearly 80 years. While the working-age population represents 66%, Algeria has not fully benefited due to high youth unemployment and labor market barriers. Aging is accelerating, with 7% of the population now over 65. Marriage rates are falling, and divorce rates are rising, reflecting deep social changes. Urbanization driven by internal migration has strained infrastructure, while international emigration of skilled youth fuels a growing brain drain. The lack of reliable migration data hampers policymaking. The study calls for integrated reforms: improve reproductive health, reform pension and healthcare systems, boost employment especially for women and youth and create a National Migration Observatory to support evidence-based, inclusive demographic planning.

Keywords: Demographic transition, fertility, labor market challenges, migration, population aging

I. Introduction

At the 1984 World Population Conference in Mexico, Algeria declared that "the demographic issue constitutes the main cause of underdevelopment." This stance had already been articulated in the general report of the 1980 Five-Year Plan, which stated that "active efforts to reduce birth rates have become essential to improving the

efficiency of our economic development and to sustainably and satisfactorily meeting the population's social needs." In response, a demographic policy was adopted with the goal of reducing the population growth rate from 3% to 2% by the year 2000. A national family planning program was progressively implemented through a growing number of maternal and child health centres, aiming to reduce what was then considered an excessively high fertility rate. Since then, population growth control has been treated as a key national economic objective.

This strategy was largely inspired by international programs and recommendations, later adapted to Algeria's specific context. In 1989, a cooperation agreement with the UNFPA. The primary donor was established to support the National Population Growth Control Program (PNMCD). Key goals included increasing contraceptive prevalence and raising public awareness about the risks that rapid population growth poses to individual, familial, and societal stability.

The Algerian government expressed its commitment to expanding access to various contraceptive methods, with the aim of doubling the usage rate. The program emphasized the development of service infrastructure, along with public education and awareness campaigns, all within a voluntary framework that respects individual freedom of choice and avoids coercive measures.

As a result, by 1986, the natural population growth rate fell below 3% for the first time since independence. The Total Fertility Rate (TFR) also dropped to 5.42 children per woman, down from nearly 8 in 1970.

This study seeks to address the following core question: What are the recent demographic trends in Algeria?

The adopted methodology is structured around two main components:

- Data collection methods
- A descriptive and analytical assessment based on official statistics from the National Office of Statistics (ONS).

II. Literature Review:

a) **Flici, Farid & Hammouda, N.-E: *Mortality Evolution in Algeria: What Can We Learn About Data Quality?***

The authors analyze mortality trends in Algeria from 1977 to 2015, focusing on the reliability and coverage of statistical data. They demonstrate that, despite significant improvements in public health, data quality remains uneven, particularly in rural areas. The study confirms the ongoing decline in general and infant mortality rates while emphasizing the growing challenges associated with demographic aging. This work is essential to understanding the methodological basis underpinning demographic indicators in Algeria (Hammouda, 2021).

b) **Belaroussi, C. : *Changes in Population Structure in Algeria***

This article explores the progressive transformation of Algeria's demographic structure over the past two decades. Belaroussi highlights a decline in fertility, a reduced proportion of youth within the population, and a projected increase in the elderly population. He underlines how these demographic shifts are reshaping the country's economic and social dynamics, particularly through a shrinking demographic dividend and future strains on health and pension systems. The article also outlines policy pathways for adapting to these structural changes (Belaroussi, 2024).

c) **Saidi, F. A., Phinzi, K., & Molnár, E. (2023): *Urbanization in Algeria: Toward a More Balanced and Sustainable Urban Network?***

This article examines the relationship between urbanization and demographic distribution in Algeria. The authors emphasize the overconcentration of population along the coastal areas and inter-wilaya imbalances. They advocate for a more equitable territorial development strategy through the strengthening of intermediate cities and the modernization of inland infrastructure, with the aim of reducing internal migratory disparities and fostering spatial demographic equilibrium (Saidi, 2023).

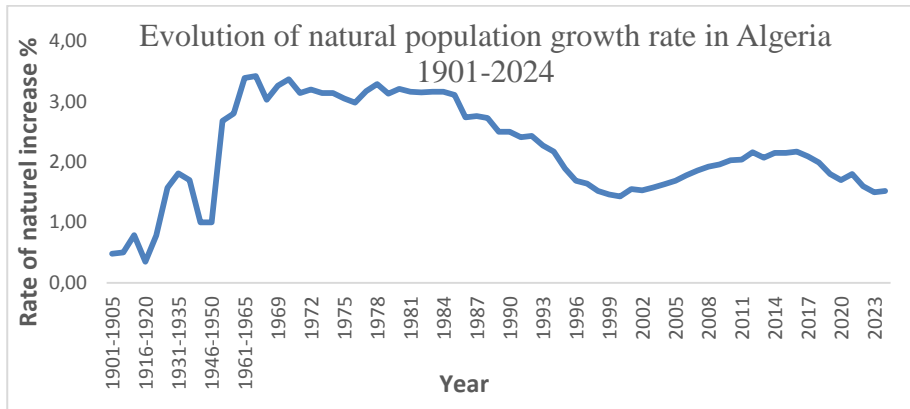
III. Demographic Trends in Algeria (1961–2024)

Algeria's demographic trajectory from 1901 to 2024 illustrates a gradual shift from a traditional demographic regime characterized by high birth and death rates to a more modern profile marked by declining natural population growth. In the early 20th century, crude birth and death rates stood at approximately 37.6‰ and 32.8‰, respectively, resulting in a natural increase of less than 0.5% (ONS, 2024).

The demographic transition began accelerating in the 1930s, spurred by colonial-era public health initiatives that reduced mortality. Following independence in 1962, Algeria experienced a demographic surge: the crude birth rate peaked at 50.1‰ in 1970, while natural population growth reached a record 3.42% in 1967. This boom was fueled by ongoing declines in mortality (UNFPA, 2019), driven by expanded access to primary healthcare and improved living standards.

In the 1980s, Algeria institutionalized a national family planning policy with support from the United Nations Population Fund (UNFPA). This program promoted contraceptive access and public awareness to reduce fertility. As a result, the birth rate fell from 48.5‰ in 1961 to 31.0‰ in 1990, and further to 18.5‰ by 2024, according to recent figures from the National Office of Statistics. Mortality rates continued to decline, stabilizing around 4.5‰ from the 2000s onward (see Figure 1). The natural growth rate, which exceeded 3% in the 1970s, dropped to 1.52% in 2024, indicating Algeria's transition into an advanced stage of demographic change.

Figure 1: Evolution of Natural Population Growth Rate in Algeria (1901–2024)

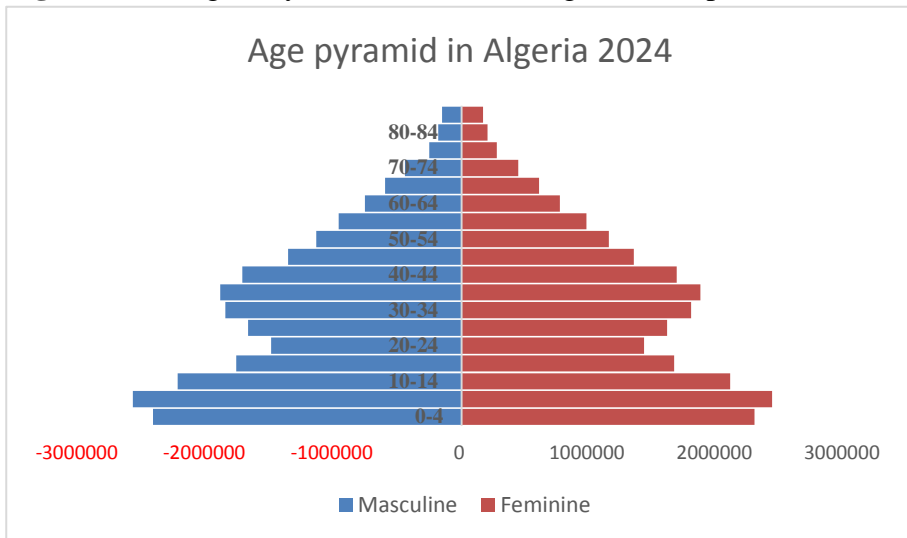


Source: Compiled from National Office of Statistics (ONS) data.

Despite this slowdown, population growth remains positive, necessitating adaptive public policies. These must address key challenges including job creation (Bessaoud, 2018), urban expansion, population aging, and rising pressure on social infrastructure and public services.

3.1. Age Structure of the Algerian Population

An analysis of Algeria's 2024 age pyramid shows a population that remains relatively young but clearly reflects the demographic deceleration initiated in the 1990s.

Figure 2: Age Pyramid of the Algerian Population, 2024

Source: Compiled from National Office of Statistics (ONS) data.

Approximately 29% of the population is considered economically inactive and biologically non-reproductive. This ratio was even higher in earlier decades; for example, in 1977, the birth rate was 45.02‰, a reflection of post-independence fertility and traditional family norms. The peak birth rate of 50.12‰ was recorded in 1967. Since the late 1980s, Algeria has seen a marked fertility decline, driven by multiple factors: widespread adoption of family planning, broader access to modern contraceptives, delayed marriage, rapid urbanization, and shifting social norms.

By 2024, the working-age population (15–64 years) is estimated at around 31.4 million representing 66% of the total population (see Figure 2). This proportion has remained relatively stable since 2008 but remains above the global average. Theoretically, this demographic structure presents an opportunity for a “demographic dividend,” (Bloom, 2003) wherein a large working-age population can drive economic growth. However, this potential is constrained by persistent structural issues, including high unemployment, labor market rigidity, and pronounced regional disparities. These challenges

continue to exert pressure on social services, particularly in housing, education, and healthcare. The elderly population (65 years and over) is projected at 3.34 million in 2024, accounting for 7% of the total population. Although still modest, this share has been steadily rising, pointing to the growing structural impact of aging. Addressing this shift will require long-term planning, particularly regarding healthcare infrastructure, pension systems, elder autonomy, and sustainable financing for social protection.

Life expectancy at birth rose significantly from 51.15 years in 1965 to 77.80 years in 2019a gain of 26.65 years. Gender-wise, women experienced a greater increase (27.43 years) compared to men (26.08 years) over the 1965–2019 period. This upward trend reflects both advancements in medical science and a general improvement in living conditions, contributing to Algeria's remarkably low mortality rates.

3.2. Mortality Trends

Between 1990 and 2023, mortality in Algeria followed a generally declining trajectory, disrupted briefly by the COVID-19 pandemic. The crude deathrate fell from 5.80‰ in 1990 to 4.68‰ in 2019, before rising sharply to 5.99‰ in 2020 as a direct result of the pandemic. It then resumed its downward trend, reaching 4.15‰ in 2023. In absolute terms, the number of deaths ranged from 145,000 in 1990 to 192,000 in 2023, with a pandemic-related peak of 258,000 deaths recorded in 2021. This exceptional surge is directly attributable to the health crisis, which overwhelmed the national healthcare system, generated significant excess mortality, and delayed the treatment of chronic diseases.

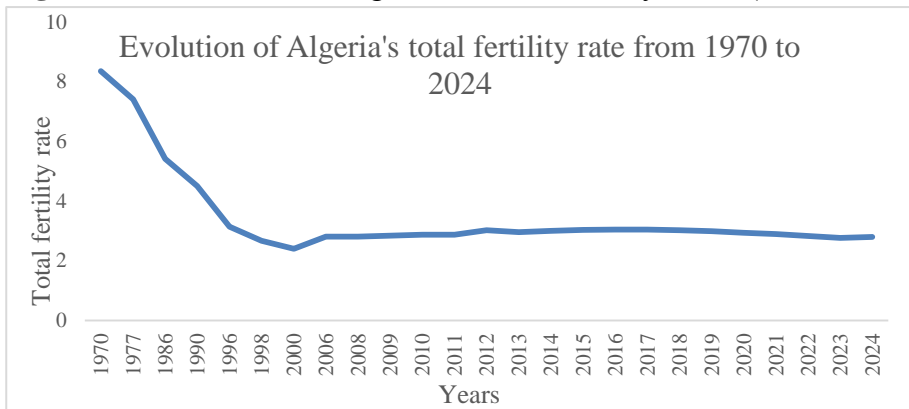
Despite this temporary disruption, life expectancy at birth continued to rise, averaging 79.6 years between 2020 and 2023, and surpassing 81 years for women in 2023a historic national milestone. These gains reflect Algeria's progression through the epidemiological transition, characterized by reduced infant and maternal mortality, improved access to healthcare, and sustained investment in medical

infrastructure. Nonetheless, chronic non-communicable diseases particularly cardiovascular illnesses and cancer remain the leading causes of death, especially among older adults (APS, 2020). These trends may constrain future improvements in life expectancy. Overall, the long-term decline in mortality reflects substantial public health progress, but it also signals new challenges related to aging and the rising burden of non-communicable diseases.

3.3. Fertility Trends

All recent demographic studies and national surveys confirm a significant and sustained decline in fertility in Algeria. As illustrated in **Figure 3**, the Total Fertility Rate (TFR) was exceptionally high in 1970 around 8.50 children per woman partially due to a rebound effect following the postponement of births during the War of Independence.

Figure 3: Evolution of Algeria's Total Fertility Rate (1970–2024)



Source: Compiled from National Office of Statistics (ONS) data.

Fertility began to decline steadily in the 1980s, with the TFR dropping to 6.24 by 1985 and 4.5 by 1990. This decline was largely driven by the implementation of the National Population Growth Control Program (PNMCD). However, between 1986 and 1993, the pace of decline slowed, becoming more gradual. Over the long term, Algeria has experienced a dramatic reduction in fertility. The TFR fell from 8.4 children per woman in 1970 to 2.8 in 2024. This decline marks a profound transformation in reproductive behavior beginning

in the late 1970s. The TFR dropped to 6.9 by 1977, 5.3 in 1986, 3.5 in 1996, and reached 2.7 by the year 2000.

This sustained decline is the cumulative result of multiple interrelated factors: widespread access to family planning, improved availability and use of contraceptive methods, increased female education, and a general trend toward delayed marriage. Since the early 2000s, fertility has stabilized around three children per woman, with minor fluctuations. In 2024, the TFR stands at 2.8, approaching the generational replacement threshold. This demographic shift carries significant implications for Algeria's age structure, labor market outlook, and long-term policy planning particularly concerning population aging, healthcare demand, and social protection systems.

3.4. Marriage and Divorce Trends in Algeria

Between 1990 and 2024, Algeria's marriage and divorce patterns underwent substantial shifts, mirroring deep-rooted socioeconomic, demographic, and cultural transformations. From 1990 until the early 2010s, the country saw a consistent increase in marriages, culminating in a peak of nearly 388,000 unions in 2013. However, beginning in 2014, this trend reversed, with a progressive decline becoming more pronounced after 2020.

By 2023, the number of registered marriages had dropped to 278,664, reducing the crude marriage rate to 6‰ a level comparable to the early 2000s (see Table N°01). This contraction correlates with the shrinking cohort of individuals aged 20 to 34, who account for 80% of all marriages. This age group declined from 10.9 million in 2015 to 9.8 million in 2023 (ONS, 2019).

Economic hardship is a central driver of this decline. Persistent unemployment, precarious job markets, ongoing housing shortages, and the increasing financial burden of marriage including wedding expenses, dowries, and social expectations have become significant deterrents for young people, especially amid rising inflation. Simultaneously, Algeria is undergoing a cultural shift. Higher

educational attainment particularly among women increased access to the labor market, and a growing preference for personal autonomy are reshaping traditional perceptions of marriage. The decline in early unions, the rise of individualism, and the extension of the pre-marital singlehood period all point to a broader generational transition.

Table N°01: Trends in Marriage and Divorce in Algeria (1990–2023)

| Period | Marriage Trends | Divorce Trends | Key Drivers |
|-----------|--|---|--|
| 1990–2005 | Gradual increase in marriages | Moderate divorce rate (~11% in 2005) | Youthful population; traditional family norms |
| 2005–2013 | Peak nuptiality (~10‰ in 2013) | Rising divorce (~14% in 2010 → 16% in 2015) | Post-conflict recovery; demographic rebound |
| 2014–2019 | Onset of steady marital decline | Accelerated rise in divorce (~21% in 2019) | Structural demographic changes; rising female autonomy |
| 2020–2023 | Sharp drop in 2020, rebound in 2021, renewed decline | Crude divorce rate 2.02‰; 33.5% relative divorce rate | COVID-19; economic strain; evolving family structures |

Source: National Office of Statistics (ONS)

Meanwhile, divorce rates have increased dramatically. From 31,000 in 2005, the number of divorces surged to 93,402 by 2023 nearly athreefold increase (ONS, Démographie algérienne, N°890., 2024). The crude divorce rate reached 2.02‰ in 2023, up from 1.52‰ in 2019. The divorce-to-marriage ratio rose to 33.5%, indicating that one in three marriages now ends in separation.

This rise in marital instability can be attributed to several factors: premature or impulsive unions, mismatched expectations, family or societal pressures in partner selection, and the influence of

social media. Early years of marriage have become particularly vulnerable to breakdown. Additionally, legal reforms especially the 2004 revision of the Family Code have eased divorce procedures and strengthened women's rights. Increased female education and financial independence have reduced tolerance for unfulfilling marital relationships.

In sum, the sharp drop in marriage rates, coupled with rising divorce rates, reflects a fundamental reconfiguration of family behavior in Algeria. The traditional model of lifelong marriage is in decline, giving way to more individualized life paths shaped by evolving norms and values. This transformation presents significant challenges for social policy, youth support mechanisms, and legal frameworks, which must now adapt to these emerging realities.

3.5. Migration Dynamics in Algeria: Trends, Challenges, and Implications

Migration patterns in Algeria are difficult to analyze due to scarce and fragmented statistical data, particularly concerning international migration and the recent influx of Sub-Saharan migrants. National population censuses offer limited insight into internal mobility, and data on Algerian emigrants often rely on foreign sources such as Eurostat or INSEE, raising issues of comparability. The absence of an integrated national system to monitor migration flows hampers accurate assessments of scale, profiles, and trends posing a major obstacle to policy formulation and demographic planning.

3.5.1. Internal Migration

Internal migration remains a defining feature of Algeria's demographic landscape. Population flows are largely directed from rural areas to urban centers, especially toward major cities such as Algiers, Oran, Constantine, and Annaba, as well as newer hubs in the south like Ouargla and Ghardaïa. This urban migration is driven by economic incentives (employment and services), environmental

pressures (land degradation and water scarcity), and social aspirations (better living conditions).

According to the National Statistics Office, around 65% of the population now lives in urban areas up from 30% in the early 1970s (ONS, bulletin statistique N° 769, 2023). This rapid urbanization has intensified pressure on infrastructure, worsened housing shortages, overwhelmed public services, and contributed to unregulated urban sprawl.

3.5.2. International Migration

Algeria has historically been a country of emigration. Since the 1960s, large numbers of Algerians have migrated abroad, primarily to France, but also to Spain, Canada, and Germany. Initially economically motivated, emigration patterns have evolved to include both low-skilled workers and highly qualified professionals resulting in a growing brain drain. Recent emigration is often driven by persistent unemployment, social stagnation, economic insecurity, and political dissatisfaction.

Irregular migration by sea particularly through the *harraga* phenomenon remains a visible symptom of youth disenchantment. In 2023 alone, the International Organization for Migration recorded over 6,000 attempted crossings from Algeria to Spain (IOM, 2023). On the other hand, Algeria remains relatively closed to international immigration. However, inflows from Sub-Saharan countries, such as Niger, Mali, and Guinea have increased. While many of these migrants are in transit toward Europe, a growing number settle temporarily in southern Algerian cities or work in the informal sector. Algeria lacks a comprehensive legal framework to manage this migration, raising concerns over migrant rights, integration, and public security.

To address this strategic data gap, it is essential for Algeria to establish a **National Migration Observatory**. This institution should be equipped with the legal, technical, and statistical tools necessary

for systematic tracking and analysis of migration flows. Such a body would enhance the state's capacity to formulate evidence-based migration policy, monitor regional demographic imbalances, and engage more effectively in international migration diplomacy.

Conclusion:

Algeria's demographic evolution from 1961 to 2024 reveals a marked transition from a regime of high natural growth to a structurally more complex configuration. The substantial decline in fertility, the steady rise in life expectancy, and the transformation of family behaviors reflect an advanced stage of demographic transition. However, these changes have not translated into an effective demographic dividend, due to persistent structural constraints such as youth unemployment, territorial disparities, and inadequate employment policies. The progressive aging of the population, the sharp rise in divorce rates, and migration dynamics characterized by significant brain drain and unbalanced urbanization pose major challenges to social cohesion, the sustainability of welfare systems, and spatial planning. The lack of reliable data on internal and international migration further hinders the development of informed and adaptive public policies.

In light of this demographic reconfiguration, Algeria must reassess its strategic priorities. An integrated, evidence-based approach is urgently needed to strengthen healthcare and pension systems, promote employment particularly among women and youth plan for the adaptation of urban infrastructure, and establish a National Migration Observatory. Without such a structural shift, the demographic-induced strains may intensify, ultimately undermining Algeria's medium and long-term socioeconomic development prospects.

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Designing Guidance Programs in the School Environment: Concept, Types, Characteristics and Foundations of its Construction

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Received: 28-06-2025

Accepted: 10-10-2025

Published: 01-12-2025

Abstract:

Guidance programs have received significant attention from researchers and therapists. It has thus become a prominent feature of psychological services programs. Planning and implementing it has become an essential skill for counselors or psychological specialists, given its significant impact in finding solutions to many psychological, social, and academic problems. Based on this, we will attempt, through this intervention, to shed light on guidance programs in terms of their concept, characteristics, and features. We will then address the theoretical foundations for constructing guidance programs and the strategies used in them, adopting the descriptive approach because it is appropriate for such studies.

Keywords: Characteristics of guidance programs, design stages, guidance programs, school environment

1. Introduction

Psychological guidance is one of the services that aim to help the individual to achieve self-realization and develop his abilities and capabilities so that he can solve his problems and achieve psychological, social and personal harmony. Educational institutions, especially the university, have begun to provide psychological guidance services in the form of programs. "Hence, the need has become essential and fundamental to provide reliable sources for the purpose of opening new horizons for students and trainees to familiarize them with modern guidance methods in guidance practice

and to present guidance programs through realistic models of some of the problems that some individuals in society are exposed to, while providing appropriate solutions for them” (Riyadh Nayel Al-Amsi, 2015, p. 10).

It is notable that guidance programs have recently occupied a distinguished position in terms of their ability to identify the problems that individuals suffer from, their causes, and the factors that contributed to their emergence. Hence, it has become necessary for those practicing the guidance profession to possess various basic knowledge and skills to design and implement these programs and to develop guidance plans appropriate for individuals and groups that need these services.

Through this intervention, we will attempt to shed light on the subject of designing guidance programs in terms of the concept, characteristics, theoretical foundations for their construction, and the strategies used in them.

Study Questions: Through this study, we will attempt to answer the following questions:

- What is the concept of guidance programs?
- What are the most important features and characteristics related to guidance programs?
- What are the theoretical foundations for developing guidance programs?
- What are the strategies used in guidance programs?

2- The importance of the study:

- The current study derives its importance from the importance of its topic, which is the development of guidance programs and the need for them to identify certain psychological, educational, and social problems, their causes, and the factors that contribute to their emergence in some individuals.
- Providing counselors, psychologists, university students, and some academics with a general and simplified framework for guidance programs and the basic theoretical

objectives:foundations for constructing them correctly and effectively.

3- Study objectives:

- Understand the concept and nature of guidance programs.
- Identify the most important features and characteristics related to developing guidance programs.
- Present the theoretical foundations for developing guidance programs.
- Address the strategies used in guidance programs.

4- Study method:

The current study followed the descriptive approach, which focuses on describing the various aspects related to the subject of guidance programs. This approach represents a reliable method for obtaining accurate information about the phenomenon under study.

5- Procedural concepts of study terms:

-Guidance programs: By procedural terms, we mean a set of steps and procedures based on scientific and methodological foundations, with specific objectives and a specific timeframe, including a set of activities given to individuals to help them overcome the problems they face.

Characteristics of guidance programs: We mean by this procedurally the set of scientific features and conditions that must be present in guidance programs during their planning and implementation.

Theoretical Framework:

1- Definition of the Guidance Program:

Before presenting definitions related to the guidance program, we should begin by defining the program as a term and concept.

Saadia Bahar defines the program as "all the activities, practices, games, situations, visits, and trips that a child undertakes in the educational transition from the self to the outside world. Therefore, the experience must begin with an experience from which many basic concepts emerge that informs the child's self." The program is also defined as: "A set of specific and organized steps based primarily on the theories, techniques, and principles of psychological guidance. It includes a set of different experiences, skills, and activities that are provided to individuals over a specific period of time, with the aim of helping them modify their behaviors and acquire new behaviors and skills that will lead them to achieve psychological harmony and help them overcome the problems they face in the struggle of life" (Taha Abdel-Azim Hussein, 2011, pp. 282-283).

Among the definitions related to the term "program," Al-Zahran defines the guidance program as "a planned, organized program in light of practical foundations for providing direct and indirect guidance services, individually and collectively, to all those included in the school" (Hamed Abdel Salam Zahran, 2002, p. 499).

Al-Dosari defined the guidance program as "planned and organized on sound scientific foundations, consisting of a group of direct and indirect guidance services that provide services to all those included in the school, in order to achieve healthy growth and social and professional compatibility. This program is planned and implemented by a team of qualified and specialized professionals."

Al-Janabi defines it as "a planned and organized design based on scientific foundations and containing a group of services to solve the problems faced by students in various economic, academic, social and psychological fields, which leads to their academic success and their compatibility with the environment such as the educational institution (the school, for example) with the aim of helping them achieve healthy growth and make conscious, rational choices and to achieve psychological compatibility within the institution." (The school, for example) and outside it, and it is planned, implemented and evaluated by a committee and a team of

officials and qualified people. (Ahmed Younis Al-Bajari, 2009, p. 42).

It is also known as: “The organized plan that provides direct guidance services, individually and collectively, to those seeking guidance with the aim of helping them achieve their comprehensive and integrated growth in various fields” (Youssef Al-Najma Alaa El-Din and Musharraf Atef Othman Al-Agha, 2008, p. 67).

It is also known as “a planned and organized program in light of scientific foundations to provide direct and indirect guidance services individually and collectively to all those included in the institution (such as the school, for example) with the aim of helping them achieve healthy growth and make conscious, rational choices and achieve psychological harmony within and outside that institution. It plans and implements the guidance program” (Sami Muhammad Malham, 2008, p. 165).

As for Sisban (2017, p. 122), he defines the guidance program as a planned and organized scientific plan based on the foundations of psychological guidance theories, techniques, and principles, to provide a set of guidance services to those seeking guidance during a specific period of time, with the aim of helping them achieve psychological and educational compatibility and overcome life problems.

From the above definitions, we can deduce a number of features and characteristics related to the guidance program, the most important of which are:

- Organization and planning: The guidance and training program must have an organized strategy planned by experts who possess scientific and practical experience in the field of guidance program design. Planning and organization include covering the elements of the guidance program in terms of its introduction, setting goals, selecting target individuals, and the steps of its implementation, so that no stage precedes another.

- Flexibility: This means that the program is not fixed in terms of the sessions and techniques used in it, but rather it is flexible and subject to modification in light of new developments and

circumstances that arise in the guidance process and the surrounding environment, and the emergency changes that occur to the client, such as illness or sudden improvement.

- **Comprehensiveness:** meaning that comprehensiveness in the program does not cancel the program when it is part of the problem, but rather it must be comprehensive of all its social, psychological and emotional dimensions, and comprehensiveness includes appropriate measurement tools, techniques and other basic elements in the program.

-**Integration:** meaning that the program elements should be integrated with the data that was collected, and then they should be organized and integrated within the personality in its time, historical, dynamic, and current unity.

- **Objectivity:** The program must be objective in terms of the theory on which the counselor's view of the problem is based, the tools and standards for examination, diagnosis, and evaluation of the guidance techniques used, the counselor's and others' judgments on the entire psychological guidance process, and the cultural frame of reference in which the program is applied (Sami Muhammad Malham, 2008, p. 265).

-So that the results obtained by the program are appropriate to the social environment, including its authentic social lists and customs.

- **Accuracy and ease of application:** meaning that the program must be precise in defining its objectives, its progress, and the interpretation of its results, and that its procedures must be easy to apply by the psychological counselor and the mentally disabled person who is able to understand and assimilate them without the slightest difficulty.

- **Generalizability:** the possibility of applying it, if the necessary conditions are met, to individuals suffering from the same problem that the program addresses.

2- Theoretical foundations for developing guidance programs:

Guidance programs are based on a set of theoretical foundations and principles, the most important of which are:

1.2- General Foundations:

Human behavior is characterized by relative stability and predictability, and its flexibility for modification, expression, personality regulation, and the development of a positive self-concept.

Human behavior is both individual and social behavior, regardless of whether it is purely individual or purely social. When the individual is alone, the influence of the group and his behavior becomes apparent, and when he is with the group, the effects of his personality and individuality become apparent. This also applies to people whose behavior is influenced by their personal characteristics and by the standards, trends, and social roles that affect it. Each of us has a willingness to be guided and advised based on a basic need we have, which is our need for guidance and advice in order to confront and solve problems.

The process of guidance and counseling continues throughout the individual's life and is not defined by stages. Rather, it begins in the family before the child enters school and continues on the school benches, in university and in the laboratory. It is continuous and consecutive from childhood to old age. Therefore, the guidance process seeks to provide preventative and therapeutic services on the one hand, and developmental services on the other hand (Sami Muhammad Malham, 2008, p. 166).

2.2- Philosophical Foundations:

The philosophical foundations relate to human nature and the ethics of psychological guidance. These foundations were summarized by Beck as follows: Concern for the individual, respect for their self-worth, affirmation of their dignity and worth, and a focus on maximizing their potential, fulfilling their needs, liberating their will, and developing their experiences and attitudes (Salima Saihi, 2008, p. 26).

Observing the ethics of psychological guidance, which include knowledge and experience, licensing, oath, confidentiality of information, professional relationships, dedicated work, working as a team, respecting colleagues' expertise, mutual stimulation, referral, and the dignity of the profession.

3.2- Psychological and Educational Foundations:

The psychological and educational foundations upon which school guidance programs are based relate to individual and gender differences and can be summarized as follows:

- Taking into account individual differences between individuals (quantitatively and qualitatively), and between the sexes physiologically, physically, socially, mentally, and emotionally.
- Taking into account the characteristics of growth at each age stage in terms of the importance of achieving them and the danger of not achieving them at similar growth stages.
- Addressing the individual's psychological and social needs.

4.2- Social Foundations:

Relates to the social foundations of the individual, the group, and the resources of society, as follows:

- Concern for the individual as a member of a group influenced by it.
- Introducing the individual to the social life surrounding him and how to deal with it by establishing exemplary social relationships.

5.2- Religious Foundations:

Religion is fundamental to all aspects of psychological guidance. Healthy growth includes religious development and the achievement of mental health. Religious and moral values represent sacred standards for human behavior. Respect for religious and moral values by both counselor and client leads to the success and continuity of the guidance process.

6.2- Neurological and Physiological Foundations:

The neurological and physiological foundations relate to the nervous system, the senses, and other body systems. They are as follows:

- Taking into account the mutual influence between the physical and psychological aspects, by ensuring that the body is performing

all its functions and is free of physical and organic diseases. (Salima Saihi 2008, p. 27).

-The guide ensures that the senses are intact, as they are considered a primary observatory for the nervous system.

Each of these areas includes numerous guidance activities and services that intertwine to form a comprehensive and integrated program (Hamed Abdel Salam Zahran, 2002, p. 290).

3- Steps for planning the guidance program:

The first characteristic of a psychological guidance program is planning. Therefore, the program's planning must be given extreme care and carried out by the guidance committee, not by a single individual. The planning and organization of the program must be precise, based on psychological, educational, and administrative foundations, and must grow and develop in accordance with the needs of the individuals for whom it is being planned.

Program planning must be realistic and within the available and achievable capabilities. This means that the planning process must be accessible, present, and approachable, emphasizing the possible rather than the impossible and ideal.

The program planning steps are summarized as follows:

1.3- Defining the program objectives:

In accordance with the general philosophy and scientific plan of the place where it is implemented, and in general, from the school, for example, the program is planned so that its goals are consistent with the educational goals, such as education and the satisfaction of psychological, social, cultural and professional needs...etc. and facilitating the possibilities to achieve these goals. It is noted that the goals of the psychological guidance program in the school differ relatively from the goals of a program in a juvenile institution. Even a program in an elementary school is different from a program in a high school, a university college, or a school for the blind...and so on (Hamed Abdel Salam Zahran, 2002, p. 503).

2.3- Determining the means and methods to achieve the goals:

In order for the guidance program to succeed and achieve its goals, it needs to use means, methods and techniques that help in implementing the program, including books, models, lectures, discussions, pictures, modeling, trips, homework, role-playing, stories, coloring, drawing, sports activities, computers and various display devices. The tests and measures required for the program are also identified and prepared to be in line with their interests and inclinations.

3.3- Identifying existing and required capabilities:

This refers to the available capabilities and the missing capabilities that must be provided (Hamed Abdel Salam Zahran, 2002, p. 503).

4.3- Determining the Program Budget:

When planning a guidance program, the funding sources or budget required to implement it must be determined. A guidance program costs millions for equipment, tests, devices, salaries, bonuses, and other expenses. Therefore, the budget must be carefully calculated and not exaggerated, limiting it to psychological requirements (Hamed Abdel Salam Zahran, 2002, pp. 503-505).

It is worth to mention that our school lacks organized and planned guidance programs in light of scientific foundations (Salima Saihi, 2004, p. 28).

5.3- Defining Services:

The services provided by the program must be continuous, comprehensive, and integrated with each other.

6.3- Defining the broad steps for program implementation:

This includes the basic steps and priorities, defining the beginnings and ends, and the timeframe for implementation. This is essential to avoid slipping into sub-projects that may not lead to the goal. Implementation steps and procedures must be coordinated so that they do not conflict.

7.3- Determining the procedures for evaluating the guidance program:

The purpose of evaluation, which includes preparing the necessary tools for evaluation and follow-up, is to demonstrate the effectiveness of the methods and approaches used and the extent to which the program achieves its objectives.

8.3- Taking precautions to address problems:

Necessary measures and procedures must be taken to address any problems that may arise to overcome any obstacles that may hinder program implementation (Hamed Abdel Salam Zahran, 2002, p. 504).

9.3- Defining the Administrative Structure:

Defining the administrative structure is one of the steps in planning, organizing, and supervising the program, and in preparing and involving the largest possible number of responsible specialists who are enthusiastic about setting the objectives. To implement the program to achieve its objectives, it is necessary to identify the potential for involving external stakeholders, such as parents, employers, and therapists (Hamed Abdel Salam Zahran, 2002, p. 504).

Sisban summarizes the aforementioned steps as follows:

- Identifying the needs of the counselors:

This means identifying the needs of the target group in the study, determining the guidance assistance they require, and prioritizing them. This is achieved through the use of various data collection tools, such as questionnaires, interviews, and subsequent observation. (Fatima Al-Zahraa Sisban, 2017, p. 125).

- Defining objectives:

The objectives of the guidance program are determined in light of educational objectives that seek to satisfy the psychological and social needs of the counselors, given the available financial and human resources.

- Determining the means to implement the program:

This means identifying the means that serve the program, in light of the available capabilities.

- Identifying the capabilities available in the local environment:

Determine the budget required to implement the program in light of existing and required resources and capabilities, and identify funding sources to cover program expenses.

- Setting the program's implementation structure and schedule:

This refers to defining the roles and responsibilities of everyone involved in the program's implementation, evaluation, and follow-up, including members of the guidance team, the educational institution's administrative and educational team, and participants from outside the school. This includes a timetable that sets the time for implementation of each phase.

- Program implementation:

Program sessions are implemented with the target group according to carefully planned steps. (Fatima Zahra Sisban, 2017, p. 126).

-Program evaluation:

The program evaluation aims to determine the effectiveness of the guidance program in achieving the objectives, by measuring the changes that occur among the members of the guidance group after implementing the program compared to before. This is useful in judging the adequacy of the services and procedures provided and its strengths and weaknesses, and thus correcting and correcting what has been proven to be deficient, and developing the program as much as possible so that it returns the maximum benefit to the members concerned with it. (Fatima Zahra Sisban, 2017, p. 127).

4- Strategies used in guidance programs:

The person implementing the guidance program must follow one of the following strategies:

1.4- Individual Guidance:

Individual guidance refers to guide one client face-to-face at a time. Its effectiveness depends primarily on the professional guidance relationship between the counselor and the client. This relationship takes place within the context of reality, in light of symptoms, and within the boundaries of personality and developmental aspects (Sami Muhammad Malham, 2008, p. 260).

It is also known as: a type of guidance method used by the counselor to reach the problem that the gifted and normal client is suffering from, and it is face-to-face in all stages of guidance and the client, meaning it is a planned relationship between the two parties and takes place within the framework of norms and within the limits of personality.

Abu Asaad defines it as the planned relationship between the counselor and the student, where one individual is guided face-to-face in guidance sessions. Some specialists consider dealing with two or three people to be individual therapy. Individual guidance is considered the focal point for multiple activities in all guidance programs. (Ahmed Abdel Latif Abu Asaad, 2009, p. 123).

Individual guidance: is an interactive, reciprocal relationship between two people, one of whom is the counselor who specializes in psychological guidance and the person being counseled who suffers from a problem that he cannot reach a solution for on his own, so he resorts to asking for help and assistance to get rid of the problem that prompted him to come to the counselor (Sabry Bardan Ali Al-Hayani, 2011, p. 66).

Individual guidance has several benefits, including:

- Providing an opportunity to speak with a psychologist and discuss the difficulties or problems they face.
- The psychologist helps the student identify specific goals to work toward through the guidance process.
- The psychologist helps the student explore the available options and choose the most appropriate one.
- Individual guidance aims to enable the individual to understand and address their personal, social, and professional problems.

- Short-term individual guidance.
- Coordination between the counselor and the client, including guidance sessions and session duration (Ahmed Abdel Latif Abu Asaad, 2009, p. 191).
- Exchange of information and stimulating the client's motivation.

2.4- Micro-guidance:

Also called brief or intensive, short-term guidance, it is based on micro-training, teaching basic counseling skills in segments. This facilitates focusing on one skill at a time. The client masters the skills one by one (one skill per session), building a skill base for use in real-life situations.

Therefore, a micro-guidance program can be defined as “a planned and organized program based on scientific principles, applied to those who need it, such as students in schools. It defines responsibilities for planning, implementation, and evaluation, and determines the responsible parties, including counselors, teachers, and parents of students, and contracts with them.” (Amina Yassin, 2011, p. 67)

It is also defined as a type of psychological guidance that aims to provide the greatest guidance assistance to the client in the shortest possible time. It uses micro-training techniques and focuses on teaching the client specific behavioral skills and training them to master and apply them one after the other, with training being limited to one skill in each guidance session (Ahmed Mohammed Al-Zoubi, 2014, p. 152).

Its importance lies in what it achieves among those seeking guidance, which is:

- Teaching them specific behavioral skills that improve the educational process, thus preventing academic failure and reducing school dropout. It also reduces study anxiety and exam anxiety.
- Enables interaction among group members, which reduces clients' feelings of helplessness, loneliness, or fear.
- These specialized study skills training programs have a positive impact on students' behavior, attitudes toward study,

- study habits, the learning process, academic achievement, self-esteem, social acceptance, and student competencies.
- They provide services focused on prevention and promote the healthy development of all students.
 - It saves time and effort for the counselor.
 - Group guidance is suitable for certain age groups, especially adolescents, as it allows them to meet their needs and express their feelings and thoughts in a social and friendly atmosphere, given the spontaneous, interactive nature of the group.
 - It motivates counselees to commit and not abandon the group, which helps ensure smooth implementation of the guidance program. (Yassin, 2011: 67-68)

3.4- Group counseling:

It means implementing the guidance service through a group of individuals, that is, it is a guidance relationship between the guide and a group of those being guided that takes place through group sessions in one place where they are similar in the type of problem they suffer from and express it each according to his point of view and way of thinking based on his vision of it and how to treat it (Emad Muhammad Muhammad Attia, 2013, p. 13).

Group guidance is used in several situations, including the following:

The benefits of group guidance extend to people of all ages and genders, but the type of problems and situations in which it is presented must be taken into account, in addition to the individual's attitudes toward this treatment method. We can identify the cases in which group guidance is used, namely:

- Providing advice to parents on how to deal with their children and avoid incorrect parenting practices.
- Guiding entire families when problems escalate, such as family disintegration resulting from separation, divorce, or quarrels between spouses.
- People experiencing personal difficulties and problems in relationships, whether in work or marital relationships.
- Cases of abnormality and deviation.

- Cases of vocational and educational guidance, professional problems, and achieving compatibility between the individual and his profession, which strengthens the relationship in all areas of production.
- Treatment of cases of introversion, isolation, and loss of self-confidence, in order to equip them with the social skills to solve their problems (Kamal Youssef Balan, 2015, p. 597)

Group counseling has several characteristics, the most important of which are:

- Age: It is preferable for the group to be of similar ages, otherwise the discussion will be weakened and the potential for a sense of belonging will be diminished.
- Mental capacity: Intelligence should be taken into consideration to avoid isolating those with lower levels of intelligence and culture, leading to feelings of isolation and alienation.
- Gender: It is preferable for members to be of the same gender.
- Common problems: A group with a shared problem helps members feel a sense of belonging and understanding, as a heterogeneous group fails to grow toward achieving the intended outcomes (Abu Asaad, 2009, p. 131).
- Time: It is essential that the student has extra time and that it does not conflict with other responsibilities at school in order to interact positively with the group, and that the meeting takes place during class.
- Avoid all friends and relatives of the students in the guidance group, as it is impossible to discuss the problem freely.
- Mutual trust: Keeping what goes on between group members completely confidential, and prohibiting discussion outside the group (Abu Asaad, 2009, p. 131).

It also has four (04) important benefits: confidence, openness, a sense of independence, and self-determination.

- Confidence: This refers to the group member's increased confidence in themselves, others, and the world around them.

- Openness: This refers to the guidance group member opening more channels of communication with others in a deeper way. An open person interacts with their surroundings through their inner self, which allows them to express themselves and their feelings to others honestly, without affectation or superficiality.

- Feeling independent: Independence here does not mean being far from people or not needing them, but rather what we mean here is that feeling of being able to be independent while at the same time depending to some extent on others and living with them.

Self-determination: Groups work to increase the member's awareness of himself and to increase his ability to recognize and define what he wants. This leads to him recognizing the extent of the match or difference between his actual image and the ideal image that he seeks to achieve (Hamed Abdel Salam Zahran 2003, p. 21).

Conclusion:

we can say that guidance programs are a planned, organized, and purposeful process, based on scientific foundations and theoretical principles from which they derive their origins in planning, construction, and implementation. In order for guidance programs to effectively achieve the objectives for which they were designed, guidance workers must have the training and experience, adopt appropriate guidance methods, pay attention to each stage of planning and implementation, and also attach importance to the program evaluation process to determine the extent to which the desired results or behaviors have been achieved.

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Digital Addiction among Youth: A Perspective on the Motivations and Drawbacks of Usage

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Received: 09-08-2025

Accepted: 10-10-2025

Published: 01-12-2025

Abstract:

Our world is witnessing a great increase in dependence on digital technology, especially with the beginning of the 21st century, where a new reality of services has emerged thanks to what has been made available by the World Wide Web. The latter provided interactive participatory services with very modern electronic templates, by passing the traditional methods that are constantly fading, leaving room for faster and better digital technology in type, sound and image. It soon took over the minds of individuals and paralyzed their thinking to the point of obsession and addiction. The transformation from the traditional addiction, which is based on the use of drugs of all kinds, including opium, heroin, and cocaine, to an addiction and a drug that is more deadly and dangerous. The digital addiction baffled specialists and educators, who are often looking for the best way to save the fragile group of children. Children or teenagers from this new drug, what is the truth about this addiction? From here, we will try in this research paper to shed light on the phenomenon of digital addiction among young people, with the aim of identifying it and highlighting its most important motives and the effects it has on children and adolescents in particular.

Keywords: Addiction, digital drugs, drugs, Internet

1. Introduction

The phenomenon of digital addiction, also known as internet addiction, is considered one of the modern social ailments that has increased in prevalence in recent years, transcending the barrier of development as its effects encompass both developed and developing countries. Wherever there are computers and the internet, there is a significant demand for websites enabled by information and communication technology for their users. Consequently, this phenomenon is closely linked to technological advancement and is a product of rapid scientific developments, which daily surprise us with more varied services and exciting and entertaining electronic games for our children and youth. It has also provided a considerable space for electronic shopping and transactions, while contributing to the rise of cybercrime. However, despite all the services it offers and the positives it brings, such as accuracy, speed, and a vast amount of information, it has simultaneously caused functional disruptions in our societies, affecting our psychological, social, and health aspects, especially among its practitioners who are considered by specialists to be digital addicts due to excessive digital usage, which may exceed five hours of daily use. Despite the differences in duration among specialists, some define it by the time spent, while others have established indicators indicating addiction.

It is observed at the empirical level and in daily life that there are significant effects on our behaviors and those of our children, including both young children and teenagers. The rates of anxiety, insomnia, back pain, lack of concentration, and vision impairment have been increasing alarmingly, signaling danger. The digital generation is suffering from social isolation and poor practices as a result of living increasingly in a virtual life, far from empirical reality. From here, the following questions can be raised: What is digital addiction? What are its risks for individuals, groups, and especially youth? How can we prevent and treat this digital ailment?

2 - The Nature and Motivations of Digital Addiction:

2.1. The Nature of Digital Addiction:

The internet is considered one of the manifestations of current progress due to its developed characteristics. It has contributed to the closeness of peoples and increased acquaintance and exchange of opinions. It has also allowed individuals to practice most of their interactive and participatory activities freely.

It has made social life easier for its users, aiming to obtain information and facilitate communication among a group of acquaintances and friends. It has the capability for visual and audio communication and the exchange of images.

Digital or electronic addiction is a type of disorder that some individuals suffer from, as classified by certain psychologists. It suggests a compulsive use of the internet, continuous browsing of websites, and reliance on it for all aspects of life. (Salah, H,2022)

Whether an individual browses social media, shops online, is passionate about electronic games, visits inappropriate websites, engages in social media, plays online gambling, or participates in buying and selling online, all of these are services provided by modern information and communication technology.

American psychologist "Kimberly Young" is considered the first to use the term Internet addiction at the American Psychological Association conference held in 1997, in her study conducted on approximately 500 individuals who use the Internet intensively. (Fereih, S,2021)

There are differing perspectives among scholars regarding the phenomenon; the first opposes classifying digital addiction alongside other addictions, as noted by John Grohol, who argues that there are no conclusive studies with definitive results like those found with drugs and intoxicants. Meanwhile, others categorize it as part of the addiction list, including the Austrian scientist Hans Zimmerl, who conducted an online survey in 1999. (Al-Sakranah, ,2009, 402)

Several indicators have been identified by specialists in the field that indicate an individual is digitally addicted. These are several signs that can be observed closely in the addict, such as an inability to stop using digital devices, the emergence of withdrawal symptoms like anger, anxiety, stress, and distress when not using them, in

addition to using digital devices secretly or hidden from others. (Amoun,2023)

In the same context, "Ivan Goldberg," the director of the Institute for Psycho-Pharmaceutical Studies in New York, says that one of the signs of addiction is using the internet for extended periods, which can reach up to twenty hours a day. (Al-Sakranah,2009, 401)

The Internet Addiction Scale was published on the pages of Islam Online from November 23, 2001, to November 1, 2002. Users answered 26 questions, some of which assess the extent of their internet addiction, while others provide indications of its effects. A total of 8,177 participants took part in this scale, most of whom were from the Arab world. This scale reflected an aspect of the reality of the internet in our Arab world.

2.2.Motivations for Digital (Network) Addiction:

The motivations and reasons for individuals, both adults and adolescents, resorting to the virtual world have varied and multiplied. They can be classified into psychological, social, and health-related reasons as follows: (Salah, H,2022)

- Psychological reasons: such as a lack of self-confidence, the need to present oneself with a different identity, ongoing loneliness, and an inability to make friends, along with the association of being online with enjoyment, like playing video games, which makes a person want to repeat the experience.
- Social reasons: such as social shyness and a lack of confidence in speaking in front of others, social withdrawal, and a preference for isolation over attending events and activities.
- Health reasons: chronic pain and illnesses that keep a person bedridden for a long time, making the screen, in this case, their window to the world.

In this context, specialists have indicated a strong relationship between digital addiction and an individual's physiological and genetic personal aspects, among which we mention the following: (Amoun,2023)

- The impact of digital media on the brain: The impact of digital media is similar to the effect of drugs, as it leads to the release of dopamine in the brain, which gives a person a feeling of pleasure and happiness. Over time, a person becomes accustomed to the feeling of satisfaction that they only experience when using digital media.

- Depression and anxiety: There are studies indicating that digital media users suffer from depression and anxiety at a higher rate than others. However, the relationship between depression, anxiety, and the use of digital media remains not definitively clear.
- Genetic factors: Some studies indicate a relationship between genetic factors and drug addiction; however, a similar relationship has not been confirmed between digital addiction and genetic factors. Nevertheless, the similarity in the impact of both drugs and digital addiction on brain chemistry suggests the possibility of a relationship in the future.
- A history of other types of addiction: Having a history of addiction to alcohol, gambling, or drugs increases the likelihood of a person being susceptible to digital addiction.

2.3. Theoretical Approaches to Digital Addiction

Experts have pointed out several approaches that explain this phenomenon, including the following :(Fereih, S,2021).

- **Social Cultural Approach to Addiction:**

This theory links a person's fall into addiction to social cultural reasons, noting that addiction varies by gender, relates to age, financial and economic status, and ethnic and religious affiliation. Despite numerous research initiatives in the Arab environment, studies have not yet clearly defined the correlative relationship between media addiction and class affiliation, considering the widespread availability of media and communication tools across different social classes, starting with smartphones that offer various electronic services.

- **The Behavioral Approach to Addiction:**

This concept is based on the theory of reward or punishment for behavior, which was established by the studies of B.F. Skinner. An example of this is the acute shyness observed in some children who refuse to interact with strangers or even meet them, resulting in their introverted behavior avoiding dialogue and conversations with others. This escapist behavior is linked to addiction, especially media addiction. Just as drugs, gambling, alcohol, shopping, and others provide escapist rewards from reality, happiness, adventure, love, liberation, excitement, emotional relief, physical comfort, and pleasure, modern media offer users feelings of pleasure.

- **Biological and Physiological Approaches to Addiction:**

The medical concept focuses on genetic and hereditary factors such as chromosomal abnormalities or cases of chemical or hormonal imbalances in the brain and neural receptors as deep-rooted causes of addiction, making the individual more susceptible to addiction than others. This is due to the role of drugs in filling the gaps in the synaptic connections of brain neurons, leading to the brain being deceived into sending false information.

3. The impact of digital addiction and its dangers:

The postmodern French thinker Jean Baudrillard is considered one of the most prominent contemporary theorists on media and communication. He believes that electronic media differ significantly in their effects and depth of impact compared to any other cultural products, as he sees that they have led to profound transformations in our lives, permeating every aspect of our existence behind an overly saturated world (Giddens, ,2005, p513), The true reality no longer truly exists, as it has been replaced by what we see and hear from modern media. In general, the internet and smartphones have profoundly influenced us, leaving behind significant effects that vary between values, ethics, mental health, and more.

3.1. The impact of digital addiction on the level of values and moral attitudes:

The misuse of the internet, especially by youth and children, has led to the emergence of various risks, including health, religious, cultural, and social dangers. All of these risks are equally significant. On one hand, many studies have shown that the most common use of these sites is for negative, aimless activity, which is limited to browsing adult content for long hours, downloading ringtones, copying songs, and focusing on exchanging pictures and meaningless chats. Many researchers have written about the ethical issues arising from the internet, such as Richard Joseph's study on pornography, moral panic, social construction, and social problems, and Joho-Hoj's study on pornography, hate, and character building among American youth. There is also an Arab study regarding the impact of the internet on young people's attitudes towards the ethical issues of Egyptian society, which aims to determine the extent of the dangers posed by young people's use of the internet. Among its key findings are the following:(Amin Saeed,2008,p131).

- Entertainment ranks first among the topics that young people browse online, followed by culture and sports in second place.
- The risks of the internet are varied, including addiction to adult websites, cultural invasion, religious extremism, and political hacking.

The spread of social media among the youth has profoundly impacted societal values, especially in terms of ethics. This is further exacerbated by the rise of what is known as "online pornography" on the internet, where explicit photographs are exchanged freely. There are now pornographic clubs in the West that operate with the help of the global web. While the West has often overlooked adult pornography under the pretext of the right to privacy, this does not apply to young children, especially with the increase in "child prostitution." Given the severity of this issue, UNESCO organized the first international conference to combat child prostitution on the internet in 1999.(Al-Laban,2000, p130).

In this context, Ibrahim Al-Akhras clarified that the internet has a significant role in the proliferation of crimes against individuals and morals. It can lead to risks of death, incitement to suicide, emotional harm, and threats of murder. Additionally, it contributes to the dissemination of misleading and false information, encourages minors to engage in illegal sexual activities, and spreads obscenity through the distribution of sexual images.(Al-Akhras, 2008,p 295).

Its role is not limited to spreading pornography and stripping away modesty from the youth, but it forcefully aims to undermine values and national identity. The internet network is capable of broadcasting extremist ideas—political, religious, and racial—to dominate the psyche of the youth, exploiting their ambitions, impulsiveness, inexperience, and superficial thinking to spread their doctrines and incite rebellion. It also takes advantage of their suffering to achieve goals that contradict the interests and stability of the nation. (Bayumi, A ,2008,p218).

3.2. The impact of digital addiction on health:

The complications of electronic addiction are serious and lead to many psychological, physical, and mental harms, as well as

negative behaviors. Among these, we mention the following: (Sha'ban, F, 2023).

-The internet and mental illnesses: Numerous studies have been conducted on the impact of electronic addiction on mental health, as individuals spend many hours browsing the internet, which affects their ability to communicate socially, in addition to causing severe depression and anxiety.

-Depression and disorders: Most electronics addicts are exposed to what is called comorbid disorders, which appear in many individuals through certain behaviors, including difficulty in planning ahead and poor time management, resulting from its impact on mental health.

-Addiction can lead to physical and mental exhaustion, general weakness, increased aggression and irritability due to violent video games, diminished cognitive abilities in children, a shift towards drug addiction and various intoxicants, neglect of studies and assignments, and failure in education. The impact of the internet is not limited to ethical, health, and physical aspects; it has also resulted in increased social isolation, fragmentation, and disintegration in the fabric of social life. Anthony Giddens highlighted that many internet addicts tend to lean towards loneliness and social isolation from family and friends, lacking communication with others, and preferring the virtual world they inhabit. This is corroborated by several sociological studies, including a 2000 study conducted at Stanford University on a sample of 4,000 adults of both genders, which revealed that internet users spend less time with others compared to non-users. (Giddens,A, 2005,p517)

What we gather from the above is that the effects of internet addiction pose a significant risk to all aspects of society, leading to deviance and inappropriate behaviors, especially among children and adolescents. The dominance of the internet over various life aspects has become an undeniable reality, making its management imperative and a necessity for all stakeholders and specialists in order to live in a healthy manner.

4. methods and ways to prevent and treat digital addiction:

After gathering literature on the subject, we found a wealth of information regarding the treatment and preventive strategies proposed by specialists, which can address the condition of digital

addiction. One of the most important approaches is to seek help from healthcare professionals in treating this type of addiction. Treatment also involves making adjustments to the individual's behaviors and lifestyle, such as joining specialized support groups focused on treating digital addiction, engaging in physical and sports activities, and discovering new hobbies. (Amoun, 2023)

In the same context, Hadeel Salah proposed several therapeutic methods aimed at reducing the severity of this invasive disease on our health, which can be outlined as follows: (Salah, H,2022)

- Motivational interviewing: A technique that helps in learning new behavioral skills so that the patient can let go of the behaviors that lead to addiction.
- Reality therapy: This therapy encourages improvement in life through behavioral changes and learning how to manage time, as well as finding alternative activities, and has proven effective in treating addiction.
- Cognitive behavioral therapy: This involves undergoing behavioral rehabilitation sessions aimed at changing lifestyle patterns and discussing with a psychiatrist how to manage time and control internet usage.
- Medication treatment is rarely used in cases of internet addiction, but a psychiatrist may resort to medical drugs if the addict suffers from certain mental disorders, such as depression, anxiety, and obsessive-compulsive disorder, requiring inhibitors to reduce the negative addiction to the internet.

Among the treatments is what "Kimberly Young" has introduced, as she created an online site that helps visitors discover for themselves the extent of their addiction or how close they are to being affected, and she believes that there are ways to treat addiction, including the following: (Al-Sakranah,2009,p399/401)

- Reverse action: reducing the use of smart devices by waiting, with the aim of gradually changing behavior.
- Setting usage time: the addict is required to decrease and organize their internet usage hours, distributing the hours of use over the days of the week.
- Preparing reminder cards: The patient is asked to prepare cards listing five problems caused by excessive internet use, such as neglecting their family. They should also write down five benefits

that arise from quitting this bad habit. These cards should be kept in their pocket to remind them of the issues from time to time in order to help them break these bad habits related to internet use.

- Joining a support group: Expanding the social space by joining sports teams or learning hobbies, so that the addict has a group of real friends.
- Redistributing time: By thinking about the activities they engaged in before their internet addiction, such as reading the Quran and exercising.

It should be noted when discussing treatment, that the most difficult stage is convincing the addict that their use of the internet has reached the level of addiction. Therefore, solving the problem is challenging as it primarily relies on direct persuasion, which is supported by psychologists. Meanwhile, others advocate for and consider the optimal solution to be a gradual reduction of internet use under the supervision of specialists. (Al-Sakranah ,2009 ,p397)

Overall, prevention and treatment of digital addiction require a combination of therapeutic methods, particularly a supportive social and psychological approach from various active parties within the community structure. The first of these structures is the family, the primary unit of society, as it serves as the essential foundation for addressing an individual's psychological aspects. It is the most important supporter in this approach by promoting dialogue and discussion within the family, while emphasizing the harms of digital addiction. Families are capable of uniting members and spending time with relatives and friends away from digital media. Additionally, it is essential to intensify awareness campaigns through various media outlets, such as television, radio, theater, and mosque platforms, after raising awareness of the negative effects and encouraging a reduction in digital consumption.

5. Conclusion:

The spread of digital addiction in societies has become an inevitable phenomenon that cannot be avoided, especially since entering this world is a technological necessity called for by both official and unofficial entities. There is no denying the advantages it has brought to keep pace with the changes of the era; however, our use of this technology is linked to how we exploit it in a non-harmful way, whether on our psychological, social, or health lives. We should

allocate specific time for it to benefit from it and facilitate our lives, rather than complicate them or escape into the virtual world. Thus, the best solution to the problem of digital addiction is not to stop using the internet altogether, but to reconsider how to manage its use correctly and effectively to serve our lives and development.

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Distance Learning in Algeria and the Challenge of the Digital Divide

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Received: 27-08-2025

Accepted: 10-10-2025

Published: 01-12-2025

Abstract:

The digital divide poses a major challenge that affects Distance Learning in the age of digital transformation. The quality of education is directly influenced by the disparity in the availability and use of digital technologies. This study seeks to investigate the concept and dimensions of the digital divide and to evaluate its implications for higher education through a set of indicators. It also discusses the reality of distance learning in Algeria, highlighting the specific challenges it faces, particularly those related to weak digital infrastructure, lack of training, and differences in digital skills. The study concludes with a set of recommendations aimed at reducing the digital divide and strengthening digital capacities to enhance the quality of higher education

Keywords: Algeria, digital transformation, digital divide, distance learning, higher education quality

1. Introduction

In light of the rapid technological developments, higher education has increasingly relied on digital technologies and online platforms as a means to deliver distance teaching and learning. In Algeria, digital transformation emerged as a response to the challenges posed by technological advancement and exceptional circumstances such as the COVID-19 pandemic. However, one of the major issues in applying this mode of education lies in the digital divide, which affects the ability to access and effectively use digital technologies. This divide is manifested in the disparity between those who possess sufficient digital resources and those who suffer from a lack of infrastructure and digital literacy (UNESCO, 2020), which negatively affects the quality and effectiveness of higher education.

Therefore, this study discusses the reality of distance learning in Algeria, with a focus on the issue of the digital divide that hinders the achievement of quality higher education.

This study adopts a descriptive-analytical approach by combining a review of relevant literature, studies, and reports (including UNESCO reports and national studies) with a critical analysis of the reality of distance learning in Algeria.

Accordingly, the following research question is raised: To what extent does the digital divide affect distance Learning and, consequently, the quality of higher education in Algeria?

To answer this question, the research is structured around the following points:

- Distance Learning and the digital divide: A conceptual study

- Indicators for measuring the impact of the digital divide on higher education
- The reality of distance learning in Algeria and the challenge of the digital divide

2. Distance Learning and the Digital Divide – A Conceptual Study

This section addresses the concept of distance learning, the digital divide, and its indicators, as follows:

2.1. The Concept of Distance Learning

Distance learning is defined as an educational system that uses information and communication technologies (ICT) to deliver educational content and facilitate interaction between faculty members and students through digital platforms (Jaggi, 2015). This concept has evolved with the emergence of new technologies and has come to include e-learning, which relies on the Internet and multimedia technologies.

2.2. The Concept of the Digital Divide

The digital divide is defined as the disparity in access to and effective use of digital technologies among individuals, communities, and institutions. This divide is not limited to the material aspect, such as the availability of devices and internet services, but also includes cognitive and skill-related dimensions that affect how technology is used in different fields, particularly in education (Van, 2020).

The digital divide can be categorized into three main dimensions:

- Material dimension: Refers to the disparities in the availability of electronic devices (such as computers and smartphones) and internet services with adequate speeds (OECD, 2019).
- Cognitive dimension: Relates to the users' skills and competencies in handling technology and using it for research and learning (Hilbert, 2011).

-Usage dimension: Refers to how these technologies are utilized in educational and research activities and their impact on the quality of the educational process (DiMaggio & Hargittai, 2001).

3 . Indicators for Measuring the Impact of the Digital Divide on Higher Education

Several key indicators are relied upon to measure the impact of the digital divide on the higher education sector, the most important of which are:

- **Internet penetration rate and speed:** The rate of internet penetration and its quality are considered key indicators, as they are directly linked to the ability of institutions to efficiently provide digital education (ITU, 2020).
- **Level of investment in Information and Communication Technology (ICT):** The rate of public and private spending on upgrading digital infrastructure reflects the readiness of universities to implement distance education (OECD, 2019).
- **Digital competence of faculty members:** This can be measured through surveys and digital skills assessments. Such indicators help identify the gap in technical skills among professors (European Commission, 2018).
- **Rate of use of educational platforms:** This indicator is measured by the level of interaction between students and professors on digital platforms, reflecting the effectiveness of the online educational process (UNESCO, 2020).

4. The Reality of Distance Learning in Algeria and the Challenge of the Digital Divide

Distance learning in Algeria is a relatively recent experience that has undergone profound transformations across three main stages: before the COVID-19 pandemic, during the pandemic, and in the post-

pandemic period. The global health crisis accelerated the adoption of digital education while simultaneously exposing the digital divide among different groups, which has become one of the major challenges facing the higher education sector in Algeria.

4.1. Stages of the Development of Distance Learning in Algeria

Distance education in Algeria has gone through three main stages: before the COVID-19 pandemic, during the pandemic, and after it.

4.1.1 Distance Learning in Algeria before COVID-19

Before the outbreak of COVID-19, e-learning in Algeria was still in its early stages. Educational institutions largely relied on traditional face-to-face teaching methods, with a few universities beginning to experiment with blended learning models. The adoption of ICT in education faced major challenges, including a lack of resources and technological infrastructure. Initiatives related to e-learning were limited and often depended on individual efforts from faculty members rather than being part of an integrated national strategy (Ameur, 2024, p.55).

4.1.2 Distance Learning during the COVID-19 Pandemic

The COVID-19 pandemic acted as a catalyst for the rapid adoption of e-learning in Algeria. With the closure of educational institutions in early 2020, there was an urgent need to shift to online learning to ensure continuity of education. This transition was characterized by the widespread use of digital platforms, video conferencing tools, and online resources. Despite the challenges, many institutions were able to quickly implement e-learning solutions, highlighting its potential to

reach a wider audience, especially in remote and underserved areas. Studies showed an increasing acceptance of e-learning among both teachers and students during this period.

4.1.3 Distance Learning after the COVID-19 Pandemic

In the post-COVID-19 era, e-learning has become an integral part of Algeria's educational landscape. Educational institutions have built on the experiences and lessons learned during the pandemic to develop more robust e-learning systems. Many institutions adopted hybrid models that combine online and face-to-face learning to provide greater flexibility and meet diverse learning needs

(Ameur, 2024, p.56).

Thus, distance learning in Algeria evolved through three main stages, which can be summarized as follows:

-Before COVID-19: E-learning was in its early stages, with limited adoption and significant obstacles preventing its implementation.

-During COVID-19: The pandemic led to the rapid and widespread adoption of e-learning, revealing both the potential and the challenges of online education.

-After COVID-19: E-learning became more stable, with hybrid models emerging as a common approach. However, there remains a pressing need to improve infrastructure, digital literacy, and institutional support in order to fully harness the potential of e-learning in Algeria. This is what is referred to as the digital divide (Ameur, 2024, pp.55–56).

4.2. Challenges of the Digital Divide

The transition to online learning during the COVID-19 pandemic significantly exposed disparities in access to technology and the lack of digital skills among Algerian students and faculty. This shift underscored the digital divide, revealing that many students from low-income families and rural areas faced major barriers to effective online learning. The divide is reflected in several key areas.

4.2.1. The Digital Divide and Access Issues: Weak Digital Infrastructure

- **Limited access to technology:** Many students, particularly from low-income households, faced financial barriers that restricted their ability to acquire essential digital devices and reliable internet connectivity—both of which are crucial for participating in online education. This situation widened the educational gap (Anburaj, 2024).

- **Geographic disparities:** The lack of digital infrastructure in certain regions hindered students' ability to engage with online learning platforms, leading to negative academic outcomes (Alikhan & Sritharan, 2024). The digital divide, especially in southern regions, remains a critical issue requiring further investigation. Addressing this gap will be vital to developing a more inclusive and effective e-learning system in Algeria.

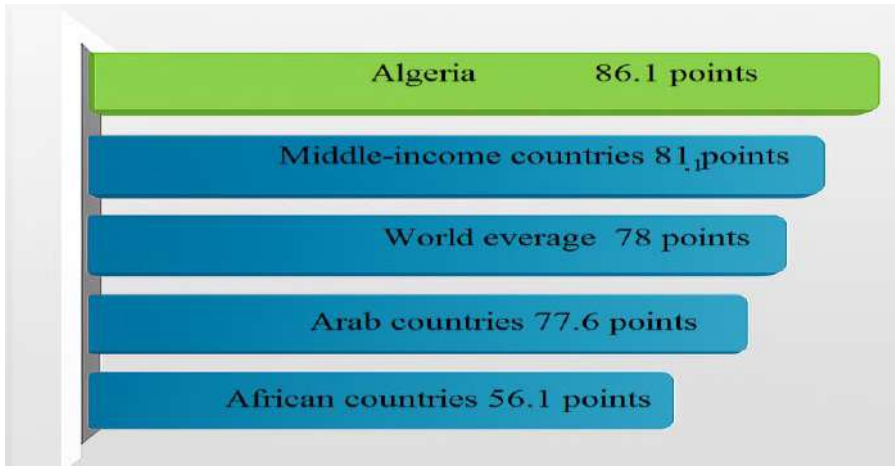
Focusing on the issue of internet access and weak digital infrastructure, the ICT Development Index (IDI) -which is used to measure the digital divide and compare the performance of the ICT sector within and across countries -indicates that Algeria witnessed gradual improvements in internet access indicators during the period

2020–2021. However, disparities remain between urban and rural areas. Internet penetration reached 48.3% in 2020 and increased to **52.7%** in **2021**, while the number of internet users rose from around 23.4 million to 25.3 million. Average internet speed also improved from 8.5 Mbps to 9.2 Mbps. Nevertheless, infrastructure and training challenges continue to hinder the full potential of distance education (ITU, 2020; Algerian Ministry of Higher Education and Scientific Research, 2020).

This was indeed evident during the COVID-19 crisis, when the shift to distance learning forced us to face several problems, including weak infrastructure and disparities in internet access, which negatively affected the quality of education at the time and whose consequences are still being felt today.

According to the latest report issued by the International Telecommunication Union (ITU) in July 2025, Algeria has made remarkable progress in the ICT Development Index (IDI). After ranking 88th in 2023 among 169 ITU member states, it has advanced to the 74th position worldwide, achieving a leap of 14 places. This also represents a notable progress of 15 places compared to last year's ranking of 89. Algeria obtained a total score of 86.1 points, thereby surpassing the global average of the ICT Development Index (78 points), as well as exceeding the averages of the Arab region (77.6 points), African countries (56.1 points), and the upper-middle-income country group (81.1 points). (Ministry of Post and Telecommunications, 2025)

Figure 01: ICT Development Index (IDI) for Algeria in 2025 Compared to Its Surroundings



Source : (Ministry of Post and Telecommunications, 2025)

Although the results of the ICT Development Index (IDI) for 2025 reflect a significant improvement in internet access indicators in Algeria, actual usage rates remain relatively lagging compared to some neighboring countries. This is primarily attributed to challenges related to infrastructure, disparities in geographical coverage, as well as certain economic and social barriers. This situation calls for strengthening national efforts aimed at achieving broader and more effective digital inclusion.

4.2.2. Disparities in Digital Skills:

-Lack of training and technical support for faculty members: Professors often lack the necessary training to effectively engage in e-learning technologies, which hinders their ability to deliver quality online education (Aouissi, 2024). In addition, technical support in some institutions is limited, restricting professors' ability to fully utilize the platforms.

-Digital illiteracy: Differences in digital literacy among students have exacerbated challenges, as some struggle to navigate online platforms effectively (Alikhan & Sritharan, 2024; Sarnou, 2024).

4.2.3 Economic and Social Disparities:

Economic inequalities lead to differences in universities' investment in technology, further deepening the digital divide (OECD, 2019).

4.2.4 Resistance to Change:

The use of educational platforms faces resistance from some professors who prefer traditional teaching methods and view modern technologies as a challenge to their established educational system. This resistance may stem from uncertainty about the effectiveness of digital tools or fear of losing control over the educational process (DiMaggio & Hargittai, 2001).

While these challenges are significant, they also represent an opportunity for Algerian universities to strengthen digital literacy programs and improve digital infrastructure, ultimately fostering a more inclusive and effective learning environment.

To overcome these challenges and reduce their impact, Algeria has launched several initiatives and strategies that reflect its serious efforts to improve the quality of higher education, including:

-Government initiatives: The Algerian government has launched several projects to develop digital infrastructure in universities, including upgrading internet networks, introducing learning management systems (LMS), developing digital learning platforms, and providing digital educational resources.

-International partnerships: Some Algerian universities have begun collaborating with international institutions to enhance digital competencies and exchange expertise in the field of digital education.

-Support for scientific research and innovation: Algerian universities seek to strengthen scientific research by providing an advanced digital environment that enables faculty members and students to access global databases and modern research tools.

5. Conclusion:

The digital divide constitutes a fundamental challenge affecting distance learning, as disparities in the availability of digital technologies and skills lead to unequal educational outcomes. Enhancing digital infrastructure and developing technical skills among faculty members can contribute to raising the quality of higher education. The case of Algeria demonstrates that efforts to modernize digital systems and provide continuous training result in noticeable improvements, despite persistent challenges in some regions. Adopting comprehensive policies and maintaining sustained investment in technology represent the key pathway to bridging the digital divide and achieving high-quality education that meets the demands of the digital age.

This study concludes with a set of recommendations:

- Enhancing investment in technology: Relevant stakeholders in Algeria should increase spending on upgrading digital infrastructure and providing modern equipment in universities, especially in remote areas.

- Developing training programs and technical support: It is advisable to establish internal training centers for academic staff within universities to strengthen their digital skills, in addition to forming partnerships with international institutions for knowledge exchange.
- Improving digital evaluation standards: A comprehensive system should be developed to monitor and evaluate the impact of digital infrastructure on the quality of higher education, using precise benchmark indicators (European Commission, 2018).
- Strengthening international and regional partnerships: Collaboration with international universities and research institutions is an essential step to exchange best practices and update digital curricula.
- Supporting scientific research and innovation: Scientific research in the field of digital education should be encouraged to provide reliable data that contribute to formulating appropriate policies to bridge the digital divide.

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Economic Diversification in the Gulf Countries: Challenges and Future Prospects

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Received: 13-08-2025

Accepted: 10-10-2025

Published: 01-12-2025

Abstract:

The economic situation in the Gulf region highlights the urgent need for an economic diversification strategy to address the risks associated with international market fluctuations. The oil markets have experienced multiple price crises since the 1980s, the most recent beginning in the middle of 2014. As a result, some Gulf nations have experienced their first budget deficits, necessitating both internal and external borrowing, a withdrawal from international reserves, and the implementation of austerity measures. As a direct consequence of this, there has been a decrease in subsidies for essential goods and fuel, necessitating citizens to navigate significant economic changes. While not all industries must contribute equally to GDP, it is essential to make efficient use of both domestic and international resources. By encouraging the growth of new sectors that take in capital and labor, encouraging trade, and activating the banking sector, this strategy has the potential to reduce reliance on any one sector or commodity.

Keywords: Economic development, economic diversification, public and private sectors, rentier model, resource diversification

1. Introduction:

Countries that rely on oil now have to look for ways to diversify their economies. There is no longer any way to avoid actively participating in the Third Industrial Revolution, especially given that the Gulf states will suffer significant economic losses if they do not catch up to the global pace immediately. The concept of a post-oil economy, from the perspective of some, involves confronting several fundamental truths. It highlights that oil accounts for 80% of government revenues in Gulf countries, approximately 70% of exports, and 30-50% of GDP. Therefore, it has become crucial to replace these oil revenues with new activities and sources of income.

The governments of oil-producing nations have invested substantial sums in the growth of heavy energy industries in an effort to diversify income sources since the late 1970s. For instance, Bahrain's Alba company and Saudi Arabia's SABIC are in line with the growth of the gas industry in other nations. In addition, Dubai began establishing free zones in the middle of the 1980s, while Bahrain established itself as a banking hub in 1975. Gulf governments launched a second round of diversification initiatives in response to the fall in oil prices in 2014, with the goal of making the business environment, labor market laws, and financial restrictions more favorable for the private sector. In addition, these efforts included encouraging service and industrial sector diversification and attracting foreign direct investment. New economic policies were implemented to address the economic challenges posed by fluctuations in oil prices. Consequently, the economies of these countries have shifted from being monocentric—relying on a single commodity—toward a more diversified and balanced approach, with diversification being considered a strategic choice through the creation of new investment opportunities that drive sustainable development.

Moreover, several Gulf countries have announced new economic visions for the post-oil era, which focus on improving productivity levels, enhancing human, financial, and technological capacities, and fostering knowledge and innovation. Increasing returns on investments in human resource development, ensuring sustainability, and raising citizens' living standards and quality of life are all dependent on these factors. Additionally, these initiatives aim

to accommodate the expanding population and provide youth with employment opportunities.

The central question posed in this paper is: **How can Gulf countries intensify their efforts to face economic changes in order to achieve diversification and drive economic development?**

To address this issue, the following hypothesis is proposed: **There is an integration and synergy between economic diversification and economic development, which can help these countries move beyond their classification as oil-dependent nations.**

2. Factors Hindering Economic Diversification.

The factors hindering economic diversification in the Gulf region can be identified in a number of key elements: (“Primary Commodity Price System: U.K. Brent, US Dollars, Monthly,” 2019)

2.1 Reliance on the Rentier Model: The rentier model has had a significant impact on everyone involved in the Gulf business community, including decision-makers. Instead of moving toward a model that maximizes the contribution of production—both in quantity and quality—the Gulf experience has been largely focused on real estate and tourism sectors. Even these industries have not utilized the region's natural resources or capabilities, nor have they reflected the environment there. According to local experts, investment in the tourism and real estate sectors of the Gulf countries would have been more appealing and widespread throughout the region if it had been more sensitive to the environmental context of the region. However, the Gulf's investment diversification has remained confined to real estate, stock markets, and quick-return tourism projects, whether by governments or individuals, resulting in a significant inflationary circle within Gulf societies. This is only a type of commercial diversification and cannot be considered true economic diversification.

2.2 Human Resource Deficiencies: The shortage of human resources is one of the most significant barriers to economic

diversification in the Gulf. This shortage manifests both in terms of a small population base and in the lack of an adequately prepared workforce in terms of developmental awareness of economic diversification. A rentier culture is perpetuated by the outputs of Gulf educational institutions and the economic and social roles of Gulf states. Even when countries like Bahrain considered the economic benefits of employing foreign workers, rentier activities were the primary focus. Instead of planning for a productive, diversified economy that would offer similar benefits in cases where expatriates invested funds in needed, quality production or sectors suffering from shortages in these countries, for instance, foreign workers were granted long-term or lifetime residency in exchange for purchasing real estate or residential units within a certain financial threshold. 2.3 New Approaches to Balancing Supply and Demand: The "new oil reality" is expected to lead to new methods of balancing supply and demand within the oil and gas sector globally. It is anticipated that oil prices will recover during the third quarter of 2016.

Countries that export oil have the chance to end their subsidy systems and implement economic reforms, such as cutting back on subsidies for oil products, thanks to the fall in oil prices. Customers would be more receptive to higher energy costs as a result of this change, allowing them to pay the actual cost of energy products. The national budgets would be less dependent on oil revenues as a result of these measures. After cutting subsidies for electricity, for instance, Bahrain, which only exports a small amount of oil, raised fuel prices by more than 50%. Beginning in 2015, Kuwait began offering diesel and kerosene at market prices. The Emir of Kuwait, Sheikh Sabah Al-Ahmad Al-Sabah, confirmed his country's move toward halting subsidies for essential goods such as fuel, water, and electricity, raising their prices to cope with declining oil prices. Saudi Arabia, the world's largest oil exporter, took unprecedented measures to reduce subsidies on oil derivatives. Qatar raised gasoline prices by 30%, and Oman extended subsidy cuts to food products.

According to the International Monetary Fund (IMF) report in November 2015, the economic situation in the Gulf is expected to lead to a deficit of 12.7% of GDP for the Gulf countries. The

growth rate will decrease from 3.4% in 2014 to 3.2% in 2015, and further decline to 2.7% by the end of 2016. In 2017, Gulf economies' growth continued to slow to 2.7%.

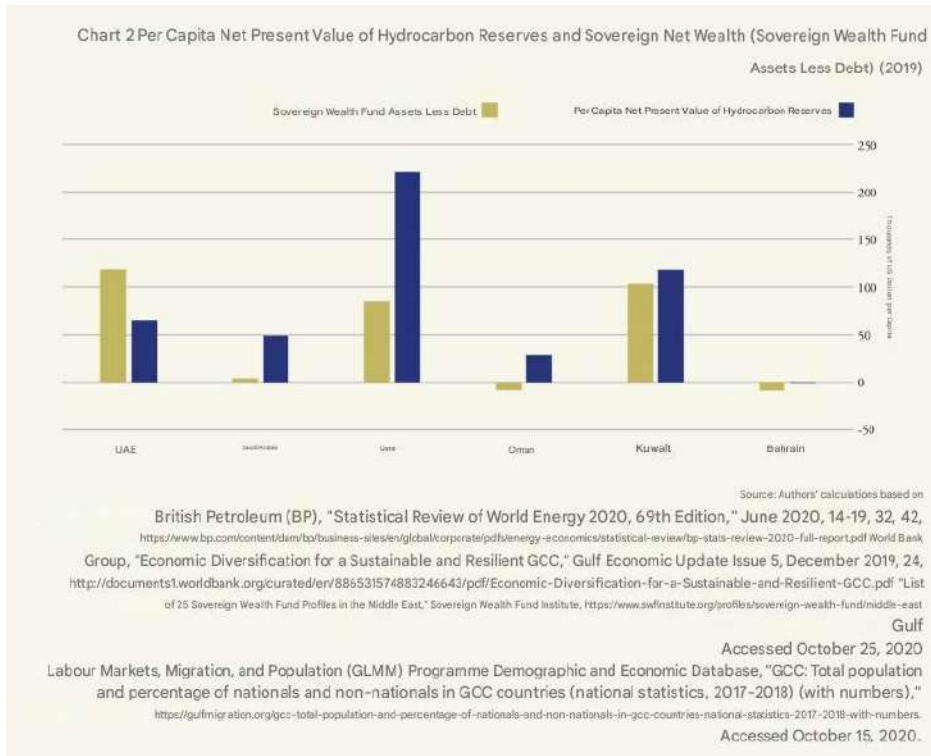
3 . Reassessing the Adopted Economic Reforms.

Economic diversification has once again become an urgent issue for the Gulf countries. The global economic slowdown caused by the COVID-19 pandemic led to a sharp drop in the price of Brent crude oil, from \$64 per barrel at the beginning of 2020 to \$23 per barrel in April 2020 (see Chart 1). Oil prices are expected to remain low until the end of 2022, possibly falling as low as \$50 per barrel. This has put a lot of stress on the financial positions of the countries in the Gulf Cooperation Council (GCC), which are expected to have budget deficits of 9.2% on average in 2020 and 5.7% in 2021.



The long-term viability of their hydrocarbon revenues has long been a source of concern for Gulf nations. Over the long term, oil and gas reserves will eventually be depleted. Bahrain and Oman face the toughest situation, with their reserves expected to run out in the next decade for Bahrain and within 25 years for Oman. Oil revenues are expected to fall in the medium term as a result of a decrease in global demand beginning around 2040, or sooner, as a result of an increase in

the demand for renewable energy, advancements in energy efficiency, and developments in energy storage. In the short term, countries in the GCC have already begun investing \$1 trillion in their decades-old financial assets in sovereign wealth funds for future generations (see Chart 2). The International Monetary Fund (IMF) had estimated before the pandemic that, without significant fiscal and economic reforms, GCC wealth would be exhausted by 2034. This time frame has probably been shortened by the pandemic.



GCC nations have long been urged to diversify their economies by developing productive industries other than oil and gas due to the anticipated decline in hydrocarbon reserves and revenues from them. However, private sector activity in the GCC continues to rely heavily on government-funded projects and consumption, which are ultimately supported by oil and gas revenues. Policymakers in the GCC must overcome the challenges that have hindered past diversification efforts and create incentives for real economic growth that does not rely on the oil and gas sector, whether directly or indirectly. By strengthening sovereign wealth funds and avoiding

projects that require ongoing government support, GCC nations must also diversify their revenue streams. It is interesting to note that many large-scale projects funded by the government fall into this category because they are typically motivated by prestige rather than genuine economic necessity. Finally, GCC countries should engage their citizens more closely in efforts to diversify their wealth and economies. This should include encouraging savings and individual investment. (The Gulf Cooperation Council (GCC) is officially known as the Gulf Cooperation Council for the Arab States of the Gulf. It is a political and economic regional governmental union comprising Bahrain, Kuwait, Oman, Qatar, Saudi Arabia, and the United Ara)

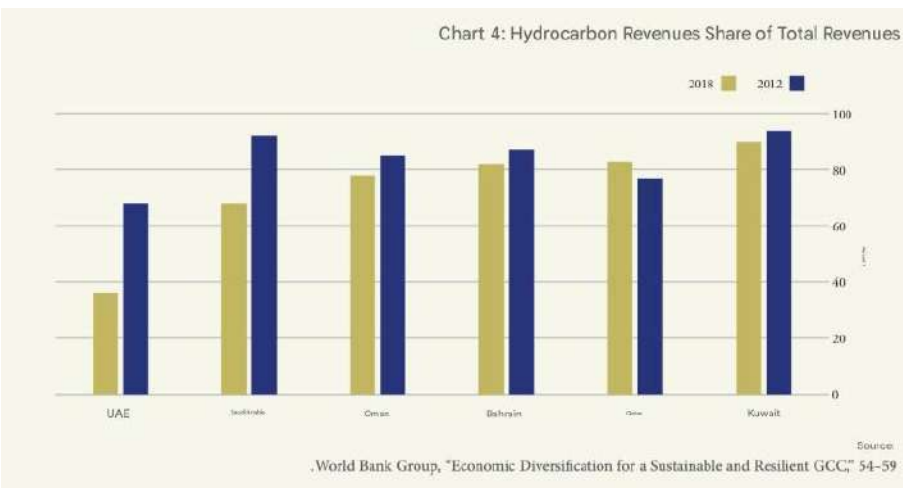
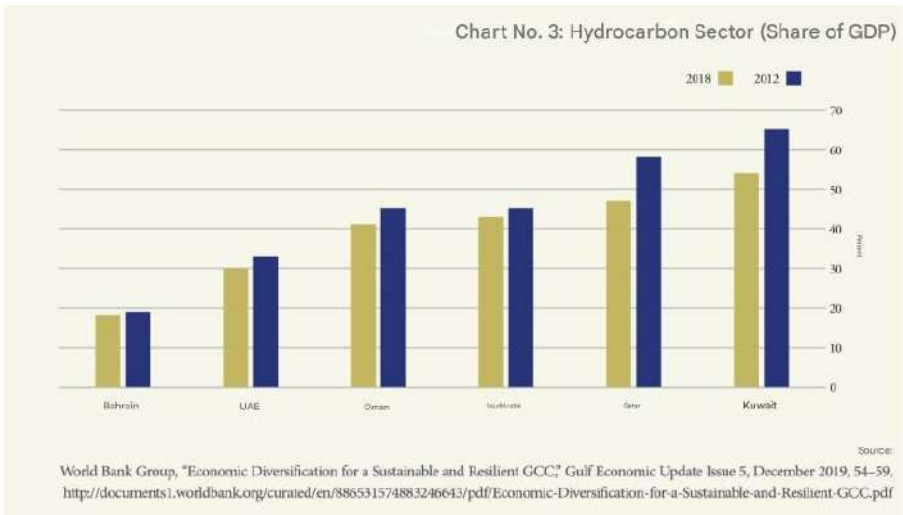
Policies that GCC nations could implement to diversify their economies and prepare for a post-hydrocarbon future have been suggested by numerous research centers, international organizations, and consulting firms. However, the political and economic realities of the current social contract, in which the governments of GCC nations rely on particular economic channels to distribute hydrocarbon wealth to their citizens, are frequently ignored by these recommendations. The necessary changes are frequently stymied by these channels. As a result, the purpose of this section is to present the economic reforms that GCC nations must implement to promote sustainable growth and diversify their economies while taking into account the constraints imposed by the governing social contract. (IMF, "Regional Economic Outlook: Middle East and Central Asia,, October 2020, 71,, 2020)

4. Resource Revenues and Diversification

The countries that make up the Gulf Cooperation Council (GCC) have a lot of natural resources. They've put these resources to use to make people's lives better, build infrastructure, and prepare for a world without oil. Significant progress has been made by GCC countries in achieving the first two goals. They have established a solid foundation for future economic growth by constructing modern cities and the infrastructure necessary to support them. The fact that each of these nations has a score on the Human Development Index (HDI) that is higher than 0.8 places them at the top of the Middle East and North Africa (MENA) region, on par with some countries in the European Union. However, GCC countries have faced difficulties in

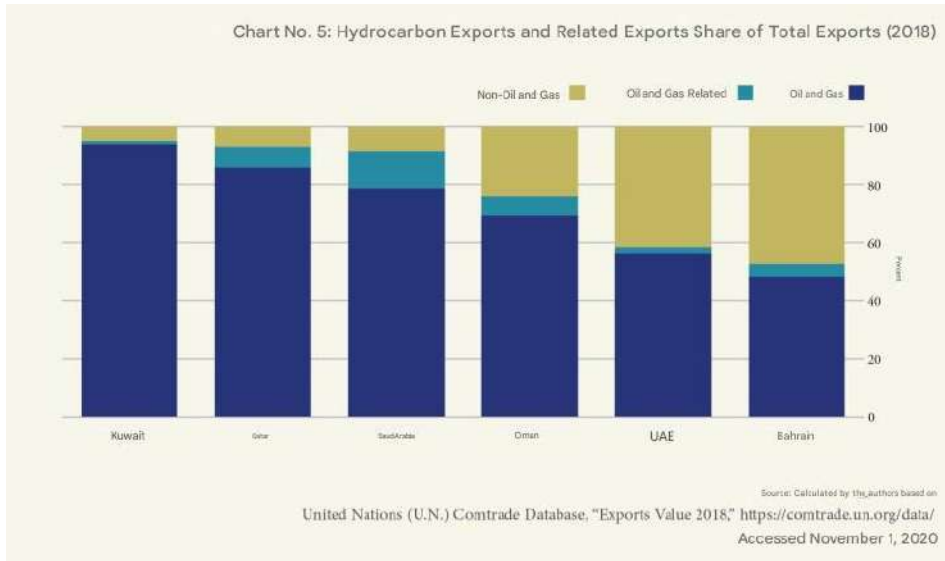
progressing toward the third goal: diversifying their economies. GCC economies continue to be heavily dependent on hydrocarbons, despite the fact that such intentions are reflected in their national visions and plans for economic development. (IMF, “Economic Diversification in Oil-Exporting Arab Countries,” 2016)

There are a number of factors to take into consideration to lessen this dependence. First, goods and services that do not directly or indirectly rely on the oil and gas industry must be produced in place of oil and gas production. Additionally, it requires replacing government revenues from oil and gas with revenues from non-oil sectors and consumption taxes. However, this should not cause emerging industries to become constrained or uncompetitive. Therefore, diversification cannot be successful without a number of other essential components, such as boosting FDI, decreasing government spending, and increasing non-oil exports. The GCC nations have made some progress over the past ten years (see Chart 3). Except for the United Arab Emirates (30%) and Bahrain (18%), however, oil and gas still account for more than 40 percent of GDP in the majority of these nations. However, oil and gas revenues directly support the majority of other economic activities in the region, such as construction and infrastructure development. Since Bahrain has largely exhausted its oil reserves, oil only makes up a small portion of the country's GDP. However, oil still indirectly supports its economic activity through transfers and spending from neighboring countries. Similarly, despite improvements in government revenue diversification (see Chart 4), hydrocarbons continue to account for 70% or more of total revenues, with the exception of Saudi Arabia (68%) and the United Arab Emirates (UAE). However, the activities still supported by oil and gas account for a significant portion of the diversified revenue in these two nations. (Tokhir N. , 2020)

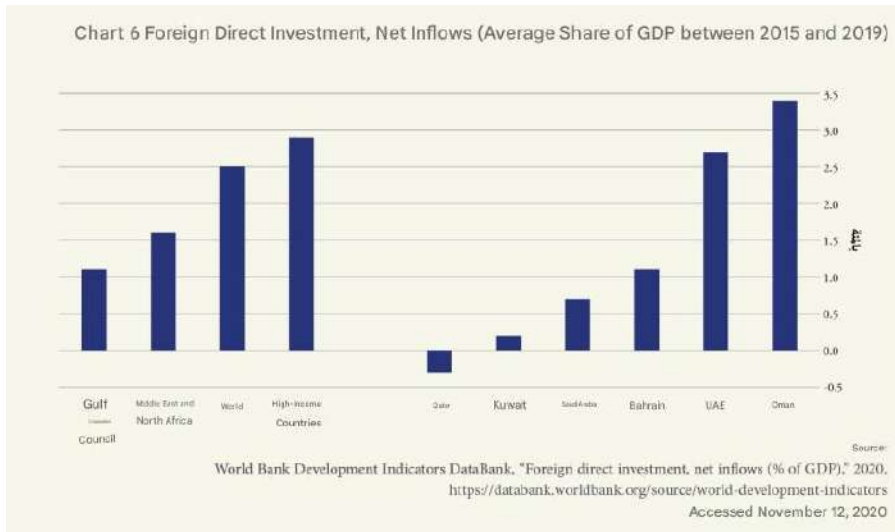


Agricultural products, manufactured goods, and business services are just a few examples of the goods and services that the GCC nations produce primarily for local consumption. However, it is unlikely that the large quantity of imported goods and services required to support the region's 27 million citizens and 29 million foreign workers will soon be replaced by locally produced goods and services. Furthermore, real economic diversification requires producing non-hydrocarbon goods and services that can be traded with the rest of the world. The nations of the Gulf still have a long

way to go in this area. Kuwait and Qatar exported more than 90% of their total goods in 2018, Saudi Arabia and Oman exported more than 80% of their goods, and the United Arab Emirates and Bahrain exported more than 50% of their goods in 2018 (see Chart 5)..



Another sign of an economy's potential for competitiveness is foreign direct investment, or FDI. FDI shows how willing foreign companies are to invest in a country. FDI in the GCC has also been sluggish. Between 2015 and 2019, the UAE and Oman alone attracted FDI flows (as a share of GDP) higher than the global average of 2.5%. However, net FDI flows to the GCC region as a whole only amounted to 1.1% of GDP, which is less than half the global average and nearly three times less than FDI flows to high-income economies (see Chart 6).



The majority of GCC nations have a poor business climate, which contributes to the low levels of FDI. It is difficult for businesses without insider connections to enter the market and compete. Additionally, policy modifications are frequently made haphazardly and without prior notice or review. Limiting work permits for certain nationalities, limiting money transfers abroad, or cutting economic ties with neighboring nations are examples of these adjustments. Companies looking to make investments in the region, both local and international, face increased risks as a result of this policy uncertainty. Countries in the GCC had the luxury of making arbitrary policy choices and even costly policy errors when they had surplus revenues from oil and gas. However, the current state of the financial system requires them to improve their ability to address the concerns and requirements of investors. (IMF, "Regional Economic Outlook: Middle East and Central Asia,, October 2020, 71., 2020)

The core element of economic diversification remains the development of non-oil sectors in which GCC economies can compete. While it is unclear what these sectors may be, answering this question requires trial, error, and experimentation. Although the GCC nations are unlikely to become agriculturally competitive, this could be an alternative to imports. Manufacturing is a promising sector, but GCC countries need to build infrastructure and establish free zones to compete with low-cost manufacturers in Asia. It would

have been hard to imagine fifty years ago that Dubai would become a hub for financial services, logistics, and business in the region. The majority of GCC nations want to establish advanced, knowledge-based economies, but they lack the necessary skills and research facilities. By importing talent from other Arab and Asian nations, the GCC nations may be able to establish a technological ecosystem that is competitive. Oman, Saudi Arabia, and the United Arab Emirates all have tourism as a promising industry, and Qatar is working to become a center for cultural and sports tourism. GCC nations may have an advantage in the area of Islamic banking. (Tokhir N. , 2020)

Successful economic diversification and sustainable economic growth require building sectors that are truly independent of oil and gas. Over time, as oil and gas revenues decline, these independent sectors could expand, moving economic activity away from hydrocarbon-supported sectors. The ability to build independent sectors is based on three key foundations: (Ashraf, 2018)

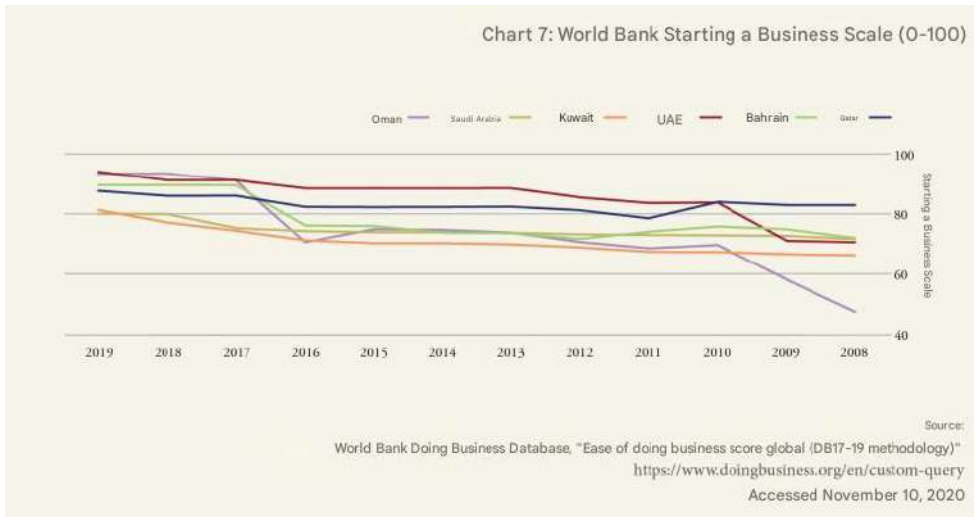
1. Adopting a financial framework that allocates oil and gas revenues either to short-term revenues or long-term investments with minimal economic distortions.
2. Enabling an export-oriented private sector that does not rely on oil and gas to grow and thrive.
3. Building a capable and motivated workforce outside the public sector, including entrepreneurs.

GCC countries have made some progress in all three areas, but they have tended to adopt partial reforms that give the impression of economic diversification, while still relying heavily on oil and gas revenues.

5. Activating the Economic Diversification Strategy

The governments of the Gulf Cooperation Council (GCC) have supported sectors that frequently reflect the preferences of policymakers rather than the competitive strengths of their economies in an effort to diversify their economies. However, most GCC countries have realized that these diversification models are, in themselves, unsustainable and have begun to open the door to real private sector development. Bahrain was initially at the forefront of

these efforts, as it has the lowest oil reserves within the GCC. Dubai, on the other hand, beat Bahrain and opened the door for the other Emirates despite having similarly limited reserves. In creating a business-friendly environment for entrepreneurship, the UAE now leads the GCC. According to the World Bank's Doing Business Index (see Chart 7), all GCC nations have made progress in terms of business ease over the past decade.



In recent years, Gulf nations have developed more comprehensive diversification strategies. Their national visions include economic diversification, and committees have been established to include the private sector in ongoing economic activities. They have also created agencies to support the development and financing of small and medium-sized enterprises (SMEs), such as the Saudi Small and Medium Enterprises General Authority, Qatar Development Bank, and Oman's Small and Medium Enterprises Development Authority (Riada). Due to the fact that their expansion results in employment opportunities and real economic value, SMEs are regarded as the foundation of diversification efforts. Free trade zones and special economic areas, which operate to varying degrees outside of private sector regulatory distortions, have complemented these policy steps. These areas serve as centers for innovation and attract foreign direct investment (FDI), which can eventually be incorporated into the national economy. The United Arab Emirates

has 45 free zones with 100% foreign ownership. Bahrain has gone a step further, allowing 100% foreign ownership in several sectors, including real estate, telecommunications, and administrative services.

GCC countries have also established innovation hubs within their systems, such as the Bahrain International Investment Park, Qatar Science and Technology Park, and Prince Abdullah bin Abdulaziz Science Park (PASP) in Saudi Arabia.

In addition, educational reforms have been implemented in the GCC countries to better match graduates' skills to market requirements. Entrepreneurship and employment in the private sector have received increased attention in nations where the vast majority of young people have a preference for public sector positions. The Gulf region has seen the spread of initiatives that provide training and mentorship to young entrepreneurs. The International Labor Organization's "Know About Business (KAB)" program has been implemented in Oman by vocational training centers and technical colleges to increase knowledge of the private sector. The regional non-profit organization "Injaz Al-Arab" provides necessary training and support to young entrepreneurs in all six GCC nations. ("Human Development Index (HDI) Ranking," United Nations Development Programme Human Development Reports,, 2021)

However, the GCC countries still lag behind in securing a truly enabling business environment and continue to suffer from weak capabilities among their citizens, despite improvements in business regulations and the development of the startup ecosystem over the past two decades. Like much of the Middle East and North Africa (MENA) region, the private sector in the GCC is heavily regulated and dominated by a deeply ingrained system of connections and patronage. The majority of private sector activity is managed by public or semi-public companies, relies on government contracts, is financed by public financial institutions, and receives support from government subsidies, all of which exacerbate this issue. It is hard for the private sector to grow naturally in such a setting, and it is hard for someone without political ties to start and grow a successful business.

The roots of these factors can be traced to: (14. "The GCC in 2020: The Gulf and its People," 2009, 10,, 2019)

5.1 Addressing the Sustainability of Public Services and Encouraging Citizen Participation

The initial focus of the GCC nations' wealth accumulation was on enhancing public services and benefits. This began with infrastructure, healthcare, and education, but soon expanded to include transportation, banking, finance, and telecommunications. Access to essential public services has been significantly improved for all GCC citizens. For instance, the region's academic performance has significantly improved. However, the quality remains a concern, as students from GCC countries perform poorly on international standardized tests. Although efforts to reform education have resulted in improved outcomes, no significant changes have been made. In the long term, GCC governments should consider granting greater financial independence to hospitals, schools, universities, and other public service providers, and establish endowments to ensure their long-term sustainability. Individual non-profit initiatives could also be used to encourage wealthy citizens in these nations to contribute to the funding of social services. These endowments, also known as waqfs, have been around for a long time in the Gulf, but they have mostly been replaced by government initiatives since oil was discovered. Citizens would be able to contribute to their nations' future and support a deeper transformation of the social contract if these initiatives were reintroduced.

5.2. Improving the Organization of Public Sector Companies

Many sectors in the Gulf are dominated by large state-owned or state-controlled companies, including those that are usually part of the private sector, such as banking, construction, fuel distribution, and insurance. The modernization, innovation, and expansion of the economy have all been significantly aided by these state-owned businesses. However, as they have grown to dominate their respective industries over time, they have imposed bureaucratic entry barriers that prevent smaller businesses from expanding and competing. In point of fact, numerous state-owned businesses serve as their industries' primary regulators. In addition, some state-owned businesses have expanded internationally as a result of public support, such as tax exemptions or paying below-market prices for inputs like capital, land, and energy. These state-owned businesses would not be

able to compete in the global economy without continued support, according to the available evidence. They frequently extract resources from potentially more promising economic sectors rather than contributing to new revenue.

Nonetheless, state-owned companies remain a valuable source of public services, innovation, and employment opportunities. Governments in the GCC are unlikely to consider privatization unless absolutely necessary, but changes could be made to make these businesses more competitive. As a result, GCC nations must implement a clear strategy to identify the industries in which state-owned businesses will operate, leaving other industries unaffected. They should also keep their records open and make sure that support and subsidies are clear and limited. Last but not least, governments in the GCC ought to construct safeguards that separate state-owned businesses from regulatory agencies that oversee the industries in which they operate. In addition to being a form of good governance, this would boost economic growth over the long term, increase competition, and encourage innovation.

5.3. Encouraging Real Private Sector Development

In the GCC nations, government spending and contracts funded by oil and gas revenues are linked to a significant amount of private sector activity. Small and medium-sized businesses (SMEs) and start-ups that are more competitive and should serve as the foundation for future growth and prosperity suffer as a result of this. Public companies and private businesses that are connected to the ruling elite tend to benefit from this. In addition, members of the ruling elite frequently hold positions in the government in addition to running their own private businesses, which gives them the ability to sway the balance in their favor. These restrictions on private sector activity and competition limit the incentives for entrepreneurs to introduce revolutionary innovations that could create globally competitive industries, leading to true economic diversification. As a result, the private sector's contribution to GDP remains low. Although official estimates are difficult to obtain, this contribution was less than 40% in Saudi Arabia in 2018, for instance. This pursuit of rents is a part of the current social contract and is likely to continue; however, it can be mitigated and restricted to particular economic

activities and sectors. For instance, holding a government job while owning a company that benefits from government contracts at the same time constitutes a dual benefit, but this can be limited. GCC countries should also keep export-oriented and growth-oriented sectors that are not reliant on oil and gas revenues free from internal interventions. They should continue to expand their free zones and economic zones, especially those developed around sectors free from such influence.

They should also continue efforts to reduce burdensome regulations, including introducing bankruptcy laws, eliminating the requirement for virtual companies to have physical addresses, reducing the time and number of steps required to register businesses, allocating a minimum share of government contracts to SMEs, ensuring timely government payments, and improving SMEs' access to financing. (IMF, "Regional Economic Outlook: Middle East and Central Asia,, October 2020, 71,, 2020)

5.4. Addressing Employment Challenges

In order to ensure that their citizens receive their fair share of economic rents, governments in the GCC offer positions in the public sector with high pay and benefits. Citizens' educational choices and career paths are influenced by this system because they typically pursue the minimum qualifications required for public sector employment with little regard for developing the skills necessary for productive roles in the private sector. The end result is a segmented labor market in which foreign workers fill positions in the private sector while citizens fill positions in the public sector. Additionally, the civil service salary structure for citizens has been both enhanced and compressed as a result of public sector salaries including a portion of economic rents. When compared to those with higher skills, those on the lower end of the pay scale and those with the least marketable skills receive higher bonuses in the private sector. As a result, incentives for choosing one over the other are distorted, with lower-skilled workers being more reluctant to accept work in the private sector. In addition, whenever GCC nations attempt to increase the proportion of oil rents distributed through the salary chain in response to changes in political conditions or increases in oil prices, this results

in an increase in the wage bill that is difficult to reverse in the event that the circumstances subsequently alter. (Nader , 2019)

Jobs in the public sector have become scarce as a result of falling oil revenues, and GCC governments have turned to the private sector to hire citizens. However, citizens' sense of entitlement persists, reflected in expectations for higher salaries and benefits, coupled with weak work incentives. However, unless forced to do so by the government, private sector employers typically avoid hiring citizens. In such instances, they frequently view this as a cost of doing business and do not develop citizen workers' productive capacity. This undermines the link between performance and reward and generates a sense of entitlement that may persist even after oil rents have been exhausted. Despite the large number of positions in the private sector that are filled by foreign workers, this has also resulted in high unemployment rates among young citizens. In the majority of GCC nations where data are available, youth unemployment rates are high, reaching 40% in Saudi Arabia, for instance. Countries in the GCC are reluctant to address this system of ingrained employment interests. (Ashraf, 2018)

6. Discussion and analysis of results .1 Overview of Findings

According to the findings, achieving economic diversification poses significant obstacles for the Gulf nations. The reliance on oil remains a major obstacle to sustainable development despite efforts. Oil is responsible for 70% of exports and 80% of government revenues, according to data, highlighting the urgent need for diversification. The findings lend credence to the hypothesis that economic growth and diversification are intertwined. Gulf nations are hampered in their ability to compete globally because of their reliance on the rentier model. The findings emphasize the significance of fostering innovation and human capacity development for sustainable development. Gulf nations may continue to be dependent on oil if they do not make effective investments in education and training. This paper's findings are consistent with previous research indicating that Gulf countries have been slow to diversify. According to studies, previous economic models failed to effectively leverage natural resources because they focused on quick-return industries like real estate and tourism. Diversification is limited by a lack of skilled

workers and a decline in foreign direct investments, both of which are signs of a bad business climate. Additionally, progress toward a diversified economy is impeded by political and social systems. The results indicate that additional research is required to enhance the business climate and encourage youth entrepreneurship. Effective strategies for attracting investments and fostering innovation are urgently required.

7. Conclusion

Policy efforts aimed at economic diversification must take into account the following considerations:

- **The Proper Way to Strive for Rents:** The governments of the Gulf Cooperation Council (GCC) must openly discuss with their citizens the financial constraints they face and the options they have for the future. A fair and equitable redefinition of the governing social contract should also be part of this conversation. Due to decreasing hydrocarbon reserves and the anticipated long-term decline in oil prices, this kind of renegotiation ought to make the assumption that both ordinary citizens and political elites will have to give up some of their benefits and privileges. Asking ordinary citizens to relinquish their access to public sector jobs or accept cuts in their salaries and benefits, without requiring business owners to give up the surplus profits they earn from exclusive contracts, could lead to public resentment and social unrest.
- **Establishing Free Zones and Innovation Hubs:** GCC nations have established free zones, innovation hubs, and entrepreneurship centers outside of their rent-driven industries over the past two decades. However, these policies are still in their infancy. As they prepare for a post-oil future, GCC countries must implement more reductions in public services, benefits, and public sector jobs, while curbing opportunities for rent-seeking in the private sector.

- The COVID-19 pandemic and the drop in global oil prices: GCC nations have been forced to advance their efforts to diversify their economies as a result of the economic pressure brought on by the COVID-19 pandemic and the drop in global oil prices. In the post-hydrocarbon era, policymakers should focus on laying the groundwork for building a sustainable and dynamic economy rather than the immediate rush to cut budgets.
- Opportunities for Greater Regional Economic Integration: Countries like Saudi Arabia, the United Arab Emirates, and Bahrain's economic and political pressure to end their three-and-a-half-year blockade of Qatar has created opportunities for greater regional economic integration. Similarly, these economic pressures have led to more open and frank discussions between citizens and their governments regarding financial constraints, economic rents, and their distribution channels. Clarity about which parts of the economy are allowed to grow without obstacles is essential to generating incentives for young citizens to engage in these sectors.

Without rent-seeking behavior, this would make it possible for market-driven mechanisms to function more effectively in these sectors. GCC economies' global competitiveness can be enhanced and their efforts to diversify supported by more competitive economic sectors and greater regional economic integration.

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Effective Strategies for Enhancing Spelling Skills Among EFL Learners: A Case Study

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Received: 23-05-2025 Accepted: 10-10-2025 Published: 01-12-2025

Abstract:

The present research is an investigatory paper headed to obtain comprehension about strategies in enhancing spelling skills used by Algerian students. The work deployed a mixed-method approach to gather data from the participants. A semi-structured questionnaire was conducted to 25 first year students at the department of English language, University of Ghardaia. The results of the investigation exhibited that the learners used strategies to enhance spelling accuracy, and more than half of them depend only on visual memory when checking the correct spelling. It is advocated that the foreign learners use several strategies and techniques that stemmed from diverse spelling teaching and learning approaches, namely: Targeted Practice, Mnemonic Devices, and Technology-Based Tools.

Keywords: Spelling learning, spelling strategies, EFL learners, English as a Foreign Language

1. Introduction

Words are the best channel through which human indelibly mould their ideas both simple and masterpieces. As such, acquiring a language requires strong mastery of its writing, and as spelling is the backbone of effective reading and writing proficiency, EFL Learners need adequate strategies (Jaspers et al. 2012) to convey accurate and precise thoughts.

Alongside to all other written elements, control of spelling is vital to success in language acquisition. (E. Horn & Ashbaugh, 1920, p. xi) defines spelling as the ability to accurately make words by

employing the correct letter combination. When learning a foreign language, good spelling can improve communication and reduce misunderstandings. (Westwood, Peter, 2018, p. 3).

In parallel way, within foreign language acquisition context, the importance of spelling is rather intensified because the level of comprehensibility and productivity among foreign learners depends greatly on the amounts of their collected lexicon. In addition, although people can communicate orally with limited language competencies, they cannot write without enough spelling proficiency. As Kreiner et al. (2002) points out that “correct spelling confers a “halo effect”—that is, beyond simply aiding a writer’s ability to communicate effectively, a lack of spelling errors can improve perceptions of their credibility and qualifications—and, conversely, the presence of such errors can lower such perceptions”.

1. Literature Review

1.1. Spelling

In the milieu of English language learning, vocabulary and spelling mastery are highly interrelated. While vocabulary is defined as terms and their dictionary definitions Richards (2003), and spelling is the ability to form words using the accepted conventions and rules of a particular language (E. Horn & Ashbaugh, 1920, p. xi), they are both considered as compound skills that encompass various linguistic components. In in any alphabetical language, spelling mastery requires lexicon, orthographical, syntactical, phonological, morphological, phonemic, and phonics awareness.

Phonologically, the principle of “one symbol for each phoneme” is a focal notion in phonology, which states that each phoneme in a language should be represented by a unique symbol (Treiman, 2004, p. 1731-1). However, there are some exceptions to this rule that make spelling mistakes frequently occur. For instance, in English, the phoneme /k/ is represented by the letter “c” in words like “cat” and “kite,” but by the letter “k” in words like “kangaroo” and “kite”. Similarly, the phoneme /j/ is represented by the letter “y” in words like “yes” and “yellow,” but by the letter “j” in words like “jelly” and “jungle”.

There is a clear relationship between the lexicon and spelling mistakes (Ravid, 2012, p. 4). The size and depth of a learners' lexicon can influence their spelling accuracy. When Students have a limited vocabulary or are unfamiliar with a particular word, they are more likely to make spelling mistakes when trying to write it. For example, consider the word "psychology." It contains the sound /sai/ at the beginning, which is represented by the letter combination "psy." Without prior knowledge of this word and its spelling, someone might mistakenly write it as "sai-kol-uh-gee" or "sai-kol-o-jee."

Additionally, the lexicon influences spelling mistakes through the occurrence of homophones. Homophones are words that have the same pronunciation but different meanings and spellings. For instance, the words "their," "there," and "they're" are all homophones but have different spellings and meanings. If an EFL learner is not familiar with the correct spelling of these words, s/he may make mistakes when using them in their writing.

Furthermore, the lexicon can also affect spelling mistakes through the occurrence of irregular words. Irregular words are those that do not follow the typical spelling rules or patterns. For example, the words "said" and "friend" are irregular in their spelling as they do not adhere to the usual sound-symbol correspondence. If individuals are not familiar with these irregular words, they may misspell them.

Orthographically, when we speak, we use sounds to communicate our thoughts and ideas. However, in writing, we use letters or combinations of letters to represent those sounds (Pavlic Takac, 2008: 5). This system of representing sounds with letters is called orthography. It helps us understand and communicate meaning through written language. Spelling, on the other hand, refers to the ability to write words correctly. It involves using the correct combination of letters provided by orthography, and following specific rules to represent the sounds in a word accurately.

Although the relationship seems clear to apply, there are some phenomena in English language that put foreign learners in puzzling situations when it comes to spelling mastery (Pavlic Takac, 2008: 5). The first is polysemy which is a linguistic term that refers to the

coexistence of many possible meanings for a word or phrase. For example, the word “run” has many senses, such as “to move quickly on foot,” “to compete in a race,” and “to operate a machine”. The next orthographical phenomenon is compound words which are words that are made up of two or more words that function as a single unit. Usually, spelling mistakes among EFL learners happened at the orthographical level, when they confuse among open, closed, and hyphenated types of compound words. For example, in “ice cream” “notebook” and “self-esteem” respectively.

At the Syntax level, there is a relationship between syntax and spelling mistakes, as the rules of syntax can influence the spelling accuracy of individuals. When constructing sentences, individuals need to choose the appropriate words and spell them correctly to convey their intended meaning. Failure to follow the syntax rules can lead to spelling mistakes.

One aspect of syntax that can impact spelling mistakes is word order. In English, the word order in a sentence generally follows a subject-verb-object (SVO) pattern. If learners are not familiar with this pattern, they may make mistakes in the spelling of words as they try to construct sentences. In addition, for example, consider the sentence “The cat chased the mouse.” If a learner is not aware of the SVO word order, they may mistakenly write “The chased cat the mouse” or “Chased cat the mouse the”

Additionally, the syntax of a sentence can influence the spelling of words through the use of conjunctions and prepositions. These words connect different parts of a sentence and help convey relationships between words. If EFL learners are unsure of the correct spelling of these words or their appropriate usage, they may make spelling mistakes.

For instance, consider the sentence “She went to the store and bought some groceries.” If EFL learner is uncertain of the spelling of the conjunction “and” or the preposition “to” they may misspell these words, leading to errors in their writing. Moreover, syntactic rules monitor the class of vocabularies and parts of speech in English

sentences. For instance, articles make parts of noun phrases; they occur before nouns and their modifiers, as in the long story.

Phonetically, phonetic spelling is a system of spelling in which each letter represents one spoken sound (Pan, et al p. 11). In general, in English language, some words are pronounced exactly as they look. However, the situation is not always systematic, for most of the time, spelling presents problems because of the contrasts between the sounds of letters or groups of letters, and the various ways they can be written down. For example, the words (knew and new) have the same pronunciation (/nju:/), which makes it difficult for learners to spell correctly. All in all, spelling is a fascinating aspect of the English language. It involves various linguistic elements such as orthography, phonology, morphology, and phonics. Spelling is not just about memorization; it's about understanding the underlying rules and patterns of the English language. With practice and perseverance, EFL learners can unlock the secrets of spelling and become a proficient speller.

1.2. Spelling Within Writing Competency

Undoubtedly, learning new words along with their spellings, even in people's native tongues, is a constant process that exceeded the amounts of class time to a person's lifetime (Adoniou, 2018). As such, in learning foreign language, EFL learners are required to extensively double their efforts in order to enhance their spelling skills. Although the process of spelling learning is to some extent learner-based task, spelling mastery is not merely a mental collection of individual lexical items as learning spelling of foreign language is linked to a teacher's collections of difficult words, and learners' perception of those difficulties.

Besides, Galuschka et al., (2020: 15) confirm that methodology of spelling teaching/learning have been ignored by linguists, applied linguists and language teachers. Accordingly, on methodological and interpretative grounds, the meta-analytic literature on spelling-focused instruction and reading skills has lately been questioned, which heightens the need for more research to verify the efficacy of such instructional methods.

Looking for approaches to enhance spelling capacities, especially among EFL learners, researchers like Shintani, Ellis and Suzuki (2014) argue that EFL teaching methods should be oriented to cover the main spelling errors caused by the non-phonetic aspect of parts of the English language. At the same time, apart from the regular sounded elements, English classes should be targeted to teaching spelling in order to reassure students and support them with knowledge, understanding, while dispelling any misconceptions about the link between phonetic sounds of English and their written representations.

1.3. TEFL Spelling Teaching Approaches

In the Grammar-Translation language teaching methodology, which was commonly used in the past for teaching foreign languages, spelling was typically taught through a focus on memorization and translation Karakaş (2019). He also argues that in the structural approach, vocabulary played a significant role. Engaging in spelling teaching, teachers would provide students with lists of vocabulary words to memorize, often along with their translations. These lists would include both the target language words and their corresponding translations in the native language. While this approach provided students with a solid foundation in understanding the structure of the language, it often lacked practicality. Students may have struggled to apply the rules and patterns they learned to spell unfamiliar or irregular words.

In the Direct Method spelling was taught in a more integrated and contextualized manner compared to the Grammar-Translation approach. The Direct Method focused on immersing students in the target language and promoting oral communication. While spelling was still an important aspect, it was approached differently. Visual and auditory recognition; spelling direct association with objects and actions was a channel to teach. Pictures and physical objects were used to demonstrate concrete vocabulary through the use of simple and familiar things such as objects in the classroom or clothing to relate vocabulary with reality Karakaş (2019). The Direct Method emphasized the connection between sounds and letters. Students were

introduced to the phonetic system of the target language, learning the sounds and corresponding letters or letter combinations. This phonetic approach helped students develop an understanding of the sound-symbol correspondence, which in turn supported their spelling skills.

To help students excel in spelling, educators employ various teaching approaches, the situational approach focuses on creating meaningful contexts that students can relate to when learning and practicing spelling. Accordingly, spelling words are presented in real-life scenarios, allowing students to understand and apply them in context. This approach enhances students' understanding of word meanings, usage, and spelling patterns, making the learning process more engaging and memorable. For example,

The Communicative Language Teaching (CLT) approach emphasizes the importance of using language in authentic contexts, allowing students to engage in real-life situations where spelling plays a crucial role (Qasserras, 2023, p. 763). By integrating spelling practice into communicative tasks, students are able to connect spelling to meaning, increasing their language skills holistically. One key feature of CLT is the emphasis on error correction and feedback. Instead of focusing solely on correct spelling, teachers also address common spelling errors and provide explanations and strategies for improvement. This helps students develop a better understanding of spelling rules and patterns, enabling them to apply this knowledge in their writing and communication.

1.4. TEFL Strategies of Spelling Learning

The literature suggests three spelling learning techniques to maximize the learners' spelling acquisition: 1) Targeted Practice, 2) Mnemonic Devices, 3), and Technology-Based Tools. It is argued that learners can and would benefit from a structured or directional approach to spelling and pronunciation as it is reasonable to claim that explicit instruction would raise orthographic and phonetic awareness of EFL learners.

1.4.1. Targeted Practice

Target practice involves aiming at a specific target, just like an archer aiming at a bullseye. Instead of arrows, you will be using words

as your ammunition. By correctly spelling the words, you hit your targets and improve your spelling accuracy. Target practice in spelling enhancement's classes encompasses specific techniques like; regular reading, retelling a text, word lists and cover, copy, and compare strategy (Alshahrani, 2019, p. 39). Firstly, regular reading engages EFL learners to extensive reading practice where they were exposed to wide range of words, helping them internalize correct spelling patterns and develop a strong vocabulary. The aforementioned strategy goes hand by hand with retelling a text.

Retelling a text and extracting keywords; is not simply regurgitating information, it also requires active engagement within a text, critical thinking, and the ability to communicate key ideas effectively. By regularly using this strategy, EFL students will develop stronger comprehension and analysis skills, which will benefit you in various confusing spelling situations.

Creating personalized word lists and using flashcards are other modes of targeted practice strategies. They can aid in memorizing commonly misspelled words and reinforcing correct spelling patterns. In addition, prepare for a cover copy compare in session, the teacher selects up to 10 spelling words, sight words for the student to practice during that session and writes those words as correct models into the left column of that cover, copy, and compare worksheet.

1.4.2. Mnemonic Devices

Mnemonic devices are powerful tools that can help EFL learners to enhance their spelling memory and retain information more effectively (Alshahrani, 2019, p. 39). These clever memory aids leverage associations and patterns to create mental shortcuts, making it easier to recall important spelling and details when learners need them most. Mnemonic devices encompass the followings:

1.4.2.1. Acronyms and Acrostics

Acronyms and acrostics are powerful mnemonic devices that can help students remember information more easily. These techniques utilize the first letter of each word to create a memorable acronym or acrostic phrase. By associating complex information with

a simple and memorable word or phrase, students can recall information more effectively.

1.4.2.2. Visualisation Technique

Visualization is a powerful technique that can greatly improve spelling skills. By creating mental images of words and their correct spellings, students can enhance their ability to remember and accurately reproduce those spellings. Here's one way how teachers can use visualization to improve your spelling:

Choose a Word: Select a word that you want to improve your spelling of. It can be a word that you frequently misspell or a word that you find challenging.

Study the Word: Take a moment to study the word closely. Look at the letters, their arrangement, and any patterns or unique features of the word.

Visualize the Word: Close your eyes and create a mental image of the word in your mind. Imagine the letters floating in space or forming a clear and vivid image. Pay attention to the shape, size, and color of the letters.

Spell the Word: Mentally spell out the word, letter by letter, while visualizing each letter in your mind. Focus on the correct order and arrangement of the letters. Take your time and visualize each letter clearly.

Associate Meaning: Connect the word to its meaning or context. Visualize the word in a relevant context or create a mental image that represents the meaning of the word. This association can help reinforce the correct spelling in your memory.

Practice and Reinforce: Repeat the visualization process several times, gradually increasing the speed and accuracy of your mental spelling. You can also practice writing the word down while visualizing the correct spelling.

Apply in Context: Use the word in sentences or contexts where it is appropriate. Visualize the word as you write or type it, ensuring that you spell it correctly.

Review and Reflect: Regularly review the words you have practiced and reflect on your progress. Take note of any

improvements or areas that still need work. Adjust your visualization techniques accordingly.

1.4.2.3. Word Association

The technique depends on creating connections between new information and existing knowledge, word association techniques facilitate the recall of word spelling. Here is one example of effective word spelling association. Take the verb “impute”; using word association technique, the clue for this first definition is hidden in this word itself. Teacher asks the student to read the verb impute as “I’m putting” (existing knowledge), I am putting it on you. If I lay the responsibility or blame of something on you, I am imputing a failure to the person (new information).

1.4.3. Technology-Based Tools

Although many scholarly works argued that social media devices have interrupted spelling capacities, and rendered spelling skills obsolete. (Wilson, 2018, p. 152), computers and technology prove to grant a series of tools and resources that can enhance language learning in various ways. There are numerous online platforms, websites, and applications designed specifically for EFL language learning in order to offer interactive lessons and spelling practices. Here are some of them.

1.5. Spell-Checkers

Utilizing spell-checkers available in word processing software or web browsers can help identify and correct spelling errors in real-time. Using a spell-checker can provide several benefits. It can catch simple typographical errors, such as accidentally transposing letters or omitting them altogether. It can also highlight more complex spelling mistakes that may go unnoticed to the writer's eye. By offering alternative word options, a spell-checker allows the user to choose the correct spelling in context.

1.6.. Spelling Apps and Games

To make spelling more enjoyable and engaging, there are various spelling apps and games available. These tools not only make learning fun but also provide opportunities to practice and improve spelling abilities. Here are a few amazing spelling apps and games that

can help enhance your spelling skills: Word Brain, Spell Tower, Hangman and Word Scapes.

2. Methodology

The present paper adopted an exploratory approach to explain the ways first year students develop their spelling skills. This work aims at analysing the different techniques used by first year students at the department of English language, University of Ghardaia, Algeria, to learn spelling and enhance their spelling capacities.

The problematic of the research is that spelling shortage hampers EFL students to perform well in language learning, especially in writing-based modules. Learners are attempting to find out better ways to better their spelling acquisition.

The work looks forwards to tackle the following research questions:

1. What puts the students incapable if acquiring adequate spellings?

2. What are the effective solutions used in enhancing spelling acquisition?

It is assumed that the students find hindering to acquire difficult vocabulary spellings, and this is due to the inadequate strategies they use in learning spellings.

2. 1. Participants

A group of 25 first year English students (Group 3) at the department of English, University of Ghardaia during 2023/2024 academic year participated in this study.

2.2. Data Collection

The empirical section of the study was headed through a semi-structured questionnaire administered to the participants to obtain information about their opinions, strategies, and choices to tackle spelling deficiencies. The questionnaire encompasses ten closed-ended questions and one open-ended question, and it is divided into three sections. The first section is about the students' opinions towards spelling learning; the second is about the strategies the students use to learn spelling. And the third section is about the students' choices in learning spelling. It should be stated that in many cases percentages have been used in rounded-off figures for better convenience.

2.2.1. Questionnaire' Sections

Section One: Learners' opinions about spelling acquisition

Question 1: How significant is correct spelling in learning English?

Table 1. The significance of Correct Spelling in English Language Learning

| very important | important | not important |
|----------------|-----------|---------------|
| 100% | 0% | 0% |

There is an over majority agreement among the learners about the significance of correct spelling in EFL language learning. All of them (100%) assume that correct spelling is very significant in learning English.

Question 2. How difficult is spelling learning?

Table 2. Spelling Learning Difficulty

| very easy | easy | difficult | very difficult |
|-----------|------|-----------|----------------|
| 10% | 12% | 40% | 38% |

More than half of the students (40% + 38%) think that spelling learning is difficult. The students' views can be reflected in their productive skills where many of them face deficiencies in using the right spelling especially for confusing words in written expression.

Question 3. Are you pleased with the means you use in learning spelling?

Table 3. Learners' Satisfaction of the Spelling Learning Means

| very pleased | Pleased | not pleased |
|--------------|---------|-------------|
| 10% | 30% | 60% |

More than half of the students (60%) think the means selected in learning spelling not satisfying. The issue reason behind this status is the unvaried means selected in learning/teaching spelling. The situation should suggest the instructors to seek more efficient means of the spelling learning/teaching system.

Section Two: Strategies of spelling Learning

Question 4: Which of the following strategies/techniques you think is more effective in spelling learning?

Table 4. The Effectiveness of spelling Learning Strategies

| | | | |
|------------------|-------------------------|-----------------------|------------------|
| Retelling a text | personalize d word list | Acronyms Acrostics | Spelling Apps |
| 15% | 42% | 11% | 32% |

The suggestions provided in the table above are some of the familiar strategies and techniques to teach/learn spelling. 42% of the participants declare that personalized word list is effective. 32% go for spelling apps. 15% assume that they consider retelling a text more effective. Just 11 opt for acronyms acrostics.

Question 5: What is the best mean to enhance spelling? If you choose 'other', mention it, please.

Table 5. Participants' Best Means in Spelling Learning

| Target strategies | Mnemonics | Technology-based | other |
|-------------------|-----------|------------------|-------|
| 48% | 22% | 30% | 0% |

(48%) of the students consider target strategies the best mean in spelling learning. The others (30%) opt for technology-based strategies, while 22% assume that mnemonics are the best.

Question 6: Do you develop spelling mastery outside the class setting? If so, mention the mean(s), please.

Table 6. Students' Developing Spelling Mastery Outside the Classroom

| | |
|-----|-----|
| yes | no |
| 60% | 40% |

The results show that (60%) the students tend to learn vocabulary outside the classroom through different ways. Portion from (60%) mention that they watch movies with subtitles and download lyrics of songs. (40%) say that don't develop their spelling skills outside the class.

Section Three: EFL Learners' Preferences in Spelling Acquisition

Question 7: What do you do when meeting a confused spelling?

Table 7. Students' Techniques Adopted when Confusing Spelling

| | | |
|---------------------------------|---|------------|
| Check the meaning in Dictionary | Associate the new meaning with prerequisite | Ask Others |
| 60% | 20% | 20% |

The majority of the students 60% tend to check the meaning in dictionary when they face confusing spelling. 20% of them associate the new meaning with prerequisite, and equally 20% say that need to ask their peers.

Question 8: Do you agree that spelling learning should be concentrated in the classroom setting?

Table 8. Spelling Learning Priority

| | | | |
|----------------|-------|----------|-------------------|
| strongly agree | agree | disagree | strongly disagree |
| 70% | 30% | 0% | 0% |

The results displayed on the table show that all the students (70% + 30%) tend to concentrate in spelling learning within the classroom.

Question 9: Which among the following language skills do you think is more useful in learning spelling?

Table 9. The Usefulness of Language Skills in Spelling Learning

| | | | |
|-----------|----------|---------|---------|
| listening | speaking | reading | writing |
| 3% | 7% | 60% | 30% |

Sixty percent (60%) of them go for reading, while 30% opt for writing. Only 7% think that speaking is useful in vocabulary learning, and 3% go for listening.

This shows that participants are aware of the targeted skills in the process of spelling acquisition.

Question 10 is an open-ended question asking the students to provide suggestions that seem to them useful in spelling learning.

These are some of the students' views and suggestions:

One of the students says that dictionaries are very useful in spelling learning, Check word origins in the dictionary. Knowing the origin of a word can help you understand its spelling. For example, the word "psychology" comes from the Greek word "psyche," which means "soul"

Another answer may raise how to overcome difficulty of learners with spelling. "Chunk it. Break long words into smaller parts or syllables to make them easier to remember. For example, you can break down the word "accommodation" into "ac-commo-da-tion."

"I find it very useful to sound it out. Pronouncing a word slowly and carefully can help you identify its spelling. For example, the word "receipt" can be sounded out as "re-seet"

"I like draw a picture. Drawing a picture that represents a word can help you remember its spelling. For example, you could draw a picture of a "desert" to remember how to spell the word."

3. Results and Discussion

Relevant information was collected from the questionnaire. The results reveal that the learners are well aware of the significance of spelling mastery in EFL language learning. In addition, it can be explained that participants have various points of view in terms of spelling learning. Moreover, the results confirmed the research hypothesis which declared that the EFL students use various spelling learning strategies. It is advocated that the strategies and techniques adopted in spelling learning should be of multi-source basis.

Data analysis showed that reading and writing receptive skills are skills, are best sources of enhancing spelling competencies for the EFL learners, and spelling master support students' performance in reading and writing.

It can be deduced from the results of the study that the students tend to lean towards check the meaning in dictionary, associate the new meaning with their prerequisite when they spelling is confusing. Although checking the word in dictionaries seems to outdated way, EFL learners preferred to learn spelling from dictionaries. Technology-based strategies offered also easy-to-access online and offline linguistic resources. They are efficient and provide language users with an abundance of information. According to some students, electronic dictionaries, platforms, and websites provide learners with practically everything they need to know about the word they are looking up, including its definition, spelling, origins, grammar, alternative spellings, and collocation. Students of languages need to take full benefit of the accessibility of these new gadgets and accept the chance to own smartphones and their applications.

Conclusion

This article is a research project that aims to investigate Algerian students' beliefs and perspectives on the spelling-learning strategies they utilized. The survey included only First-year English students from the University of Ghardaia's English Language Department. To this goal, the study used a mixed research strategy in which the students were given a semi-structured questionnaire. It is worth noting that the students believed spelling was very significant in foreign language learning. It is also possible to conclude that the teaching/learning syllabus did not place a high value on input skills such as writing and reading. And there is an occasion to question the need of these receptive abilities in order to expose students to adequate amounts of spelling activities during their sessions. It was also clear that the tactics employed to learn spelling were limited and consistent. Diversity repels monotony, and variation motivates EFL students. Again, one encouraging finding was that the students used electronic tools to learn spelling. They used electronic dictionaries, websites, and platforms to assist them enhance their spelling mastery.

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EFL Teachers' Perceptions of Digitalization in Algerian Higher Education: a Case Study at Badji Mokhtar University

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Received: 21-08-2025 Accepted: 10-10-2025 Published: 01-12-2025

Abstract:

This article examines the perceptions of English as Foreign Language (EFL) teachers regarding the integration of digitalization within Algerian higher education, with a particular focus on Badji Mokhtar University in Annaba. The study is motivated by the increasing national and global emphasis on digital education, especially following the COVID-19 pandemic, and the challenges faced in aligning Algerian higher education with international standards. Using a qualitative approach based exclusively on structured interviews with five EFL teachers, the research investigates their digital competence, their use of digital platforms, and the perceived benefits and barriers of integrating technology in the classroom. The findings highlight that while teachers value digitalization for its flexibility, access to resources, and ability to foster learner autonomy, they remain hindered by infrastructure limitations, insufficient institutional support, and low levels of student engagement. The study emphasizes the urgency of strengthening training and institutional policy, and it recommends the adoption of blended learning models as a sustainable path forward for Algerian universities.

Keywords: Digitalization, higher education, EFL teaching, Algeria, teacher perceptions

1. Introduction

The global higher education landscape is undergoing a profound transformation due to digitalization, which has redefined the ways teaching, learning, and assessment are conducted. While developed countries have invested heavily in online learning platforms and digital infrastructure, developing countries such as Algeria continue to

face persistent challenges in achieving a smooth transition (Ziani, 2021). The COVID-19 pandemic accelerated the urgency of digitalization, exposing both the potential and the fragility of Algerian universities' readiness for online education (Bozkurt et al., 2020).

EFL teaching occupies a central role in this context, as the subject is closely tied to communication, interaction, and authentic exposure to the language; dimensions that digitalization can both facilitate and hinder. In Algerian universities, EFL teachers became frontline actors of digitalization, experimenting with platforms such as Moodle, Zoom, and WhatsApp to maintain continuity of instruction (Ziani, 2021). However, their experiences remain underexplored in academic research.

The problem addressed by this study is the gap between Algeria's policy-level ambitions for digitalization and the classroom realities faced by EFL teachers. Despite official directives and the introduction of online platforms, teachers often struggle with poor internet connectivity, a lack of institutional training, and inadequate support for assessment and student engagement.

This study aims to investigate how EFL teachers at Badji Mokhtar University perceive digitalization, focusing on their attitudes, practices, and the challenges they encounter. Three research questions guide the study:

1. How do EFL teachers at Badji Mokhtar University perceive the value and role of digitalization in their teaching practices?
2. What digital tools and platforms are most frequently used by teachers, and how are they integrated into instruction?
3. What challenges and barriers limit the effectiveness of digitalization in Algerian higher education?

Based on the literature and the Algerian context, the study formulated the following hypotheses:

- H1: EFL teachers perceive digitalization as a beneficial but under-supported innovation.
- H2: Teachers adopt a pragmatic approach, relying on both institutional platforms and informal tools to meet student needs.
- H3: The effectiveness of digitalization is constrained primarily by infrastructural and institutional barriers rather than teachers' willingness to adapt.

2. Theoretical Background

2.1 Digitalization in Higher Education

Digitalization is widely understood as the process of integrating digital technologies into educational systems to transform teaching and learning (Aliu, Krasniqi, & Zeneli, 2023). It is not simply a matter of digitizing traditional content but involves a deeper reconfiguration of pedagogical practices, curriculum design, and institutional policy (João, Silva, & Almeida, 2020). In higher education, this transformation includes the adoption of Learning Management Systems (LMS), online assessments, virtual classrooms, and digital communication platforms.

In Algeria, the discourse on digitalization has been shaped by governmental reforms aimed at modernizing universities, yet implementation remains inconsistent. According to Ziani (2021), Algerian universities face structural limitations, including outdated equipment, limited internet coverage, and a lack of training opportunities for faculty. These systemic issues create a disconnect between the potential of digitalization and its practical outcomes.

2.2 Digitalization and EFL Pedagogy

EFL instruction stands at the forefront of disciplines impacted by digitalization due to the inherently communicative and interactive nature of language learning. CALL (Computer-Assisted Language Learning) and later MALL (Mobile-Assisted Language Learning) have demonstrated the capacity of digital tools to enhance learner autonomy, motivation, and exposure to authentic input (Mayora, 2006). Harmer (2015) emphasizes that technology allows teachers to diversify classroom activities with multimedia resources, online quizzes, and virtual discussions, which help create a more engaging learning environment.

Moreover, research has shown that digital environments can lower the affective filter for students, providing opportunities for participation that are less intimidating than face-to-face contexts (Ilter, 2009). Platforms such as forums and online chats allow shy students to contribute at their own pace, enhancing inclusivity. For Algerian students, often accustomed to traditional teacher-centered classrooms, digitalization offers an important shift toward more learner-centered practices.

2.3 Teachers' Digital Competence and Attitudes

The success of digitalization depends heavily on teachers' competencies and attitudes. Baran, Correia, and Thompson (2011) argue that teachers must move beyond technical skills to develop new roles as facilitators, motivators, and instructional designers. Mishra and Koehler's (2006) TPACK model highlights the integration of technological, pedagogical, and content knowledge as essential for effective digital teaching.

However, studies reveal that teachers in developing contexts often face difficulties acquiring digital competences due to limited institutional support and a lack of professional development (Osika, Johnson, & Buteau, 2009). In Algeria, many instructors were forced to adapt through trial and error during the pandemic, relying on personal initiative rather than structured training (Ziani, 2021). Their perceptions are therefore shaped not only by their pedagogical goals but also by the frustrations of working within an under-resourced system.

2.4 Barriers to Digitalization in Algerian Universities

The barriers to digitalization in Algeria are diverse. First, infrastructure limitations, including weak internet connectivity, power outages, and limited access to computers, hinder smooth digital instruction (OECD, 2021). Second, institutional gaps such as the lack of administrative support and absence of coherent digital policies undermine sustainability (Parviainen et al., 2017). Third, assessment challenges persist, as teachers struggle with ensuring fairness and integrity in online examinations. Finally, student engagement emerges as a persistent issue, with teachers reporting that many students are passive or disengaged in online environments.

These challenges demonstrate that digitalization in Algeria is not simply a matter of technology adoption but requires systemic reform and investment. Teachers' perceptions provide crucial insights into these dynamics, making them an essential focus of inquiry.

3. Methodology

This study adopted a qualitative case study design, which is particularly suitable for exploring teachers' perceptions in depth and in context. Through a case study approach, researchers are able to concentrate on a clearly defined context, in this case, EFL teaching at Badji Mokhtar University, and generate rich and varied insights into the lived experiences of participants. Unlike quantitative approaches,

which often aim to generalize findings across large populations, the qualitative case study seeks to provide a detailed, contextually grounded understanding of a phenomenon (Braun & Clarke, 2006).

The research site was the Department of English at Badji Mokhtar University in Annaba, a major Algerian institution with a large population of EFL students and faculty. The choice of this site was motivated by its representativeness: it is both a flagship university in eastern Algeria and one that has faced the systemic challenges typical of the national higher education system, particularly during and after the COVID-19 pandemic.

The participants were five EFL teachers with diverse profiles in terms of age, teaching experience, and digital familiarity. Some had long-established careers that predated the introduction of digital platforms, while others were relatively younger lecturers who had been more exposed to digital technologies during their training. This diversity allowed the study to capture a spectrum of perspectives, ranging from hesitant adoption to enthusiastic integration of digital tools. The participants were selected through purposive sampling, as they all had direct experience with online or digitally mediated teaching in the last three academic years.

The data collection instrument consisted of a structured interview guide. Questions were designed to elicit teachers' reflections on four main themes:

- Their perceptions of the role and value of digitalization in higher education.
- The digital tools and platforms they used and how they integrated them into their teaching practices.
- The pedagogical benefits they observed for students.
- The challenges and institutional barriers they encountered.

Each interview lasted approximately 30 to 45 minutes. Given constraints of time and availability, three interviews were conducted face-to-face at the university, while two were conducted online via Google Meet. All interviews were audio-recorded with informed consent from the participants, and later transcribed verbatim to ensure accuracy.

The data analysis was carried out using Braun and Clarke's (2006) six-step thematic analysis approach: (1) familiarization with the data, (2) generating initial codes, (3) searching for themes, (4) reviewing themes, (5) defining and naming themes, and (6) producing the report. This method was appropriate as it enabled the researcher to

move from descriptive summaries of teachers' statements to more interpretive insights into their perceptions and experiences. Codes were first developed inductively from the interview transcripts and then grouped into broader themes that directly related to the research questions.

4. Results

The interviews revealed three broad areas of findings: teachers' perceptions of digitalization, their use of digital tools and platforms, and the challenges they encountered in integrating technology into their teaching practices. Each theme is presented below with illustrative details and interpretive commentary.

4.1 Teachers' Perceptions of Digitalization

Across the five interviews, a generally positive perception of digitalization emerged. Teachers consistently described digitalization as a valuable innovation that reshaped how they approached teaching and interacted with their students. One participant explained: "Digital tools give me flexibility in reaching my students. Even outside the classroom, they can consult the material I upload, and they no longer depend only on the two hours of lectures per week." This quote highlights how teachers valued the continuity of learning that digital platforms provided.

Another teacher emphasized that digitalization allowed him to "extend the classroom into students' homes," stressing that in contexts where students struggle with transportation or conflicting schedules, online access mitigated traditional barriers.

However, the enthusiasm was tempered by caution. Some teachers described digitalization as "a double-edged sword." While it empowered motivated students to work independently, it also enabled less engaged students to disengage completely. One teacher lamented: "For my most motivated students, digitalization is wonderful. They watch videos, take notes, and even ask questions online. But for others, it is an excuse to disappear. I can no longer monitor them in the same way."

This ambivalence reflects a broader concern: teachers perceived digitalization as a tool with enormous potential, but one whose effectiveness depended heavily on student motivation, cultural attitudes, and institutional support.

4.2 Digital Tools and Platforms Used

When asked about the tools they used, all participants mentioned Moodle, the official platform mandated by the Ministry of Higher Education. Yet their accounts revealed serious limitations.

Teachers frequently described Moodle as “unreliable,” “difficult to navigate,” and “rarely checked by students.” One teacher noted: “I upload my lectures on Moodle, but very few students actually download them. They prefer that I send the same file on WhatsApp.” This highlights the mismatch between institutional platforms and student preferences.

To overcome these limitations, teachers turned to informal tools. WhatsApp emerged as the most frequently used platform, largely because it was already part of students’ daily communication habits. Teachers used WhatsApp groups to share reminders, distribute documents, and respond quickly to student queries. One teacher admitted: “Honestly, I feel like WhatsApp is more effective than Moodle. It’s immediate, and the students are there all the time. It is not academic, but it works.”

For synchronous sessions, Zoom and Google Meet were mentioned. These platforms enabled face-to-face interaction during the pandemic, but participants emphasized that they were often disrupted by poor connectivity. Teachers also integrated YouTube videos to illustrate authentic English usage, PowerPoint slides to structure lessons, and online quizzes for formative assessment. The variety of tools demonstrates teachers’ pragmatic and creative adaptation. Instead of relying exclusively on institutional directives, they assembled an eclectic toolbox of resources tailored to students’ needs and the technological realities of Algerian classrooms.

4.3 Challenges and Barriers

Although teachers valued digitalization, they repeatedly underlined the challenges that undermined its effectiveness. The most persistent barrier was unstable internet connectivity. Participants described frequent disconnections during live sessions and slow downloads that frustrated both teachers and students. One participant recounted: “Sometimes I spend more time trying to reconnect than actually teaching. I prepare my lesson, but the connection cuts, and the students disappear. It is very discouraging.” This infrastructural weakness reduced confidence in digital teaching and made synchronous lessons difficult to sustain.

A second challenge was the lack of institutional training and support. Teachers reported that they were expected to digitalize their courses without adequate preparation. They received little guidance on how to design online activities, assess students fairly, or use advanced features of Moodle. As one teacher put it: “We were told to put our lessons online, but nobody showed us how. We learned by ourselves, through trial and error.” This lack of structured training left teachers relying on personal initiative, further widening the gap between enthusiastic adopters and hesitant users.

Assessment posed another critical problem. Teachers worried about ensuring fairness and preventing plagiarism in online examinations. Some attempted to design open-book assessments, while others asked students to submit projects, but the sense of vulnerability remained. One participant confessed: “When I give online tests, I am never sure who is really answering. It is easy to cheat, and we don’t have the tools to monitor them.”

Finally, teachers drew attention to student disengagement. While some students thrived in digital environments, many treated online lessons as optional. Teachers reported absenteeism, lack of participation in forums, and minimal effort in assignments. This contrasted with the high expectations teachers had for digital learning, reinforcing the perception that technology alone could not solve deep-rooted motivational issues.

5. Discussion

The purpose of this study was to investigate EFL teachers’ perceptions of digitalization in Algerian higher education, with a particular focus on their experiences at Badji Mokhtar University.

The findings confirm the three previously formulated hypotheses and enrich the literature on educational digitalization in developing contexts. Below, the discussion situates these findings within the broader scholarly debate and highlights both convergences and divergences with prior research.

5.1 Teachers’ Perceptions of Digitalization: Balancing Optimism and Caution

The results showed that teachers generally perceived digitalization as an opportunity to enhance teaching flexibility, student autonomy, and instructional diversity. This aligns with global findings in the literature, where digital platforms have been praised for their ability to support self-paced learning, increase access to resources, and break down temporal and spatial barriers (Harmer, 2015; Bozkurt et

al., 2020). Teachers in this study highlighted the ways digitalization extended their classrooms “beyond the two hours of lectures per week,” demonstrating recognition of its transformative potential.

However, this optimism was tempered by caution. Several participants described digitalization as “a double-edged sword,” acknowledging that while motivated students flourished, less engaged learners disengaged completely. This ambivalence parallels Ilter’s (2009) findings on the motivational role of technology in EFL contexts: while technology can act as a motivator for some, it can equally lead to distraction and passivity if students lack the internal drive to participate. Thus, teachers in the Algerian context recognized digitalization as a promising but not universally effective solution, dependent on student responsibility and institutional scaffolding.

This tension reflects the broader critique raised by João, Silva, and Almeida (2020), who cautioned that digitalization carries both risks and opportunities. In the Algerian case, the risks appear particularly severe due to persistent structural challenges such as limited connectivity, underdeveloped training systems, and weak monitoring of student engagement. These findings emphasize that teachers’ attitudes toward digitalization cannot be fully understood without situating them within the infrastructural and cultural realities of Algerian higher education.

5.2 Pragmatic Adoption of Tools: Between Official Platforms and Informal Practices

A striking finding was the gap between the official institutional platform, Moodle, and the tools that teachers actually used. While Moodle was mandated by the Ministry of Higher Education, teachers often found it unreliable and ineffective, reporting that students rarely accessed it. Instead, they relied heavily on WhatsApp for communication and on Zoom, Google Meet, YouTube, and PowerPoint to deliver lessons.

This pragmatic approach supports the second hypothesis and resonates with Osika, Johnson, and Buteau’s (2009) argument that faculty members often choose tools that are accessible, familiar, and widely adopted by students rather than those officially prescribed. The Algerian teachers’ reliance on WhatsApp illustrates this vividly. Although not designed as an educational platform, WhatsApp functioned as an effective bridge, enabling immediate interaction and greater student responsiveness.

Interestingly, this improvisational use of informal tools also echoes Mayora's (2006) study in Colombia, which highlighted the potential of integrating CALL informally into EFL classrooms. Teachers in both contexts demonstrated flexibility and creativity, adapting available technologies to meet their pedagogical needs. The Algerian case adds complexity by showing how informal tools became not just supplementary but central to digital teaching practices, reflecting institutional shortcomings in platform usability and student digital culture.

This result carries important implications for digital policy. It suggests that top-down imposition of platforms may fail if students do not perceive them as user-friendly or relevant. Instead, institutions should consult both teachers and students when selecting platforms and provide continuous training to ensure alignment between official systems and real classroom practices.

5.3 Systemic Barriers: Infrastructure, Training, Assessment, and Engagement

The third major theme concerned the challenges and barriers teachers faced. The findings confirmed that these barriers were overwhelmingly structural rather than attitudinal, reinforcing the third hypothesis. Teachers consistently mentioned unstable internet connectivity as the most pressing issue, describing how frequent disconnections disrupted synchronous classes and discouraged both students and instructors. This finding echoes Ziani's (2021) conclusion that poor infrastructure remains the critical weakness of online learning in Algerian universities.

Another barrier was the lack of institutional training and support. Teachers reported that they were expected to digitalize their courses without sufficient guidance, relying instead on self-directed learning and peer support. This contrasts with the recommendations of Baran, Correia, and Thompson (2011), who argued that teachers need structured professional development to develop the competencies required for effective digital instruction. The absence of such support in Algeria reflects a gap between policy rhetoric and practical implementation.

Assessment challenges further complicated the adoption of digitalization. Teachers doubted the fairness and reliability of online examinations, voicing concerns about plagiarism and academic dishonesty. Similar worries have been reported in global literature, with OECD (2021) noting that ensuring academic integrity remains

one of the greatest challenges of digital education. Algerian teachers responded with pragmatic adaptations, such as assigning projects or open-book assessments, but these solutions were described as temporary and unsatisfactory.

Finally, student disengagement was highlighted as a critical issue. Teachers observed that while a minority of students thrived in digital settings, many others treated online lessons as optional. This resonates with Aliu, Krasniqi, and Zeneli's (2023) observation that digitalization requires a cultural shift in learning attitudes, one that is often slow to develop in systems accustomed to traditional, teacher-centered approaches.

5.4 Situating Algerian Findings within Global Debates

Overall, the findings of this study align with global research on digitalization in higher education, but they also highlight the specificity of the Algerian context. While teachers shared the enthusiasm and concerns found in international studies, their experiences were shaped by the unique challenges of underdeveloped infrastructure, limited institutional training, and cultural attitudes toward learning.

The teachers' preference for blended learning as the most sustainable model is particularly significant. This preference aligns with João, Silva, and Almeida (2020), who argued that digitalization should be integrated gradually and pragmatically, rather than replacing face-to-face instruction outright. In Algeria, the consensus among teachers was that while digital tools enriched their teaching, they could not replicate the immediacy and interpersonal dimensions of in-person classrooms. This reflects Harmer's (2015) emphasis on the importance of real-time interaction, especially in language learning, where non-verbal cues, spontaneous feedback, and social presence are integral to communicative competence.

Thus, this study contributes to the literature by demonstrating how global discourses on digitalization intersect with local realities. Algerian teachers are not resistant to change; rather, they are constrained by systemic limitations. Their creative reliance on informal tools shows agency, but also highlights the urgent need for institutional reforms.

6. Recommendations

The findings of this study point to several urgent recommendations for policymakers, higher education administrators, and EFL practitioners in Algeria. These recommendations are designed to bridge the gap between the potential of digitalization and its actual practice in Algerian universities.

6.1 Strengthening Infrastructure and Connectivity

The most immediate priority for policymakers is the improvement of digital infrastructure. Teachers repeatedly emphasized that unreliable internet connections disrupted their lessons and demotivated students. Without stable connectivity, even the most innovative pedagogical designs collapse in practice. Policymakers should therefore prioritize investments in high-speed internet access, both on campus and in student residences. This could include partnerships with telecommunications companies to expand coverage, as well as government subsidies to make internet packages more affordable for students and faculty. Comparable initiatives in other contexts have shown that infrastructure development is a prerequisite for sustainable digitalization (Aliu et al., 2023). Unless these structural issues are addressed, digitalization in Algerian higher education will remain fragile and inconsistent.

6.2 Providing Comprehensive Teacher Training and Professional Development

A second priority is structured training for teachers. The findings revealed that teachers were expected to digitalize their courses with little to no institutional support, learning instead through trial and error. This not only increases teacher workload but also produces uneven adoption of digital practices across departments. Algerian universities should establish ongoing professional development programs that train faculty in designing online lessons, integrating multimedia, facilitating digital interaction, and assessing students fairly in digital contexts. Such programs should not be limited to one-off workshops but should be sustained, scaffolded, and adapted to teachers' varying levels of digital competence (Baran et al., 2011; Mishra & Koehler, 2006). Furthermore, incentives such as certification or recognition for teachers who complete training could encourage broader participation and signal institutional commitment to digital transformation.

6.3 Enhancing the Usability of Institutional Platforms

The gap between the mandated use of Moodle and teachers' actual reliance on informal tools like WhatsApp reveals a serious misalignment between institutional policy and classroom practice. To resolve this, universities must make their official platforms more user-friendly and responsive to the needs of both teachers and students. This may involve redesigning the interface, ensuring mobile accessibility, and providing technical support. Institutions should also consult teachers and students in the decision-making process regarding platform choice and upgrades, ensuring that official tools align with actual classroom realities. By making institutional platforms genuinely effective, universities can reduce dependence on informal tools and enhance the professionalism and integrity of digital teaching.

6.4 Developing Clear Guidelines for Assessment and Academic Integrity

Teachers' concerns about online assessment point to the need for clear institutional guidelines and technological tools to ensure fairness and academic integrity. Universities should explore the adoption of secure online testing platforms, plagiarism detection software, and proctoring tools where appropriate. At the same time, assessment strategies should be diversified beyond traditional examinations, incorporating project-based assignments, portfolios, and collaborative tasks that reduce opportunities for dishonesty (OECD, 2021). Providing teachers with training on assessment design will further empower them to create fair and transparent evaluation systems.

6.5 Promoting Student Engagement and Digital Culture

The issue of student disengagement highlights the necessity of fostering a stronger digital learning culture among students. Universities should provide orientation sessions to help students adapt to online learning environments, emphasizing the importance of participation, time management, and digital etiquette. Moreover, embedding digital literacy into the curriculum could empower students to become more responsible and autonomous learners. Teachers can support this by designing interactive activities, such as discussion forums, group projects, and peer reviews, that encourage active engagement rather than passive reception of content. As

Harmer (2015) noted, language learning thrives on interaction, and digitalization must replicate this interactivity to be effective.

7. Conclusion

The purpose of this study was to explore the perceptions of EFL teachers regarding the integration of digitalization into higher education at Badji Mokhtar University in Annaba. Through in-depth interviews with five teachers, the study provided a comprehensive portrait of how digital transformation is experienced at the classroom level in an Algerian university context. The results highlight both the promise and the limitations of digitalization in a system marked by structural constraints, limited institutional support, and uneven student engagement.

The findings revealed that teachers view digitalization as an important opportunity to enrich their teaching practices, enhance flexibility, and expand access to learning resources. They recognized its potential to promote student autonomy and provide continuity beyond traditional lecture hours. These perspectives align with global research that emphasizes the transformative potential of digital technologies in language education (Harmer, 2015; Bozkurt et al., 2020). At the same time, teachers expressed ambivalence, cautioning that digitalization is a “double-edged sword” that can both empower and disengage students, depending on their motivation and cultural attitudes toward learning.

Another important finding concerned teachers’ pragmatic adaptation of tools. While Moodle, the official platform, was used to some extent, teachers relied more heavily on informal tools such as WhatsApp, Zoom, Google Meet, and YouTube. This reliance on non-institutional tools highlights both teacher agency and institutional inadequacies. It shows that teachers are resourceful in overcoming obstacles, but also emphasizes the gap between policy mandates and classroom realities. As other studies have suggested (Mayora, 2006; Osika et al., 2009), technology adoption is often shaped more by accessibility and usability than by official prescriptions.

The challenges teachers faced were overwhelming and systemic. Poor internet connectivity, lack of structured training, difficulties with assessment, and student disengagement all emerged as recurring themes. These barriers confirm earlier observations about the fragility of digitalization in Algerian universities (Ziani, 2021) and resonate with global concerns about the risks of inequity and academic dishonesty in digital environments (OECD, 2021). Yet, what is striking in the Algerian case is not teacher resistance but rather their

willingness to adapt and experiment despite inadequate institutional conditions.

The implications of this study are significant for policy and practice. It demonstrates that Algerian teachers are ready to engage with digitalization, but their efforts remain constrained by external factors. Strengthening infrastructure, improving the usability of institutional platforms, and providing continuous professional development are therefore essential steps if digitalization is to fulfill its promise. Without these measures, the burden of adaptation will continue to fall disproportionately on teachers, resulting in uneven outcomes for students.

This research also contributes to the broader scholarly conversation by situating the Algerian experience within global debates on digitalization. It shows that while many challenges are shared internationally, others are deeply contextual. For example, the heavy reliance on WhatsApp as a pedagogical tool is uniquely reflective of local realities, where affordability, accessibility, and familiarity often outweigh formality and institutional endorsement. Such findings remind us that digitalization cannot be understood solely as a technological shift but must also be analyzed as a cultural and systemic transformation.

Finally, the study is not without limitations. The small sample size, limited to five teachers in one university, means the findings cannot be generalized to all Algerian institutions. Future research could expand the sample to include multiple universities, compare urban and rural contexts, or integrate student perspectives to provide a more holistic picture of digitalization. Longitudinal studies could also examine how teacher attitudes evolve as infrastructure improves and institutional support increases.

In conclusion, digitalization in Algerian higher education represents both a challenge and an opportunity. Teachers at Badji Mokhtar University embody the paradox of enthusiasm and frustration: they embrace digital tools and innovate with available resources, yet remain constrained by systemic obstacles. The future of digital education in Algeria will depend not on teachers' willingness, which is evident, but on the ability of institutions and policymakers to provide the infrastructure, training, and cultural shift necessary to sustain meaningful change.

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Egyptian Efforts to Protect Trade Caravans and Develop Desert Routes in Sudan, 1821-1879

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Received: 26-08-2025 Accepted: 10-10-2025 Published: 01-12-2025

Abstract:

Following the expansion of Egyptian rule in Sudan in 1821, transportation and communication routes witnessed significant development. The Egyptian administration prioritized this sector to serve commercial and economic activities and to consolidate political and administrative unity between the two parts of the Nile Valley through economic integration. This was achieved by connecting Sudanese regions to one another and by breaking their isolation from the outside world, especially from Egypt and Abyssinia (Ethiopia). Special attention was given to the desert land routes that had been used by trade caravans for centuries but had become insecure in the preceding period. The Egyptian authorities worked diligently to pave, develop, and explore these routes, ensuring their safety by involving Bedouin tribes in their protection and in overcoming the various human and natural threats that endangered them.

Keywords: Egypt and Sudan, Sudanese trade, trade caravans, desert routes

1. Introduction

Transportation has been essential for humans since ancient times, enabling constant movement for securing food, fulfilling needs, and pursuing economic, commercial, and military interests. It also served political, religious, recreational, and daily social purposes, connecting cities, villages, and rural areas.

Consequently, transportation routes in Sudan underwent major development after the extension of Egyptian rule. The Egyptian administration focused on this area to serve trade and the economy, connecting Sudanese regions to each other and to the two parts of the Nile Valley—Egypt and Sudan—and ending their isolation from the outside world. This led to significant attention to the desert routes traditionally used by trade caravans, with the government making concerted efforts to improve, develop, and secure these paths

2. Major Trade Caravan Routes (Desert Routes) in 19th Century Sudan :

Desert routes were the primary and most important means of connecting different regions of Sudan to each other and to neighboring countries. Sudanese people had long relied on them for transporting goods and for travelers, including tourists, students, and pilgrims. Many African Muslims used these paths, especially those leading to the port of Suakin, to travel to the holy sites in the Hejaz for Hajj and Umrah (Hamed, 2017, p. 110) .

From ancient times until the first half of the 19th century, trade caravans in Sudan mainly followed two directions : Northward from Sudan to Egypt. Eastward to the Red Sea, and from there to Egypt or Southwest Asia.

A. The Northern Route from Sudan to Egypt

Caravans trading between Egypt and Sudan used two main desert routes : the Eastern Route (known as the Sennar route) (Al-Tunisi, 1965, p. 30), and the Western Route (known as the Darb al-Arba'een route).

-The Eastern Route (Sennar Route):

This route was typically used by caravans from Sennar, Shendi (Ahmed, 2000, p. 181) and Berber, Caravans departing from these areas followed two parallel sub-routes:

The first route started from Sennar, ran along the east bank of the Nile (Al-Sadiq , 2000, p. 48)to Shendi, then to Berber, and on to Abu Hamad. From there, it crossed the Al-'Atmur Desert to Korosko or Aswan, sometimes reaching Daraw in Upper Egypt. Near Abu Hamad, another branch split off, heading west towards Dongola (Al-Hamawi, 1977, p. 470) where it met the Darb al-Arba'een route near the « Salimah » oasis. Due to its safety, this was a lively and bustling route. (Awad, 1951, pp. 160,161)The second route was used by Berber caravans. After a short eastward journey from Berber, they would head north through the Al-'Atbay Desert toward Daraw. Caravans from Shendi, upon reaching Berber, had to choose one of these sub-routes to reach Egypt. Traders often preferred the Al-'Atbay route over the Al-'Atmur route despite The latter being shorter, as the Al-'Atmur path was notorious for its scarcity of water and pasture, and caravans were often subjected to robbery and taxation

(Hamdnallah , 1985, pp. 185,186) Due to the abundance of camels on the Berber-Daraw route, expenses were lower, and travel time was reduced to just twelve days. This was because the many camels allowed for continuous travel without frequent stops. On the return journey, however, the trip took longer (16-17 days) due to fewer camels, which had been sold in Egyptian markets. Fast camel riders carrying mail, could cover the distance in only eight days

(Hamdnallah , 1985, p. 186)

-The Western Route (Darb al-Arba'een):

This was the most-used route from ancient times (Hassan, n.d, p. 148), known for its safety and easy paths, as well as a significant number of wells with potable water. It originated from the commercial capital of the Darfur Sultanate, Kobbe (Walz, 1978, pp. 2-4)and headed north through the Libyan desert to the Egyptian Kharga Oasis.

From there, it veered slightly east across a high plateau, meeting the fertile Nile Valley near the village of Bani Adi, between Manfalut and Asyut. Caravans laden with goods typically completed this journey in about 45 days (Abu Shuaisha, 1996, p. 324).

The Darb al-Arba'een route not only served the trade of Kordofan and Darfur but also connected neighboring regions around Lake Chad, Wadai, Bagirmi, and Bornu (Mansour, 2005, p. 7) Darfur had other routes besides Darb al-Arba'een, including one that connected it to Libya via the Kufra Oasis and northward to the port of Tripoli. Another route connected it to Wadai and Bornu, linking them to the Nile via Al-Ubayyid and Kordofan and extending directly to Shendi (Al-Hassan, n.d, p. 30).

b- The Eastern Route (to the Red Sea Coasts)

Most Sudanese routes headed from west to east towards the Red Sea, which served as the main outlet to the outside world, especially Egypt, the Hejaz, India, and the Ottoman Empire, via the ports of Suakin, Massawa, Agig, and Trinkitat. The routes often originated from commercial centers along the Nile, such as Al-Damer, Shendi, and Berber (Mansour, 2005, p. 8)and three main sub-routes diverged from this region:

1-A route from the White Nile to Sennar, then Al-Qallabat, reaching the city of Gondar in Abyssinia, and from there heading northeast to the port of Massawa (Hamdnallah , 1985, p. 260).

2- A second route from the river port of Al-Damer to the south of Berber, reaching Qawz Rajab via Al-Muqran and the Atbara River, then continuing through the Taka region to Suakin (Burckhardt).

3- A third route from the eastern side of the Blue Nile directly to Kassala (Al-Rafe, 1951, p. 196).

via Abi Haraz and Al-Qallabat. From there, it split into two commercial paths, one heading to the port of Suakin and the other to the port of Massawa. (Pasha, 1978, pp. 306-307).

It is worth noting that trade caravans were protected by the Funj Sultanate, in the east and the Darfur Sultanate in the west. However, with the decline of these sultanates in the late 18th and early 19th centuries due to internal wars and conflicts, caravans became vulnerable to numerous dangers. Bedouin tribes and bandits frequently raided caravans (Moqare, 1985, p. 167).

particularly those passing through their territories. This insecurity forced the Sennar caravan, which passed through the lands of the Ababda and Bishariyya tribes, to abandon this turbulent route for the safer Darb al-Arba'een (Mansour, 2005, p. 9).

For instance, bandit attacks by the Maqrat Bedouins in the period before the Egyptian administration disrupted trade on the Al-'Atbay route connecting Berber and Daraw. Sheikh « Na'eem, » the leader of the Maqrat Arabs, was known as one of the most famous bandits who threatened Sennar caravans (Moqare, 1985, p. 332) Another famous bandit, « Karar, » a sheikh of the Ababda's Al-'Ashabat tribe, used the nearby Al-'Atbay mountains as his base. He specialized in raiding Berber caravans, as he did in 1814 (Morsi, 1982, p. 196).

2 -The Egyptian Administration's Role in Securing and Developing Desert Routes:

When the Egyptian administration extended its rule to Sudan in 1821, Muhammad Ali and his successors sought to end the instability, robberies, and tribal rebellions that had frequently halted trade. The Abu Hamad-Korosko route through the Al-'Atmur Desert remained particularly dangerous even during the Egyptian rule. Many tribes rebelled against the government due to heavy taxes and resorted to raiding government and trade caravans, especially the Qararish tribe (Hamed, 2017, pp. 113-203), ()some Ababda, and the 'Amarab Arabs. Muhammad Ali was able to suppress these rebels by dispatching military campaigns from Dongola (Burckhardt, p. 23).

The threat from some Bedouins and Arabs to trade and travelers on this route continued throughout the subsequent periods, even to the point of killing soldiers (Hamdnallah , 1985, pp. 186-187).

Some Sudanese tribes living near the Abyssinian border also refused to pay taxes and caused problems, finding protection after fleeing into Abyssinia. This prompted Khedive Sa'id Pasha (Al-Rafei, 1982, p. 29), to demand that Abyssinian authorities take strict measures to return these individuals to facilitate trade between the two countries. (Mansour, 2005, p. 26).

The French Vice-Consul in Khartoum highlighted the poor state of trade routes and the lack of security, especially on the Al-'Atmur (Abu Hamad-Korosko) and Al-'Atbay (Berber-Daraw) routes, in a complaint to his government on October 18, 1864. After listing the losses suffered by French merchants due to a severe shortage of transport camels, he complained about the routes being congested with military traffic, which negatively affected trade. The Vice-Consul summarized the dangers to trade in Sudan by stating : « ...Today, trade in Sudan has two enemies : the government, with its continuous and inconsistent inspections, and the other enemy, the group of Arabs who raid the caravans... ». (Hamdnallah , 1985, pp. 187-188).

In response to these dangers, the government did not remain idle. It made significant efforts to rehabilitate, protect, and develop the desert routes to ensure the comfort of merchants and travelers and to allow trade to flow easily. Key measures included:

A. Providing Transport Camels

The Egyptian administration focused on providing the necessary camels for transporting goods between Egypt and Sudan, either by purchasing them or by renting them from their owners (Hassan, n.d, p. 148).

The costs were mostly covered by the local treasuries of each Sudanese province For example, in one year, the expenses for

purchasing and renting camels consumed most of the government's income in the Dongola province (Hassan, n.d, p. 148).

The government also adopted a peaceful approach, recruiting certain powerful Sudanese tribes for shipping and transport between the two parts of the Nile Valley. This involved utilizing their camels and having them guard caravans against bandits (Moqare, 1985, p. 334), The Kababbish tribe, (Awad, 1951, p. 242), for instance, known for their deep knowledge of the desert, provided camels to the government and helped transport goods from Sennar, Kordofan, and Dongola to Egypt in exchange for wages. (Pallem, 1844, pp. 132-133)

The 1833 Sudan budget included a « wages for Arabs » line item of 650,000 francs, with an additional 440,000 francs in allowances for some Arabs. (Clot, p. 494). This indicated that these Bedouins found a respectable and steady source of income, preventing them from resorting to their old habits of instability and raiding. The traveler Hoskins in 1833 praised this reform, calling it a "great work worthy of appreciation and reverence » (Hoskins, 1835, p. 61). To regulate the movement of these Bedouins, a « Caravans Bureau » was established issuing passes that recorded the tribe's name, type, and quantity of goods to prevent legal issues (Abdel Moneim, 1997, p. 191).

B- Involving Tribes in Securing Trade Routes

Muhammad Ali established a system of loyalty to Egyptian rule in Sudan, particularly along trade routes. The administration sought to appease influential tribes and enlist them to protect desert routes and guard trade caravans. They helped consolidate the power of tribes like the Bishariyya and Ababda in eastern Sudan and the Kababbish in western Sudan, appointing them as guardians of the routes that crossed their territories (Combe, 1846, pp. 281-282) Their leaders were required to reside in Khartoum, making them directly accountable to the government for any attacks on caravans (Huraidi , 2013, p. 356).

Their leaders were required to reside in Khartoum, making them directly accountable to the government for any attacks on caravans,

These tribes received payments, not exceeding 10% of the value of the goods (El-Gamal, 2008, p. 338).

For example, after a period of neglect led to attacks and robberies on the Al-'Atmur route, the Cairo government sent a strong reprimand to the route's contractor, Sheikh Hassan Khalifa, for his negligence. They stressed that securing the routes and maintaining order was a top priority, stating : « ...the most desired and most important duties for us, which we have always maintained and continue to observe, is the security of routes and crossings, the facilitation of paths for all who come and go, and the protection of every merchant and traveler, so that no one loses even a camel's bridle and no one is harmed in their person or property, whether little or much... » (Hamdnallah , 1985, p. 188).

During his 1857 trip to Sudan, Sa'id Pasha emphasized his commitment to continuing the policy of establishing security, improving transportation, and enhancing the livelihoods of the people by strengthening trade ties with Abyssinia and the Darfur Sultanate. He reiterated this in a letter to the Sultan of Darfur, affirming that his sole concern was the establishment of security to protect lives, property, and the interests of merchants (Mansour, 2005, pp. 25-26).

The government also adopted a policy of appeasement and closer ties with Bedouin tribes along internal trade routes. Their sheikhs often participated in selecting the « inspector » appointed by the Egyptian administration to supervise their affairs and act as a liaison, especially for tax collection and capturing fugitives (Abdel Moneim, 1997, p. 175) From time to time, the government showered them with valuable gifts and rewards for maintaining security, protecting caravans, and confronting bandits, generously rewarding anyone who brought them a bandit's head (Combe, 1846, p. 282) In July 1865, the Governor-General of Sudan was ordered to execute bandits proven to have committed robbery and to exile others to remote southern regions for hard labor (Hamdnallah , 1985, p. 188).

The establishment of security was one of the most prominent outcomes of Egyptian rule in Sudan. The measures taken by Muhammad Ali and his successors proved effective in curbing the actions of most Bedouins and Arabs who had previously preyed on merchants and travelers. The government successfully transformed many of them into trading partners and protectors of commerce, either out of self-interest or fear of the government's power (Shoukry, 2009, p. 219) Foreign travelers who visited Sudan during this time attested to the improved security. Many, including Combes(1834) (Moqare, 1985, p. 282)), Puckler Muskau(1837) (Muska, 1845, p. 210) and Bowring (Shoukry, 2009, p. 519), arrived in Khartoum without incident. Previously, a merchant would not dare to travel alone (Hussein, 2016, p. 129) The traveler Pallem crossed the Kordofan province with only one servant, as did the traveler Kotch (Hussein, 2016) without being harmed. This was also confirmed by Samuel Baker during his visit to the Kassala province in 1861 (Mansour, 2005, p. 25), The traveler Deherain also praised the security, noting that a merchant could now travel freely throughout Sudan without an escort (Moqare, 1985, p. 333), The French Consul in Egypt, Count Beneditti (Hussein, 2016, p. 129).

C- Providing Potable Water Along Caravan Routes

In addition to providing security, officials in Egypt and Sudan were keen on ensuring the availability of potable water at various points along the desert routes for the comfort of travelers and their animals. They dug many wells, especially along the routes leading to Suakin from various Sudanese regions, as well as on the Berber-Daraw route through the Al-Atbay Desert (El-Gamal, 2008, p. 415), Muhammad Ali sent missions to the Al-'Atmur Desert, one of which was led by the French engineer Darnault, to improve the roads, clear old wells, and dig new ones to provide fresh water on the Abu Hamad-Korosko-Egypt axis (Ahmed, 2000, p. 211), The Egyptian government also built cisterns at various points to collect and store rainwater (Moqare, 1985, p. 170), and assigned collaborating tribes the task of cleaning these cisterns and wells of dirt and sand (Hoskins, 1835, p. 24).

D- Improving and Exploring New Routes

Successive Egyptian officials in both Egypt and Sudan paid great attention to the land routes heading north to Egypt, especially those crossing the Al-'Atmur and Al-'Atbay deserts. Muhammad Ali Pasha dispatched many missions, some led by foreign engineers, to repair, pave, and supply these routes with potable water (Ahmed, 2000, p. 211).

Khedive Ismail also cared for caravan routes throughout Sudan, sending missions to study them, remove obstacles, and pave them. He ordered workers and technicians, along with the necessary tools, to repair the routes around the capital, Khartoum, particularly the one connecting it to Suakin via Berber and the Taka Desert, as well as the route via Qawz Rajab to Kassala. The Khartoum-Kassala route was also paved (Mansour, 2005, pp. 28-33).

To further boost Sudanese trade and connect it to Egypt, Yemen, the Hejaz, India, and other places, the Egyptian administration focused on linking the Sudanese ports on the Red Sea (Suakin, Agig, Massawa, and Trinkitat) with regular land and sea routes. A mission headed by Colonel Purdy (Mansour, 2005, p. 11) was sent to study the land routes connecting the Red Sea coasts to the Nile.

Orders were issued to the Governor of Suakin to study the land route between Suakin and Quseir in Egypt. Engineer Mustafa Al-Falaki was sent to survey the Shendi-Suakin route, and the Berber-Suakin road was paved, supplied with water, and equipped with rest stops. After engineer Hassan Bey Al-Dimyati's survey of the Kassala-Suakin route, orders were issued to the Governor-General's deputy to carry out the necessary repairs, especially digging wells and paving the road to make it passable for ox-drawn carts (El-Gamal, 2008, p. 415).

The Egyptian administration's focus on rehabilitating and developing the routes leading to Suakin had a major impact on the city's trade, so much so that its port became known as the « Port of All Sudan. » (El-Shami, 1961, p. 139).

In 1871, Khedive Ismail separated Berber from the Governor-Generalship of Sudan, making it a separate province reporting directly to Cairo. This was likely motivated by a desire to strengthen the land routes connecting it to Egypt, particularly the Al-'Atmur route via Korosko. The new director of Berber and the route's contractor, Sheikh Hassan Khalifa, were ordered to make the necessary improvements (Mansour, 2005, p. 41).

Due to the difficult and rugged terrain, especially large rocks, on the routes connecting Massawa, Taka, and Suakin, the Governor-General of Sudan and Governor of the Red Sea Coasts, Munzinger Bey, requested explosives from Cairo. He was then able to repair the Taka-Berber, Abu Hamad-Korosko, and Tokar-Massawa routes, as well as other important internal routes in Sudan (El-Gamal, 2008, p. 415).

In 1875, two missions were sent to survey and repair all internal routes leading to the Darfur region and to explore new ones to connect the region to the Nile, especially along the Al-Dabbah-Tal Abid axis (Mansour, 2005, p. 12), Khedive Ismail Pasha personally oversaw the search and exploration of new paths linking Sudan to neighboring countries, especially with Abyssinia, offering generous rewards to anyone who could help. The Governor-General, Moussa Pasha Abu Hamdi tasked a merchant from Al-Qadarif, with finding another viable route connecting it to Abyssinia and assigned an fortifications engineer to assist him (Mansour, 2005, pp. 9-11).

As a result, trade flourished on the Sudanese-Abyssinian border, and the markets of Al-Qallabat became famous for supplying goods to both countries. An agreement was reached between officials from both countries under the Governor-General Ahmed Pasha Abu Widan, to open a trade route between Fazughli and Abyssinia, and caravans began to flow, Abu Widan also persuaded the Sultan of Darfur to cooperate commercially with Sudan, as well as attracted some of Wada i's trade after he was able to establish friendly relations with its sultan (Shoukry, 2009, p. 15).

Conclusion

Based on the Egyptian administration's efforts to protect trade caravans, secure and improve their routes, and explore new ones, trade flourished. This included equipping the routes with rest stops and potable water by digging wells and building cisterns, serving both caravans and travelers. As a result, trade became more active and fluid, and the time it took for caravans to travel various distances became more predictable.

In addition to these measures, the Egyptian government began to consider other means of transportation to complement or replace desert routes. It focused on establishing arsenals to build ships and on river and sea transport. It also sent scientific missions to study and implement railway projects and even extended its interests to communications by laying telegraph wires and establishing post stations in various parts of Sudan.

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Environmental Refugee Protection in African Union Law

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Received: 29-08-2025

Accepted: 10-10-2025

Published: 01-12-2025

Abstract:

African Union (AU) Law offers some protections for environmentally displaced people, though a specific 'environmental refugee' category is not explicitly defined. The AU's 1969 Convention Governing the Specific Aspects of Refugee Problems in Africa, while not explicitly mentioning environmental factors, includes those displaced by 'events seriously disturbing public order'. This broad definition could be interpreted to include individuals displaced by climate change or natural disasters. The Kampala Convention, the AU's agreement on internally displaced persons, explicitly covers those fleeing natural or human-made disasters. This document explores the legal protections for environmentally displaced individuals under African Union Law, focusing on the 1969 Convention Governing the Specific Aspects of Refugee Problems in Africa and the Kampala Convention. It examines how these frameworks address displacement caused by climate change and natural disasters, despite the absence of a specific environmental refugee category.

Keywords: African Refugees; African Union Law; Environmental disaster-based dislocation; Public order

1. Introduction

Environmental refugees are individuals forced to leave their homes due to significant environmental changes or disasters that threaten their safety and livelihoods. Unlike traditional refugees, who flee persecution based on race, religion, nationality, social group, or political views as defined by the 1951 Refugee Convention, environmental refugees face unique challenges from both natural and human-induced environmental issues, including climate change and ecological decline.

In Africa, environmental refugees have gained attention due to the continent's vulnerability to climate change and extreme weather events. Africa's diverse ecosystems are susceptible to droughts, floods, desertification, and other ecological problems that jeopardize agriculture, water supply, and food security. As a result, many people are compelled to relocate in search of safer environments that can provide essential resources for survival (Mativo, 2024)

While existing legal frameworks in Africa acknowledge displacement due to natural disasters, they do not specifically categorize environmental refugees as a distinct group. The 1969 Organization of African Unity (OAU) Convention expands the refugee definition beyond the conventional criteria of the 1951 Convention to include those fleeing situations that disturb public order, which could potentially encompass environmentally driven circumstances. Despite this broader interpretation within regional frameworks like the OAU Convention and the Kampala Convention on Internal Displacement, recognition of environmental refugees remains unclear. Many affected by climate-related events often lack legal status as refugees under current laws, which traditionally focus on persecution rather than ecological factors (Hansen-Lohrey., 2021).

The UNHCR has provided guidelines indicating that individuals displaced by climate change may qualify for refugee protection under international law. This is a significant step towards acknowledging the connection between climate change and human rights. However, states retain the primary authority to determine refugee status, leading to varied approaches in recognizing and protecting those affected by environmental issues.

The concept of "climate refugees" intersects with ongoing legal discussions about human rights and international law related to protections for displaced persons. Some advocate revising definitions of asylum eligibility in response to climate change and disaster scenarios.

Nonetheless, environmental refugees face numerous practical challenges when seeking safety across borders, including a lack of formal recognition in legal systems and insufficient resources available for support. Additionally, socio-economic inequalities exacerbate their difficulties; marginalized communities are often the least equipped to cope with the pressures of displacement caused by climate-related crises.

Addressing this growing phenomenon requires comprehensive policy responses at national and regional levels to strengthen protective

measures for individuals disrupted by environmental degradation, highlighting the urgent need for collaboration among governments and civil society organizations committed to safeguarding human rights in the context of a rapidly changing environment influenced by climate shifts. See references (A. M. Gil, 2022).

1. Contextual Background on Displacement in Africa

Displacement in Africa is a complex issue influenced by historical legacies, socio-political turmoil, and environmental changes. Migration patterns predate colonial borders as Africans sought better opportunities and safety from oppression. The imposition of these borders by European powers created new national identities that often ignored existing ethnic and cultural ties, leading to challenges like ethnic conflict within emerging nations.

Currently, the African landscape is increasingly unstable due to rising armed conflicts and civil wars, resulting in millions of people being displaced either domestically or as refugees in neighboring countries. Notable examples include South Sudan, Somalia, and the Democratic Republic of Congo, where environmental issues worsened by climate change compound humanitarian emergencies. Natural disasters such as droughts and floods not only displace populations but also strain resources in host communities (Gorman, 2023).

Climate change significantly influences migration, particularly in the Sahel and East Africa, where extreme weather has become more frequent. Recurrent droughts jeopardize food security and livelihoods, prompting increased movement of people seeking better living conditions. The link between environmental degradation and displacement is becoming clear, with environmental factors acting as push mechanisms for forced migration.

Public health crises, including disease outbreaks, further exacerbate vulnerabilities for those already displaced by conflict or ecological disasters. These health emergencies complicate assistance efforts for individuals living in crowded conditions with limited access to essential services.

Legal frameworks for refugee protection in Africa, such as the 1969 OAU Convention, often fail to adequately address complexities related to climate-driven displacement. While this convention expanded the definition of refugees beyond traditional persecution, it does not sufficiently cater to those fleeing environmental disasters. Many African nations struggle to legally recognize environmental

refugees due to ambiguous definitions and criteria for establishing refugee status, leaving these individuals without necessary legal protections and access to resources (Kodjo, 2022).

There are significant gaps in data collection regarding displacement linked to environmental factors compared to traditional causes like conflict. Although many countries report, internal displacements caused by natural disasters, the relationship between these events and political unrest remains inadequately explored.

The humanitarian response framework in Africa faces limitations due to resource constraints, hindering support for affected populations amid multiple crises. Countries with high numbers of internally displaced persons (IDPs) may be economically strained while accommodating refugees from neighboring states in turmoil.

Understanding the multifaceted nature of displacement in Africa reveals how historical injustices intertwine with contemporary crises driven by human-made conflicts and environmental pressures, necessitating a robust regional response to effectively address these complex challenges (Kassab, 2024).

2. Legal Framework for Refugee Protection in AU Law

2.1. Overview of the 1969 Convention Governing the Specific Aspects of Refugee Problems in Africa

2.1.1 .Key Provisions Related to Displacement

The 1969 Organization of African Unity (OAU) Convention Governing Specific Aspects of Refugee Problems in Africa significantly expands the conventional definition of a refugee as outlined in the 1951 Refugee Convention. This regional framework recognizes that factors such as external aggression, occupation, foreign domination, and severe disturbances to public order can compel individuals to seek refuge beyond their national borders. Specifically, Article I(2) of the OAU Convention clarifies that the term "refugee" includes anyone forced to leave their usual place of residence due to these circumstances. This broader definition is crucial as it creates new avenues for those who may not meet the narrow criteria for refugee status established by earlier international agreements (Hansen-Lohrey, 2024).

Although the OAU Convention does not explicitly address environmental issues or displacement caused by climate change, its

provisions can be interpreted to include situations where environmental degradation causes upheaval and disorder within a nation. Experts argue that significant natural disasters—such as droughts or floods—that disrupt public order could fall under this broadly defined context. In this regard, climate change becomes a critical factor contributing to such disturbances.

Despite this inclusive definition, substantial challenges remain in effectively applying these legal protections for those displaced due to environmental changes. The ambiguity surrounding what constitutes "events seriously disturbing public order" allows for various interpretations, potentially leading to some individuals being excluded from the protective measures intended for refugees. Furthermore, states often hesitate to consider claims based on environmental displacement due to concerns about increasing legal obligations (Wood, 2013).

Recently, various stakeholders—including governments and international organizations like UNHCR—have recognized the urgent need for concrete guidelines on how existing frameworks can protect individuals forcibly displaced by climate-related factors and environmental issues. There has been a push for a more clearly defined normative understanding of how Article I(2) relates to situations exacerbated by climatic changes and natural disasters (A. M. Gil, 2022).

To address these complexities, UNHCR has initiated efforts to develop practical guidance for determining whether specific events qualify as serious disturbances under the standards of the OAU Convention. This initiative aims not only to clarify existing uncertainties but also to enhance protections specifically for those affected by environmental factors (Ferris, 2019).

Moreover, the Kampala Convention reinforces this framework by focusing on internally displaced persons (IDPs), acknowledging their unique vulnerabilities resulting from conflict or disaster including those linked to environmental changes. It establishes obligations for governments to protect IDPs and respond effectively when such populations are displaced due to disasters or ecological decline.

In conclusion, while significant strides have been made with legal instruments like the OAU Convention and Kampala Convention toward potentially protecting environmentally displaced persons in Africa, considerable gaps still exist in implementation and recognition of claims arising from climate-induced hardships. The ongoing discourse regarding definitions of refugee status reveals both

opportunities and challenges within current frameworks when addressing displacement intensified by climate change (O'Reilly, 2016).

2.1.2. Interpretation of 'Events Seriously Disturbing Public Order'

Article I(2) of the 1969 OAU Convention Governing Specific Aspects of Refugee Problems in Africa expands the conventional definition of a refugee to encompass individuals fleeing circumstances that disrupt public order. This inclusivity is vital for recognizing and protecting those displaced by various factors, particularly environmental changes and climate-triggered events. The term "events seriously disturbing public order" (ESDPO) can refer to a variety of occurrences, including armed conflicts, civil unrest, political instability, as well as increasingly acknowledged natural disasters and the impacts of climate change.

The interpretation and application of ESDPO concerning environmental displacement raise important questions about its implementation. In situations where environmental conditions lead to significant societal upheaval—such as severe droughts or devastating floods—the resulting instability may compel individuals to leave their homes. While these situations may not align perfectly with traditional definitions of persecution, they still warrant protection under the ESDPO framework.

Historical examples, such as the droughts in the Horn of Africa, demonstrate how climate-related events can trigger severe food shortages, social unrest, and subsequent human displacement. During such crises, affected communities often find themselves at risk, as local authorities may lack the capacity or willingness to provide adequate support or security. As a result, these individuals might seek refuge across borders due to conditions that fundamentally disrupt public order (The Nansen Initiative, 2015).

Current discussions highlight the necessity for a nuanced understanding of ESDPO that directly addresses how environmental degradation contributes to societal instability. As communities confront increasing climate pressures—such as declining agricultural outputs, resource scarcity, and extreme weather events—their ability to remain secure within their countries becomes significantly threatened. For instance, recurrent flooding or prolonged droughts jeopardize livelihoods and can exacerbate existing tensions over resources among different groups.

To aid this interpretative process, various stakeholders—including academic experts and humanitarian organizations—are calling for clearer guidelines regarding the application of ESDPO in instances of climate-induced displacement. The inconsistency in state practices on this matter compounds challenges, underscoring an urgent need for collaborative efforts among African nations. This includes developing frameworks that acknowledge the rights and needs of those displaced by environmentally related factors under ESDPO provisions (A. M. Gil, 2022).

In addition to strengthening protections within the ESDPO framework, it is crucial to establish indicators or criteria that determine when an event qualifies for recognition as a displacement claim related to environmental changes. This could involve evaluating whether local governments are capable of maintaining public order during crises induced by natural disasters or if such events completely overwhelm governmental responses (UNHCR Research Series – The 1969 OAU Convention and Disaster Displacement, 2023).

Ongoing initiatives by UNHCR aim to provide normative guidance on interpreting Article I(2) within this evolving context by creating practical tools designed to assess what constitutes an event seriously disturbing public order in light of environmental challenges. The outcomes could significantly impact how states respond to cross-border movements driven by climatic threats.

Ultimately, interpretations of "events seriously disturbing public order" must evolve alongside our understanding of how climate change influences human mobility trends across Africa. With rising temperatures and changing weather patterns already contributing to increased migration flows throughout the continent—often without adequate legal recognition—the urgency for flexible legal frameworks that protect vulnerable populations cannot be overstated (UNHCR Research Series – The 1969 OAU Convention and Disaster Displacement, 2023).

2.2. The Kampala Convention and Internally Displaced Persons

2.2.1. Coverage for Natural and Human-Made Disasters

The Kampala Convention, established in 2009, represents a significant advancement in addressing the challenges posed by natural and human-made disasters impacting Africa. As the first legally binding regional agreement focused on protecting internally displaced persons

(IDPs), it recognizes various displacement drivers, particularly climate change and natural disasters, which have become critical issues for populations across the continent.

The Convention acknowledges that "natural or human-made disasters, including climate change," can lead to displacement. This recognition is crucial, as those forced from their homes due to environmental factors often do not fit the traditional refugee definitions centered on persecution. By including these categories, the Kampala Convention enables states to provide protection and support to individuals endangered by ecological threats (Mativo, 2024).

Practically, this means that individuals displaced by events like floods or droughts are granted specific rights under the Convention, including access to humanitarian aid and legal protections tailored to their circumstances. It also promotes proactive strategies such as disaster risk reduction and early warning systems to prevent displacement before it occurs.

A notable aspect of the Kampala Convention is its emphasis on state accountability. Member states are required not only to protect those already displaced but also to implement measures to prevent future displacements caused by climate change and environmental crises. This aligns with broader international efforts to enhance resilience to climate impacts and promote sustainable development practices (ACHPR/Res.628, 2025).

Despite the positive provisions, actual implementation has been inconsistent across many African nations. While over 30 countries have ratified the convention, adherence varies significantly. For example, Niger has made strides in integrating these protections into domestic laws, whereas others lack comprehensive frameworks for effective national execution.

Moreover, the effectiveness of the Kampala Convention is hindered by inadequate resources and political will among member states. In regions where governments struggle to enact necessary legislative measures, displaced communities face compounded vulnerabilities.

The Convention also has implications for cross-border displacement, acknowledging that individuals fleeing environmental catastrophes may seek refuge in neighboring countries. This could foster more coordinated responses among states facing similar climate-induced challenges (A. M. Gil, 2022).

Finally, the historical context of environment-induced migration highlights the need for legal recognition within broader refugee protection frameworks. While existing definitions often exclude those

escaping solely due to climate events, the Kampala Convention provides a more nuanced perspective that could influence future developments in refugee law regionally and globally. Discussions reveal a pressing gap between policy creation and the realities faced by millions, underscoring the urgency for AU member states to act decisively to protect lives threatened by climate change

(Kassab, 2024).

2.2.2. Implications for Environmental Refugees

The consequences for individuals displaced by environmental factors within the context of African Union legislation are significant and complex. The legal framework addressing those uprooted by climate change and natural disasters is developing, yet it faces numerous challenges. While there is no universally accepted term for "climate refugees" in international law, the 1969 OAU Convention provides a broader definition that could be interpreted to include those impacted by environmental events. The phrase "events seriously disturbing public order" might refer to situations where climate-induced disasters lead to considerable societal disruption (Mativo, 2024).

The Kampala Convention serves as an essential supplementary framework focused on the issues faced by internally displaced persons (IDPs) due to both natural disasters and human-made crises. This Convention emphasizes the protection of individuals before, during, and after displacement, which is particularly relevant when environmental degradation prompts significant population movements. Although it does not explicitly address displacement caused by climate factors, its provisions can be read as offering protections for those fleeing adverse ecological conditions (Kassab, 2024).

A crucial point is that existing legal frameworks must adapt to recognize the unique challenges faced by environmental refugees. These individuals often struggle to gain legal recognition and access necessary resources and support services in their host countries. The existing response mechanisms tend to be discretionary, leaving many vulnerable people without guaranteed rights or protections against refoulement or forced return to hazardous environments.

Additionally, regional legal frameworks like the Kampala Convention can help bridge protective gaps by providing broader coverage than traditional refugee definitions allow. For example, while displacement due to armed conflict may qualify individuals for refugee status under

established norms, those affected solely by climatic events may find it difficult to fit into such classifications unless these situations are framed as disturbances to public order (Kassab, 2024).

Legal advocacy is crucial in promoting enhanced protections for these individuals within domestic courts. As case law increasingly recognizes obligations arising from human rights conventions—such as the right to life—there is potential for crafting strong legal arguments on behalf of those displaced by climate change and other environmental disruptions.

In many African countries, mitigation strategies could involve implementing humanitarian visas or temporary protection statuses to assist displaced populations during crises. Such measures would offer states greater flexibility in addressing urgent humanitarian needs while ensuring individual rights are protected. However, achieving consensus on these approaches presents a complex challenge due to varying levels of political commitment among member states (Bergeron, 2023).

As the impacts of climate change intensify, so does the need for robust policies that comprehensively address displacement related to ecological factors. Member states of the African Union must prioritize collaborative efforts in developing protocols that formally acknowledge and protect those affected by environmental issues leading to migration, ensuring their incorporation into national policies.

Ultimately, advancing this agenda requires a unified approach among African nations not only to refine existing frameworks but also to create innovative policies specifically aimed at scenarios involving climate-induced displacement. This evolution will require the engagement of all stakeholders dedicated to addressing both humanitarian concerns and legal protections associated with the displacement issues influenced by the consequences of climate change (Sachs, 2024).

3. Case Studies of Environmental Displacement in Africa

3.1. Impact of Climate Change on Migration Patterns

The relationship between climate change and migration is increasingly significant in Africa, where millions are forced to leave their homes for safer environments. The continent's vulnerability to climate change—evidenced by rising temperatures, unpredictable rainfall, and

more frequent extreme weather—affects food security, water resources, and livelihoods, pushing communities into untenable situations (Michael Addaney, 2019).

Desertification is a major factor driving human mobility. The Food and Agriculture Organization (FAO) reports that 319 million hectares of African land are at risk from desertification due to climate variability. As agricultural lands suffer from drought or soil degradation, rural populations migrate in search of arable land or better living conditions. The UN estimates that climate-driven desertification could displace about 50 million people in Sub-Saharan Africa by 2020.

Natural disasters, including floods and prolonged droughts, serve as immediate triggers for displacement. From 2008 to 2015, approximately 26.4 million people were displaced annually due to climate-related events. In countries like Mozambique and Somalia, recurrent flooding forces entire communities to flee when infrastructure fails or crops are destroyed (The Nansen Initiative, 2015).

The impact of climate change on migration also intersects with social dynamics, particularly conflicts over dwindling resources. Competition for essentials such as water and arable land, intensified by climate pressures, heightens the potential for conflict, leading to further displacement as families escape violence stemming from these resource struggles (The Nansen Initiative, 2015).

It is crucial to distinguish between forced migration caused by sudden disasters and gradual crises stemming from slow-onset issues like land degradation or extended droughts. While disasters may prompt immediate evacuations, long-term challenges such as declining soil fertility can drive internal migration over time without an acute emergency.

Urban areas are becoming refuges for those displaced by environmental issues; however, these cities often lack the infrastructure to accommodate sudden population increases. This urban migration exacerbates housing shortages and poverty rates as newcomers compete for limited resources.

Policymakers must understand these complex migration patterns driven by environmental changes to create effective frameworks for managing displacement while prioritizing human rights and addressing vulnerabilities associated with forced migration. Despite growing awareness of environmental refugees in academic and policy discussions, legal protections for those escaping climate change

impacts in Africa remain unclear. Current definitions do not adequately address the needs of those affected, leaving many without vital protections under international law.

As climate trends evolve alongside ongoing socio-economic difficulties, the need for comprehensive strategies becomes urgent. These strategies should focus not only on quantifying displaced individuals but also on understanding the reasons behind their migration while establishing robust support systems at both national and regional levels (ACHPR/Res.628, 2025).

3.2. Natural Disasters as Triggers for Displacement

Natural disasters serve as powerful catalysts for displacement across Africa, forcing communities to leave their homes in response to both sudden and gradual environmental crises. Sudden-onset disasters include floods, storms, and earthquakes, while slow-onset events consist of prolonged droughts and desertification. Recognizing the dual nature of these events is crucial for understanding their impact on migration trends.

Floods and severe storms cause destruction in many African regions, where heavy rains can inundate entire populations. Coastal areas are particularly vulnerable to rising sea levels and intense cyclones, leading to forced evacuations as natural hazards transform previously habitable land into unlivable wastelands. In recent years, devastating floods have displaced millions in countries such as Mozambique and Nigeria, underscoring the urgent need for protective measures aimed at environmental refugees (Michael Addaney, 2019).

Droughts pose another significant challenge, especially in arid regions like the Sahel and parts of East Africa. Extended periods without sufficient rainfall reduce agricultural productivity and threaten access to water sources. The Food and Agriculture Organization (FAO) warns that desertification could affect approximately 319 million hectares of land across Africa, making it inhospitable due to factors like sand encroachment and other climate-related changes. Alarmingly, the United Nations has projected that desertification alone could displace up to 50 million people by 2020, with estimates rising to around 700 million by 2050 if land degradation continues.

The relationship between natural disasters and human displacement is heavily influenced by socio-economic conditions. Vulnerability often stems from poverty, inadequate infrastructure, and limited resources that would allow communities to adapt or recover from disasters. As a

result, even minor environmental changes can lead to significant displacement when populations lack the resilience necessary to cope with such challenges (The Nansen Initiative, 2015).

Displacement caused by environmental factors is complex; it may not always involve physical relocation but can manifest through shifts in livelihood strategies or temporary migrations within one's own country. Often, individuals move toward urban centers in search of better opportunities or safety from natural threats. However, this internal migration can worsen overcrowding in cities that are already struggling with substantial issues related to housing and essential services.

Currently, legal frameworks addressing displacement due to natural disasters are insufficient across African Union member states. Existing international conventions do not explicitly recognize 'climate refugees,' complicating the legal status of those forcibly displaced by environmental changes. This gap underscores the need for new policies that define rights and protections for individuals affected by climate-related displacement (ACHPR/Res.628, 2025).

The issue of disaster-induced displacement requires urgent attention at all levels of governance—from local authorities responding quickly during emergencies to national governments developing comprehensive disaster risk reduction strategies that incorporate climate resilience into their planning efforts.

Collaboration among regional entities is essential for effective responses; cross-border cooperation can facilitate resource sharing during crises and promote stability among nations facing shared environmental challenges such as droughts or flooding rivers. For example, joint water management agreements can help alleviate tensions over scarce resources exacerbated by climate change.

In summary, natural disasters significantly contribute to environmental displacement throughout Africa, presenting complex challenges associated with socio-economic vulnerabilities and deficiencies in current legal frameworks designed for response. This highlights an urgent need for a coordinated approach focused on enhancing resilience against future catastrophes while implementing protective measures for those adversely affected

(ACHPR/Res.628, 2025).

4. Challenges Faced by Environmental Refugees in AU Member States

4.1. Legal Recognition Issues

The legal recognition of environmental refugees in African Union (AU) member states faces significant obstacles, mainly due to the absence of explicit legal frameworks for individuals displaced by environmental factors, particularly climate change. Although the 1969 OAU Convention on Refugee Problems in Africa offers a broader scope than previous agreements, it lacks specific provisions addressing environmental displacement. This results in varied interpretations across jurisdictions, leaving many affected individuals without sufficient legal protection.

The term "climate refugees" is not recognized under the 1951 Refugee Convention and its 1967 Protocol, which focus on persecution based on established social criteria. Consequently, those fleeing environmental degradation are often caught in a legal gray area, as they do not fit within existing refugee definitions. There are concerns among some states and scholars that broadening these definitions might undermine protections for traditional refugees, complicating reform efforts (Bonnie Docherty, 2009).

Political hesitation further complicates the issue. The UNHCR has been cautious about expanding its mandate to include environmental migrants, fearing institutional strain and economic migration pressures. This leads to fragmented responses, with national governments expected to provide protections despite varying capacities and willingness. Some administrations may view climate-induced migration as an internal issue rather than one needing international oversight.

This lack of formal recognition has dire consequences for those displaced by environmental factors. Many individuals lack access to essential resources and support services vital for survival, increasing their vulnerabilities. Additionally, there is often insufficient data detailing the scale and implications of climate-induced displacement in Africa, making advocacy more difficult (Michael Addaney, 2019). National regulations frequently do not align with international standards necessary for effective protection. In many African countries, legislative frameworks do not explicitly recognize the rights of environmentally displaced persons, resulting in inconsistent or neglected handling of their cases.

The complexity of interdisciplinary approaches needed for effective recognition and protective measures is also evident. Climate change repercussions intersect with human rights law, humanitarian assistance principles, and refugee law guidelines. Developing a cohesive strategy that unites various legal realms is crucial but remains largely unrealized (Bonnie Docherty, 2009).

Regional entities like the AU must prioritize defining explicit protective measures for environmental refugees within their policies. Encouraging collaboration among states can enhance understanding of shared vulnerabilities driven by climate change and foster coordinated action towards creating comprehensive protective frameworks for those displaced by environmental upheaval (Wood, 2013).

The growing visibility of climate-related displacement necessitates urgent initiatives from national governments and regional organizations in Africa to establish inclusive legal mechanisms that safeguard these vulnerable groups while adhering to established human rights standards. Without concrete steps toward legally defining their status and addressing systemic gaps in protections, countless individuals will continue to face precarious circumstances without access to essential support or resources (A. M. Gil, 2022) (Naldi, 2021).

4.2. Access to Resources and Support Services

Access to vital resources and support services presents a significant challenge for environmental refugees in African Union (AU) member nations. These individuals face severe issues stemming from environmental degradation and natural disasters, often ending up in precarious situations after displacement. Unfortunately, many AU countries lack appropriate legal frameworks and institutional mechanisms to address the specific needs of environmental refugees, severely limiting their access to essential resources.

Typically, environmental refugees arrive in host communities with few possessions and little documentation proving their status or right to assistance. This lack of legal recognition complicates their ability to receive humanitarian aid and integrate into new environments. Without proper identification as displaced persons, they risk exclusion from crucial services such as healthcare, education, and social protection programs designed for refugees (Bonnie Docherty, 2009).

Many governments are either unprepared or unwilling to allocate sufficient resources to support environmental refugees. Public policies

often do not align with the realities of climate-induced displacement, leading to inadequate funding for housing, employment opportunities, and social services. As a result, these individuals frequently face food insecurity and lack adequate shelter, while local resources in host communities become strained due to the influx of displaced people without established support systems.

Access to essential healthcare is another critical issue, as many affected individuals suffer from health problems exacerbated by their displacement. The physical toll of malnutrition and exposure during their journey heightens their vulnerability to illness. Yet, without proper identification or refugee status recognition, obtaining medical treatment can be extremely challenging (Havard, 2007).

Education poses further obstacles, especially for displaced children who often miss crucial educational opportunities due to local schools lacking mechanisms for their swift integration into existing curricula. This gap not only hinders their intellectual development but also jeopardizes their future employment and social integration prospects.

Employment rights are equally vital; however, many displaced individuals face discrimination and exploitative labor practices in their host countries due to their undocumented status. Even when job opportunities arise in informal sectors, the absence of protective labor rights heightens their vulnerability.

The disjointed responses among various stakeholders governments, NGOs, and international organizations further hamper comprehensive support strategies for this group. Fragmented efforts can lead to resource wastage or insufficiently address actual needs.

To create effective support systems for environmental refugees, collaboration among governmental bodies at national and regional levels is essential. Establishing clear protocols for identifying displaced persons and implementing targeted programs can ensure access to food security, healthcare, education, and stable employment pathways. As climate change increasingly drives forced migration across Africa, it is critical for governments to develop inclusive policies that prioritize human rights protections and address the complexities of climate-induced displacement effectively (ACHPR/Res.628, 2025) (Abebe, 2011).

5. Recommendations for Strengthening Protections for Environmental Refugees in Africa

5.1. Amendments to Existing Legal Frameworks

Addressing the issue of legal recognition for environmental refugees is crucial for enhancing protections for these vulnerable groups across Africa. Current legal frameworks, including the 1969 OAU Convention Governing the Specific Aspects of Refugee Problems in Africa and the Kampala Convention, do not adequately address the unique challenges faced by those displaced due to climate change. To effectively amend these frameworks, it is essential to start with a clear and inclusive definition of "climate refugees." This definition should encompass displacement caused by environmental factors such as droughts, floods, and other natural disasters, in addition to conventional categories related to persecution.

Moreover, necessary amendments must tackle interpretations concerning "events seriously disturbing public order" within the OAU framework. By including terminology that explicitly addresses climate-induced events; we can begin to bridge the protection gap for individuals fleeing environmental collapse. Such changes would promote a more comprehensive understanding of displacement that considers natural disasters and their socio-economic impacts (Naldi, 2021).

Additionally, it is vital to align these revisions with international standards while taking regional specifics into account. Creating distinct protocols specifically designed for climate-induced migration could improve alignment with global initiatives, such as the Paris Agreement and other United Nations (UN) efforts focused on climate action and human rights.

Beyond simply redefining legal concepts, there is an urgent need for African Union (AU) member states to implement proactive policies that go beyond the basic acknowledgment of environmental refugees. These policies should include comprehensive strategies for prevention, preparedness, response, and recovery regarding the effects of climate change on migration patterns.

A collaborative effort among AU member states can significantly contribute to developing unified approaches to data collection on cases of climate-induced displacement. By establishing a centralized database for sharing information about affected populations, member

states can better anticipate migration trends and ensure timely humanitarian assistance.

Furthermore, enhancing cross-border cooperation is vital. Countries experiencing high levels of environmental displacement must collaborate with transit countries and host nations to create safe routes for refugees seeking asylum due to climatic conditions. This collaborative approach can be reinforced through bilateral agreements focused on mutual support systems during crises exacerbated by environmental challenges.

Improving access to resources and support services for those displaced by environmental changes is equally important. Revisions should encourage better access not only to basic necessities but also to livelihood opportunities specifically aimed at aiding recovery from displacement caused by climate-related events.

Integrating long-term development objectives with immediate humanitarian responses will ensure that displaced individuals are not left vulnerable after their dislocation but are instead supported in sustainably rebuilding their lives within host communities or through resettlement programs when necessary.

Finally, establishing a cohesive governance structure that incorporates disaster risk reduction strategies into national frameworks can strengthen resilience against future displacements triggered by climatic phenomena. Through legislative reforms aimed at aligning national laws with AU principles while considering local contexts, member states can create stronger safety nets for those most affected by environmental changes.

These proposed amendments represent significant progress toward creating a robust framework specifically dedicated to effectively protecting environmental refugees across Africa. They reflect a commitment not only to uphold human rights but also to emphasize that addressing climate change is critical in safeguarding populations vulnerable to its severe consequences (ACHPR/Res.628, 2025) (Kassab, 2024).

5.2. Development of New Policies Addressing Climate-Induced Displacement

The challenge of climate-driven displacement in Africa necessitates a comprehensive approach to policy formulation that includes both proactive and responsive strategies. African Union (AU) member states must recognize the unique vulnerabilities faced by

environmental refugees and create frameworks tailored to their needs. A critical component involves establishing a legal protection framework that acknowledges climate-induced displacement as grounds for refugee status, which may require reassessing existing laws or creating new ones.

To address climate change effectively, AU member states should prioritize national policies that commit to human rights and environmental sustainability, based on empirical evidence of climate impacts like rising sea levels and extreme weather that drive migration. By integrating climate forecasts with migration trend projections, governments can better prepare for future displacement scenarios.

Regional cooperation is essential for implementing effective policies. Member states should collaborate on cross-border strategies to manage environmental migration, allowing for shared resources and coordinated responses during crises. This collaboration enhances resilience in affected communities and ensures safe transit for those displaced by climate challenges.

Establishing early warning systems is crucial for reducing the impact of environmental disasters. Implementing disaster risk reduction strategies and investing in resilient infrastructure will help communities adapt to changing climatic conditions while minimizing widespread displacements. Policies emphasizing sustainable land management and urban planning can greatly reduce vulnerability.

Raising public awareness about climate change's effects on human mobility is equally important. Educational initiatives can empower individuals with knowledge regarding their rights as potential refugees or internally displaced persons (IDPs), while promoting sustainable practices to alleviate some pressures from climate change.

International recognition of 'climate refugees' is essential for protecting those uprooted by environmental factors. New policy frameworks should advocate for acknowledgment at national and global levels, ensuring access to legal recourse. AU summits should focus on updating treaties or creating new agreements addressing this urgent issue (Mativo, 2024).

Current frameworks, such as the 2030 Sustainable Development Goals (SDGs), present opportunities to enhance resilience against climate-related threats, which can support policy development for environmental refugees.

A multi-stakeholder approach involving governments, civil society, academic institutions, local communities, and international partners

will strengthen policymaking on environmental displacement. Creating networks for knowledge exchange can lead to innovative, context-specific solutions while influencing policymakers.

Moreover, AU member states must ensure humanitarian assistance access for those displaced by climate-related events. Aid should address both immediate relief post-disaster and long-term adaptation strategies to build resilience against ongoing climate shifts. Investment in adaptive capacity must also consider social capital, fostering community solidarity to mitigate tensions arising from resource scarcity due to migration pressures.

By implementing these comprehensive policies within a human rights framework, AU member states could protect vulnerable populations threatened by our changing environment (Sachs, 2024) (ACHPR/Res.628, 2025).

Conclusion:

The changing dynamics concerning environmental refugees in Africa necessitate a complex and clearly defined legal framework that extends beyond traditional definitions of displacement. As climate change continues to increase the frequency and intensity of natural disasters, the demand for legal recognition and protection of those displaced by environmental factors becomes increasingly urgent. Current regional frameworks, such as the 1969 OAU Convention and the Kampala Convention, provide a foundational basis for addressing these issues, but they must evolve to explicitly include protections for individuals displaced due to climate-related causes (Sussman)

The intersection of human rights law and refugee law is crucial in shaping future protective measures. As judicial interpretations evolve—particularly in cases involving individuals fleeing environmental degradation or disasters—there is a significant opportunity to expand the criteria recognizing the unique circumstances faced by environmental refugees. The African Union should prioritize integrating climate considerations into its existing legal frameworks to accurately reflect the current realities of displacement. This includes refining the understanding of terms like "events seriously disturbing public order" to encompass situations triggered by climate change.

To effectively tackle the challenges confronting environmental refugees, member states should reform national laws in alignment with international obligations while promoting regional cooperation.

This can be achieved through joint initiatives aimed at harmonizing policies across borders, ensuring consistent protections regardless of where individuals seek asylum. Additionally, establishing specialized judicial bodies or tribunals with expertise in climate-related displacement could improve decision-making processes related to refugee claims (Mativo, 2024).

It is also vital to understand that vulnerability to climate impacts does not exist in isolation; it often intersects with other issues such as poverty, political instability, and resource scarcity. Therefore, comprehensive strategies are necessary to address these interconnected challenges, creating effective solutions that go beyond mere legal acknowledgment of status. Initiatives should provide support systems that grant access to essential resources, including housing, healthcare, education, and livelihood opportunities for affected populations (ACHPR/Res.628, 2025).

Furthermore, regional dialogues are essential for sharing best practices among member states in managing climate-induced displacement effectively. Platforms like the Nansen Initiative and partnerships with NGOs and civil society organizations can facilitate a coordinated effort toward developing innovative solutions tailored to local contexts while utilizing global insights.

In conclusion, addressing the protection of environmental refugees demands a transformative approach—one that not only recognizes the complexities surrounding climate change but actively integrates them into legal frameworks at all levels. By committing to amend existing legislation and develop new policies specifically targeting the risks of climate-induced displacement while enhancing resilience among vulnerable communities, African nations can establish a precedent in championing progressive human rights principles in response to the escalating global challenges posed by climate change (Sachs, 2024).

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Family Disintegration between Education and Ethics: Causes and Proposed Solutions

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Received: 03-08-2025

Accepted: 14-11-2025

Published: 01-12-2025

Abstract:

This study examines family disintegration as a multidimensional social and educational issue by analyzing its educational and ethical roots and their impact on societal stability. Using a descriptive-analytical approach, it draws on theoretical and empirical studies exploring the role of education and moral values in preserving family cohesion. Findings indicate that poor parenting practices, lack of family dialogue, declining ethical values, and the negative impact of technology are key drivers of family disintegration. The study proposes solutions such as fostering dialogue within families, instilling responsibility, and reinforcing the roles of educational and religious institutions to prevent this phenomenon.

Keywords: Family disintegration, Parental education, Moral values, Family dialogue, Technology, Family stability.

1. Introduction

The family is widely recognized as the fundamental nucleus of society, serving as the primary institution where individuals acquire their earliest lessons in life. It is within the family that moral values, social behaviors, and religious and cultural principles are first instilled, shaping both personal identity and social consciousness. Throughout history, the family has been regarded as the cornerstone upon which societies are built, providing not only psychological and social stability for the individual but also a nurturing environment essential for sound upbringing and development.

Family stability does not occur by chance; rather, it is the result of a collective adherence to a set of ethical and educational values that foster harmony and mutual understanding between spouses, as well as between parents and children. When these values deteriorate or weaken, signs of family disintegration begin to emerge, leading to psychological and social crises that extend beyond the household, affecting society as a whole. A cohesive family produces responsible and well-adjusted individuals, whereas a fragmented family environment often results in behavioral and emotional disturbances that reverberate throughout the wider community.

In an era marked by rapid social and economic change and the pervasive influence of globalization, families are confronted with unprecedented challenges. Traditional parenting practices have been altered, with many households increasingly relying on digital technologies in child-rearing—consequently diminishing the role of direct parental guidance. Furthermore, long-held family values once deemed sacrosanct have come under scrutiny due to shifting lifestyles and exposure to diverse cultural norms. Against this backdrop, family disintegration has emerged as a pressing social issue threatening societal cohesion, as evidenced by rising divorce rates, escalating domestic conflicts, and the erosion of emotional bonds within households.

Accordingly, this study seeks to address the following overarching question:

How do educational and ethical factors contribute to family disintegration, and what practical solutions can be proposed to mitigate this phenomenon?

To address this central inquiry, the study further explores the following sub-questions:

1. What is the conceptual definition of family disintegration, and what are its most salient manifestations?
2. Which educational factors contribute to the weakening of family cohesion?
3. How do ethics and moral values influence family stability or its collapse?
4. What educational and ethical strategies can effectively counteract family disintegration

To analyze this phenomenon, the study adopts a descriptive-analytical approach, aiming to examine the manifestations of family disintegration and provide an in-depth analysis of its educational and ethical causes. This approach draws upon existing literature and prior

empirical studies in the field to establish a robust theoretical foundation for understanding the issue.

The research is structured around three key thematic axes:

Conceptual Framework: Offering a comprehensive definition of family disintegration, outlining its primary characteristics, manifestations, and general underlying causes.

Educational and Ethical Factors: Analyzing the key elements contributing to family breakdown, such as ineffective parenting, poor communication, the prevalence of individualism, and the prioritization of materialistic values over familial cohesion.

Proposed Solutions: Presenting practical recommendations aimed at addressing family disintegration by emphasizing the roles of educational institutions, media, and the broader community in promoting family-oriented values, fostering dialogue, and encouraging mutual understanding within households.

By approaching the issue from these interrelated dimensions, this study seeks to shed light on one of the most pressing social challenges impacting community cohesion and stability. Through examining the educational and ethical determinants of family disintegration and proposing actionable solutions, it aspires to offer insights that empower families to confront contemporary challenges effectively and cultivate future generations grounded in values and principles that sustain the family's pivotal role within society.

2. Definition of Family Disintegration

2.1 Linguistic Definition:

In its linguistic sense, the term "disintegration" refers to the act of separating an object into its constituent parts. (Al-Razi, 1999, p. 242) The word "family" (Arabic: *Asr*) derives from the notion of binding or fastening, and in the social context, it signifies the social bond uniting its members—often implying mutual support and solidarity

2.2 Conceptual Definition:

From a sociological perspective, family disintegration denotes the collapse of a social unit, characterized by the breakdown of its structure, dysfunction in its roles, and the deterioration of its organizational system. (Al-Razi, 1999, p. 18)

This condition is fundamentally the antithesis of cohesion and solidarity.

2.3 Scholarly Definitions:

- **Ahmed Yahya Abdel Hamid** defines family disintegration as “the collapse of the family unit and the fragmentation of its social role

structure, occurring when one or more members fail to fulfill their responsibilities adequately. This leads to a refusal to cooperate and the dominance of conflict and competition within the household.” (Abdel Hamid, 1998, p. 7)

- **Osman Omar** describes it as “a disruption in the relationships between spouses, between parents and children, or among siblings, resulting in the family ceasing to function as a unified entity with shared goals.” (Al-Saghir, 2012, p. 55)

- It is also broadly identified as the loss of one or both parents, divorce, abandonment, or prolonged absence, all of which erode the family’s integrity and stability (Saad, 2014, p. 22)

3. The Concept of Family Disintegration in Sociology and Education

Family disintegration is defined as the breakdown of the family’s internal structure, where relationships within the household become disrupted, leading to the loss of its essential role in ensuring social and educational cohesion. It is regarded as a serious social phenomenon that affects both individuals and society at large. The conceptualization of family disintegration varies across disciplines: sociology examines it from an analytical perspective tied to social and cultural changes, while education focuses on its implications for child-rearing and developmental processes

3.1 Family Disintegration in Sociology:

In sociology, family disintegration is understood as a structural disturbance within the family caused by economic, social, or cultural shifts that weaken intra-family relationships. Contributing factors include poverty, unemployment, intergenerational value conflicts, and intense marital disputes leading to separation or divorce. (Al-Rifai, 2015, p. 43) The sociologist Émile Durkheim was among the first to discuss the notion of social disintegration, linking it to weakened social bonds and the rising incidence of family breakdown. (Al-Eisawi, 2008, p. 76)

3.2 Family Disintegration in Education:

From an educational standpoint, family disintegration is seen as the failure of the family to provide a healthy environment conducive to proper upbringing, which results in behavioral disturbances among children. Sound upbringing is grounded in moral values, emotional support, and effective communication among family members. When these elements deteriorate, children become more susceptible to

deviant behaviors and difficulties in social adaptation. Thus, family disintegration is closely linked to the absence of effective educational practices such as parental guidance, fostering open dialogue, and consistent supervision. (Zahran, 2010, p. 112)

4. The Difference Between Family Disintegration and Natural Family Change

The concept of family disintegration can sometimes be conflated with the natural changes that families undergo over time. However, there are fundamental distinctions between the two.

4.1 Natural Family Change:

Natural family change refers to the gradual transformations that occur within families as a result of social and economic development. These include:

- The transition of children from childhood to adolescence and eventually to independent adulthood.
- Shifts in family roles due to events such as marriage, employment, or relocation.
- The natural evolution of communication and interaction patterns among family members.

These changes do not necessarily lead to the breakdown of the family; rather, they represent normal developmental stages that contribute to the family's adaptation and growth

4.2 Family Disintegration:

In contrast, family disintegration is characterized by a state of dysfunction that results in the collapse of the family's fundamental roles, including emotional support, socialization, and moral supervision. This dysfunction leads to adverse consequences such as:

- Recurrent marital conflicts or divorce.
- Emotional disconnection between parents and children, creating psychological and social gaps.
- An increase in behavioral problems such as violence, substance abuse, and school dropout among children.

Thus, while natural family change reflects healthy and adaptive development within the family structure, family disintegration represents a pathological condition requiring targeted educational and social interventions for remediation. (El-Sharkawi, 2012, p. 59)

5. Manifestations of Family Disintegration

Family disintegration manifests in various forms, with its expressions and impacts differing according to the family's nature and the environment in which it exists. Such disintegration results in a diminished ability of the family to fulfill its essential functions,

leading to severe psychological and social disturbances that affect both individuals and society at large. The key manifestations of family disintegration can be classified into the following categories

5.1 Legal Disintegration (Divorce and Separation):

Divorce and separation are among the most prominent indicators of family disintegration, directly resulting in the breakdown of the family unit and producing serious social and psychological consequences, particularly for children. This includes:

- **Formal Divorce:** The official termination of the marital relationship, often leading to children being split between parents and suffering emotional and behavioral repercussions. (Al-Rifai, 2015, p. 67)
- **Emotional Divorce:** The absence of emotional connection and communication between spouses, where the marital relationship continues formally but lacks intimacy and harmony. (El-Sharkawi, 2012, p. 89)
- **Marital Desertion:** When one spouse becomes physically or emotionally absent without formal divorce, creating an unstable environment for children. (Al-Eisawi, 2008, p. 104)

5.2 Persistent Family Conflicts:

Some families experience ongoing disputes between spouses or between parents and children, which foster an emotionally and socially unstable environment. Common forms of these conflicts include:

- **Chronic Marital Disputes:** Continuous tension between spouses that negatively affects children, increasing their vulnerability to psychological problems. (Zahran, 2010, p. 115)
- **Intergenerational Conflicts:** Stemming from cultural and value differences between parents and children, often exacerbated by rapid societal change and evolving social norms. (Al-Rifai, 2015, p. 78)
 - **Domestic Violence:** Physical or psychological abuse directed at a family member, which undermines trust, damages relationships, and causes lasting emotional harm. (Al-Eisawi, 2008, p. 122)

5.3 Emotional and Affective Disintegration:

This form of disintegration emerges when emotional bonds within the family weaken, resulting in distant, cold relationships and a loss of familial warmth. Key features include:

- **Weak Parent–Child Communication:** The absence of open dialogue erodes trust, pushing children to seek emotional support outside the family. (El-Sharkawi, 2012, p. 134)
- **Lack of Emotional Support:** When one or both parents fail to engage emotionally with their children, it negatively influences their personality development and emotional well-being. (Zahran, 2010, p. 145)
- **Spousal Emotional Neglect:** A decline in mutual attention and care between spouses, often leading to marital dissatisfaction, infidelity, or eventual separation. (Al-Rifai, 2015, p. 92)

6. Educational Factors Contributing to Family Disintegration

Education plays a fundamental role in shaping individual personality and maintaining family stability. When parenting practices are unbalanced or inappropriate, they create disturbances that undermine family cohesion and may ultimately lead to family disintegration

6.1 Dysfunctional Parenting: Authoritarianism, Neglect, and Overprotection:

• Authoritarianism and Harsh Discipline:

The use of punitive and rigid disciplinary methods, such as physical punishment and excessive control, often results in individuals who suffer from psychological and social disorders. This diminishes their ability to form stable and healthy relationships within the family. (Abdel Majid, 2019, p. 112)

• Parental Neglect:

Emotional or physical neglect is one of the primary causes of family disintegration. It creates a gap between parents and children, driving children to seek emotional fulfillment outside the family structure. (Hegazy, 2016, p. 74)

• Overprotection:

Excessive parental protection, which denies children opportunities to develop independence through personal experiences, hinders their ability to make sound decisions later in life and negatively affects their emotional and familial stability. (Al-Kilani, 2015, p. 98)

6.2 Lack of Communication and Dialogue within the Family:

• Poor Spousal Communication:

Ineffective communication skills between spouses often escalate misunderstandings and conflicts, rendering the marital relationship unstable. (Al-Ziyadi, 2018, p. 88)

- **Absence of Parent–Child Dialogue:**

When family dialogue is absent, children tend to seek guidance and information from external sources that may not align with the family's values. (Al-Janabi, 2020, p. 143)

- **Negative Impact of Social Media:**

Modern technology has created a "digital divide" within families, where individuals spend excessive time on screens, weakening direct interpersonal relationships and reducing family cohesion. (Al-Khouli, 2021, p. 165)

6.3 Emphasis on Material Values over Ethical Values:

- **Prioritizing Material Success over Family Bonds:**

Success is increasingly measured in terms of wealth and social status rather than healthy familial relationships, intensifying intra-family conflicts. (Al-Baghdadi, 2017, p. 57)

- **Excessive Consumerism and Its Impact on Family Relations:**

The rise of consumerist culture and competition among families over standards of living has contributed to economic pressures that exacerbate family breakdown. (Suleiman, 2019, p. 132)

- **Erosion of Traditional Values in the Face of Globalization:**

Exposure to diverse cultures without a strong adherence to family-based values has altered perceptions of family relationships, fueling higher rates of disintegration. (Al-Mansouri, 2020, p. 204)

6.4 The Impact of Technology and Media on Parenting:

- **Digital Upbringing and Its Effect on Families:**

Digital content has become a primary source of influence in children's upbringing, reducing parental involvement in their direct guidance and supervision. (Al-Nasiri, 2021, p. 211).

- **Media and Its Influence on Family Values:**

Media outlets often portray unrealistic and idealized images of family life, creating distorted expectations that can increase marital dissatisfaction and divorce rates. (Al-Sayyid, 2019, p. 177)

- **Social Media Addiction:**

Excessive time spent online diminishes opportunities for real-life interaction, leading to a weakening of emotional bonds and a decline in family connectedness. (Al-Mahouzi, 2022, p. 149)

7. Ethical Factors Contributing to Family Disintegration

Moral values play a pivotal role in maintaining family stability, as they form the foundation upon which relationships among family

members are built. When these values decline, they generate tensions that threaten the unity of the family and increase the likelihood of disintegration. Below is an analysis of the key ethical factors influencing family breakdown:

7.1 Weak Religious Commitment and Its Impact on Family Relationships :

Religion is one of the most significant factors regulating individual behavior within the family, providing a moral framework that supports stability and cohesion. The weakening of religious commitment negatively affects family relations in several ways:

- **Dominance of One Spouse Over the Other:**

While traditional family structures often assign leadership roles to the husband, this does not justify subjugation or exploitation of the wife. When mutual understanding and cooperation are absent, persistent criticism, conflicting attitudes, and escalating tensions arise, signaling potential family collapse. (El-Khashab, 1985, p. 22)

- **Harmful Behaviors and Deviant Acts:**

Engaging in unlawful or immoral behaviors such as substance abuse, alcoholism, or criminal activities inevitably undermines family bonds, contributing to voluntary disintegration. (Al-Saati, 1990, p. 46)

7.2 Psychological and Emotional Factors: Divorce:

Divorce is one of the most serious manifestations of family disintegration. The legal and physical separation of spouses fractures social relationships within the family unit, directly and adversely affecting children, and dismantling the household structure, roles, and unity.

7.3 Polygamy:

Polygamy, still prevalent in some rural areas, often leads to intra-family disputes, conflicts among wives, and tensions between the husband and his spouses. Such conditions create an unstable environment for children, exposing them to frequent quarrels, verbal hostility, and behavioral dysfunction. Consequently, children raised in these environments often develop mistrust toward parental authority and display social deviance that later reflects negatively on the broader community. (Ahmed, 2007, p. 49)

7.4 Social Values:

Conflicts may also arise from mismatched traits and values between spouses. For instance, differences in religious beliefs or political ideologies frequently become direct sources of tension that, without adaptive coping mechanisms, may escalate to family dissolution. (Gheith, 1995, p. 170)

7.5 Spousal Power Imbalance:

While male leadership in the family is traditionally emphasized in some contexts, it must be balanced with mutual respect and shared decision-making. When one spouse asserts dominance unilaterally, or when both assume adversarial stances, family relationships deteriorate, escalating conflicts and jeopardizing family unity. (El-Khashab M. , 1966, p. 229)

7.6 Individualism and Self-Centeredness:

At the beginning of marriage, spouses typically prioritize mutual cooperation, fidelity, and shared happiness. However, exposure to external influences—particularly in dual-income households—can shift this focus toward personal autonomy. Over time, such self-centered tendencies expand at the expense of shared family interests, eroding the cooperative foundation necessary for family cohesion

7.7 Lack of Familial Affection:

Emotional detachment between spouses, whether gradual or abrupt, can render marital life devoid of warmth, affection, and compassion—key elements essential for a healthy family life. This emotional dryness often leads to eventual separation or divorce. Conversely, excessive jealousy and hyper-vigilance can also intensify marital tension, as over-scrutiny and constant suspicion foster conflict over trivial or imagined issues. In both cases, imbalance in emotional intimacy disrupts harmony and threatens family stability. (El-Khashab M. , 1966, pp. 230-231)

8. Approaches to Addressing Family Disintegration from Educational and Ethical Perspectives

8.1 Educational Solutions to Address Family Disintegration:

Family disintegration is one of the pressing social and educational issues in contemporary societies due to its detrimental effects on individuals and social structures. Education plays a critical role in counteracting its causes and mitigating its consequences through several key strategies:

- **Promoting a Culture of Dialogue within the Family:**

Dialogue is a cornerstone of healthy family education, as it allows for the exchange of ideas, understanding of emotions, and constructive conflict resolution. A lack of dialogue often leads to emotional withdrawal, misunderstandings, and recurring disputes that may culminate in family breakdown.

Murad Wahba emphasizes that “dialogue is the essence of democratic education, teaching children how to express their opinions and listen to others without fear or repression.” (Wahba, 2003, p. 22)

Similarly, Mustafa Abu Saad highlights in his book *Family Communication* that “children raised in families that encourage open dialogue feel emotionally secure and are less likely to exhibit aggressive or withdrawn behaviors.” (Abu Saad, 2010, pp. 65-72)

• **Educating for Responsibility and Family Commitment:**

A sense of responsibility toward the family does not arise spontaneously; it is the product of sustained education beginning in childhood. Children learn this through daily practices that instill awareness of the rights and duties inherent within family life.

A field study by researcher Samira Belaour at the University of Oran found that children involved from an early age in household tasks—such as cleaning, time management, and caring for younger siblings—showed greater attachment and commitment to their families compared to their peers.

Schools also play a vital role in fostering responsibility through collaborative activities, group tasks, and self-discipline initiatives, thus preparing students for their future roles as responsible parents and family members. (Belaour, 2017, pp. 64-65)

8.2 Ethical Solutions to Address Family Disintegration:

A stable family structure is not solely grounded in legal or material foundations; it also requires a robust ethical framework that shapes the collective conscience of its members. With the decline of moral values in modern societies, there is an urgent need to reaffirm ethics as a cornerstone in preventing family disintegration.

• **Promoting Religious and Ethical Values in Family Relationships:**

Religious values provide a guiding framework for family life, emphasizing compassion, patience, justice, and benevolence. When instilled from an early age, these values serve as an "internal safeguard" that prevents familial conflict and breakdown.

Yusuf Al-Qaradawi affirms that “the family in Islam is built upon tranquility, affection, and mercy, and any disruption of these values weakens and destabilizes the family unit.” (Al-Qaradawi, 1998, p. 37)

• **The Role of Society and Religious Institutions in Supporting Families:**

Families cannot withstand contemporary challenges without a supportive social environment. Religious institutions, charitable organizations, and family counseling centers play a key role in fostering stability, promoting successful marriages, and providing solutions during crises.

According to the 2019 report of the Muslim World League, initiatives offered by mosques and charitable organizations—such as premarital

counseling and marital reconciliation programs—helped reduce divorce rates in some regions by up to 25%. (League, 2019, pp. 58-64) Sociologist Ahmed Al-Zahrani emphasizes the community's role in reinforcing family values: "When family integrity becomes embedded in the cultural fabric of society, individuals develop a sense of moral accountability toward their community." (Al-Zahrani, 2020, pp. 73-77)

• **Building a Culture of Mutual Respect and Appreciation within the Family:**

Mutual respect among family members is the foundation of any healthy relationship. When each member is treated with dignity and equality, conflicts decrease, and feelings of belonging and solidarity are strengthened.

Many family disputes stem from accumulated feelings of disrespect rather than actual disagreements. Respect thus serves as an emotional safety valve that fosters harmony and cohesion within the household. (Al-Habib, 2011, pp. 91-95)

Conclusion:

After examining the various dimensions of family disintegration—its core concepts, educational and ethical causes, and potential solutions—it becomes evident that family disintegration is not an isolated social issue but rather a multidimensional problem that affects both individuals and society at large. The more family disintegration spreads, the more its negative repercussions manifest, including the rise of deviant behaviors, weakening of familial bonds, and diminished psychological stability, particularly among children and adolescents. Key Findings of the Study.

1. Family disintegration is a multifactorial phenomenon:

It is not the result of a single cause but rather the outcome of interconnected factors—economic, psychological, and social. However, educational and ethical dimensions play a decisive role in either exacerbating or mitigating the problem.

2. Ineffective family upbringing is a core contributor:

Faulty parenting methods, such as excessive harshness, neglect, or overprotection, were found to disrupt children's development and hinder their ability to form stable social relationships.

3. **The erosion of moral values intensifies family disintegration:**

When values such as respect, altruism, and family responsibility deteriorate, intra-family relationships become fragile and prone to collapse during crises.

4. **Lack of communication deepens generational gaps:**

One of the leading causes of family breakdown is the absence of effective communication between parents and children or between spouses, resulting in unresolved conflicts and greater relational strain.

5. **Negative impacts of technology and media:**

Unregulated use of social media and modern technologies has contributed to family isolation, weakening emotional connections and decreasing meaningful interaction among family members.

Recommendations for Strengthening Ethical Education in Families

1. **Strengthening the role of educational institutions in promoting family culture:**

Schools should integrate curricula focused on family values and effective communication skills while raising awareness of the importance of preserving familial bonds.

2. **Mobilizing media to support family values:**

Media outlets should prioritize cultural and educational programs that encourage dialogue within families and highlight successful models of stable family life.

3. **Reviving the role of religious institutions in family guidance:**

Mosques and religious organizations should offer counseling sessions and premarital training to educate couples on family roles and the significance of ethical and religious values.

4. **Encouraging open family dialogue:**

Families should be sensitized to the importance of regular, constructive conversations between spouses and with children to address concerns and prevent conflicts.

5. **Regulating the impact of technology on family relationships:**

Families should implement structured guidelines for technology use, such as setting time limits for internet and smartphone usage, and engage in shared family activities that strengthen interpersonal bonds. Despite covering essential aspects of family disintegration, further research is warranted to address:

- Cross-cultural comparative studies to examine how cultural differences influence family stability.

- The impact of economic transformations on family dynamics, particularly in light of rising living costs.
- The role of legal frameworks and family laws in mitigating divorce and disintegration rates.
- Early intervention strategies in family conflicts to prevent escalation into full-scale disintegration.

Undoubtedly, the family remains the cornerstone of societal development and cohesion. A strong and cohesive family structure reflects positively on the stability and progress of society as a whole. Any threat to the family is thus a direct threat to social order. Reinforcing moral education, promoting family dialogue, and empowering educational and religious institutions are vital measures to safeguard families against disintegration.

Family stability is not an individual responsibility but a collective one requiring the concerted efforts of families, schools, media, religious organizations, and society at large. Only through such a collaborative approach can we cultivate resilient families capable of overcoming challenges and contributing to the development of a stable, prosperous society.

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Fatwa Making in the Ibadi School: Requirements and Qualifications

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Received: 20-06-2025 Accepted: 14-10-2025 Published: 01-12-2025

Abstract:

Issuing fatwa—among other aspects—preserves religion among people, showcases the timelessness of the Islamic legislation in addition to its superiority over time and place. Allah Almighty decrees the preservation and eternity of the tolerant shari'ah, as He said: "Indeed, it is We who sent down the Reminder; and indeed, We are its guardian." [Al-Hijr: 9]. Considering its noble status and high regard, significant attention, guidance, and religious rooting 'ta'asil' have been given to issuing fatwas by the Islamic law in terms of clarifying its concept, conditions, ethics, principles, benefits, and the methodologies used by jurists to derive legal rulings. This research paper aims to clarify the conditions necessary for making fatwas, the ranks of muftis and their qualifications, and the ruling on the fragmentation of ijthihad and fatwa from mainly an Ibadi standpoint. That is, this inquiry opens up on some works of scholars from other Islamic schools with the aim of broadening its scope.

Keywords: Fatwa, Ijthihad, Ibadism, Conditions, Qualifications.

1. Introduction:

All praise is due to Allah, the Lord of the worlds, and may peace and blessings be upon the Messenger of Allah, his family, companions, and all those who follow him.

Among the distinctions that Allah has granted to the Islamic Ummah is this upright religion and noble, tolerant Shari'ah that Allah has decreed to be preserved and enduring. Allah Almighty said: "Indeed, it is We who sent down the Reminder, and indeed, We are its guardian." [Al-Hijr: 9] As a

result, Allah almighty appointed, for the benefit of the prophet's Ummah, scholarly and godly individuals—the heirs of the prophets—through whom He preserves His religion and spreads it among His servants. He commanded that people should consult them, as He said: "So ask the people of knowledge, if you do not know." [An-Nahl: 43]

Being one of the means that preserve religion, issuing fatwas clarifies the Islamic ruling for the Muslim community. This clarification is essentially a representation of the will of Allah Almighty and His Messenger Muhammad ; and it is a tremendous responsibility borne by the mufti. Therefore, a mufti must possess scholarly qualifications in addition to the piety that must characterize him. Hence, Islamic scholars have strongly condemned those who issue fatwas without being eligible, deeming it a serious breach of Islam and a grave evil that must be prevented. Allah Almighty says in this regard: "And do not pursue that of which you have no knowledge. Indeed, you will be questioned about the hearing, the sight, and the heart." [Al-Isra: 36] And the words of the Prophet ﷺ: "Allah does not take away knowledge by removing it from people, but takes it through taking away the scholars; and when no scholar remains alive, fake scholars will be asked, and they will issue fatwas without knowledge, going astray and leading others astray as well." [Reported by Al-Bukhari]

Given its esteemed status, high position, and noble value, Shari'ah has given issuing fatwas a great care and guidance. Being religiously rooted, the concept of fatwa, its conditions, etiquette, principles, advantages, and the methodologies used by jurists in deducing it all have been determined and clarified by religious texts.

This research paper aims to spot light on the requirements and qualifications for the eligibility of muftis as seen mainly by the Ibadi scholars. That is, this inquiry opens up on some works of scholars from different Islamic schools with the aim of broadening the scope.

The general research problem is defined as follows:

What are the eligibility requirements for muftis?

This main question branches into the following sub-questions:

- 1) What are the ranks of those who issue fatwas?
- 2) What are the conditions for a mujtahid mufti?

- 3) What are the conditions for a non-mujtahid mufti?
- 4) What is the ruling regarding the segmentation of ijihad and fatwa issuance?

This paper has been divided into an introduction, a preliminary section, four main topics, and a conclusion.

After the introduction, the paper begins with a preliminary section dedicated to discussing the gravity of issuing fatwas and the prohibition of being reckless in this regard. The first main topic addresses the conditions required of a mujtahid mufti, split into two subsections: the first dealing with personal qualifications, and the second concerning the required fields of knowledge. The second main topic covers the conditions for a non-mujtahid mufti, and the third presents additional, secondary conditions necessary to be met by a mufti and discusses the etiquette of issuing fatwas. The final topic discusses the question of fatwa segmentation, followed by a conclusion of the main findings in addition to a number of recommendations.

2 Preliminary Section: Caution Against Issuing Fatwas Without Eligibility:

Issuing fatwas is a heavy religious responsibility. Therefore, the mufti must approach it with caution and refrain from being hasty. Whenever unable to make an answer, he should admit his limited knowledge and fostering an attitude of continued learning and consultation with knowledgeable scholars (Al-Ashqar, 1976, p.56).

Al-Qutb Muhammad bin Yusuf Atfiyyash (may Allah have mercy on him) said: "The angels curse the one who issues a fatwa without proper knowledge: the weakest of people in knowledge are the quickest to issue fatwas." (Muhammad bin Yusuf Atfiyyash, 1972, p. 17/491).

Several Quranic verses and ḥadiths strongly warn against speaking on behalf of Allah and His Messenger ﷺ without being eligible to, including the following verses:

A) Allah says: {Say, "My Lord has only forbidden immoralities—both what is apparent of them and what is concealed—sin, oppression without right, and that you associate with Allah that you fabricate yourself, and that you say about Allah that which you do not know."} [Al-A'raf: 33]

Here, Allah equates speaking about Him without proper knowledge with the sin of associating others with Him, highlighting the gravity of the matter.

Shaykh Ahmad al-Khalili explains: "Deriving legal rulings and preferring stronger evidence requires comprehensive mastery of various sciences to properly understand Shari'ah evidence and legislative objectives. Declaring ijihad permissible or obligatory for someone who lacks these tools leads to speaking about Allah's rulings without adequate knowledge, one of the gravest major sins. Therefore, Allah has equated it with shirk." (Al-Khalili, 2012, p. 2 /38-39).

B) Allah also says: {And do not distort Allah's rulings, claiming wrongly that "This is lawful and this is unlawful," something that is pure fabrication. Indeed, those who invent falsehood about Allah will fail.} [An-Nahl: 116]

C) It is narrated from Abu 'Ubaydah from Jabir bin Zayd (may Allah be pleased with him) that the Messenger of Allah ﷺ said: "Whoever gives a fatwa or interprets a dream without being eligible to is similar to falling from the sky, then landing in a bottomless pit—even if he happens to be correct." (Al-Rabi' bin Habib, No. 35 p. 15).

D) And narrated from Abu Hurayra (may Allah be pleased with him) that the Messenger of Allah ﷺ said: "The responsibility of issuing a wrong fatwa without proper knowledge lies on the one who issued it." (Abu Dawood, No. 3657 p. 3/321).

Shari'ah scholars throughout different Islamic eras have been extremely cautious about making fatwas and daring it without being qualified. 'Daring' in fatwa issuance means: "Rushing to issue a religious verdict before fulfilling the necessary conditions or before thorough examination of the case at hand, whether intentionally or unintentionally." (Fasheet, 2019, p. 139).

Numerous scholarly declarations, including Ibadis, warn against the dangers of hastiness in fatwa issuance. For example, in his book *Siyar al-Wisiyani*, Sheiykh Abu al-Rabi' says: "Among their praiseworthy manners is selecting the most virtuous for leading prayers and issuing fatwas [...] They considered eagerness to issue fatwas among the major flaws." (Al-Wasiyani, 2009, p.2 /690).

In the early stages of the Ibadi school development, great attention was given by its founding Imams to train those who would issue fatwas. For instance, after several years of study under Abu 'ubaydah Muslim bin Karimah, some

students were granted general authorization to issue fatwas and transmit knowledge, like Abd al-Rahman bin Rustam; others, however, were authorized specifically for fatwas on only matters they had memorized--without independent reasoning-- like Abu al-Khattab Abd al-A'la bin al-Samh and some, such as Abu Dawud al-Qiballi, were not authorized to issue fatwas at all. (Al-Shamakhi, 2009, p. 2/271. Ba'ushi, 2018–2019, p. 235–236).

3 Section one: Conditions for the Mujtahid Mufti:

Recently, scholars of *uṣūl al-fiqh* divide muftis into two categories: independent and dependent (Ibn al-Salah, 2002, p. 86).

3.1. Independent Mufti: This is someone who fulfills the conditions of *ijtihād*, with an ability to pronounce on novel, emerging and unprecedented questions. Three categories of independent mufti can be distinguished: independent, affiliated, or a muftahid within a particular school of thought. These types of muftis have never ceased to exist throughout the ages, although they have been few in number.

3.2. Dependent Mufti: This is someone who has not attained the high ranking of *ijtihād*. This designation applies to scholars following a specific school. Alternative terms include ‘the imitative mufti’, ‘the non-independent mufti’, or ‘the weak in knowledge’ (Al-Bahsin, 1414 AH, p. 301–319. Ba'ushi, 2018–2019, p. 245).

The following sections will outline the conditions required for a qualified mufti capable of *ijtihād*, and then explain the conditions for a jurist not reaching the level of *ijtihād*, a category referred to by some Ibadī scholars as ‘the weak in knowledge’ (Al-Kindi, 1985, p. 1/98. Al-Salmi, 2010, p. 2/432).

The requirements highlighted by scholars for the mufti pertain partly to the mufti's personal character and partly to his scholarly competence. These conditions underscore the gravity of issuing fatwas, the necessity of caution, and the prohibition of disqualification in this matter.

The main conditions can be summarized as follows: Islam, accountability (*taklif*), uprightness (‘*adala*), and *ijtihād*.

The first three conditions -Islam, accountability, and uprightness- are unanimously agreed upon--a mufti lacking any of these traits makes his *ijtihād* unacceptable nor can his fatwa serve as a proof in the religion of

Allah Almighty. This is because a mufti is considered a successor to the Messenger of Allah ﷺ in the vital task of conveying and explaining Shari'ah rulings and preserving Allah's law (Badjou, 2005, p. 783–784. Al-Ashqar, 2005, p. 26–27).

As for *ijtihad*, there is no disagreement among scholars that a fatwa issued by a *mujtahid* is valid as muftis can only be *mujtahid* jurists; al-Qutb al-Tafayish, may Allah have mercy on him, emphasizes: "Issuing fatwas is permissible only for a *mujtahid*." (Al-Khalifin, 2016, p. 1/106) Nonetheless, under certain conditions a fatwa can also be validly made by someone who has not reached the degree of *ijtihad*, as will be discussed in the second section.

Ibadi scholars have elaborated in their writings a comprehensive list of must-have conditions for scholars making fatwas. Abu Sa'id al-Kudami, for instance, was asked about the requirements a scholar must meet to make his fatwa acceptance worthy. He responded: "He must be known for his knowledge by the people of his town and age, belonging to the truthful people of the right path, whose following is commanded, and who guide by the truth and act justly by it. If he meets these requirements and is knowledgeable about what is lawful and unlawful, just and upright, his fatwa must be accepted, particularly in the field of knowledge he specializes in." (Al-Kindi, 1985, p. 1/98).

The conditions can be divided into two types.

3.3. Conditions related to the mufti's personal character:

1) He must be a scholar well-known for knowledge and piety among the scholars of his time, so that his fatwa is accepted. A fatwa from someone whose status is unknown cannot be valid. One must seek a fatwa from a scholar who is widely recognized for religious commitment, knowledge, piety, and uprightness. If his status is unclear, it is necessary to inquire about his uprightness to ensure the protection of the sanctity of issuing fatwas.

As for a jurist who is not trustworthy, whose uprightness is unknown, or whose behavior and conduct are questionable, jurists have stipulated that fatwas may only be accepted from him if he has knowledge of what is lawful and unlawful (Al-Kindi, 2016, p. 1/410. Ba'ushi, 2018–2019, p. 248).

Reinforcing this condition, al-Qutb al-Tafayish emphasized that a mufti must have a proficient mentor who guides him to ensure his fatwas are accepted. He stated: "True muftis emit fatwas they themselves have learned from a trustworthy scholar, (Al-Khalifin, 2016, p. 1/1/103) and elsewhere he adds: "Issuing fatwas is permitted only for a mujtahid, who has studied books extensively along with being guided by a trustworthy mentor." (Al-Khalifin, 2016, p. 1/106).

Hence, Ibadi scholars emphasized obtaining an authorization 'ijazah' in knowledge, also known as nasab addine (religious chain of transmission).

2) He must be from the truthful people of the right path, commanding good and forbidding evil, ensuring his actions do not contradict his words, in compliance with Allah's statement: "O you who believe, why do you say what you do not do? It is most hateful to Allah that you say what you do not do." (Surah As-Saff: 2-3)

He must be from the people of 'wilayah' (uprightness and piety), meaning he must be just and outwardly commendable, known for righteousness, avoiding sins, and committed to repentance for all wrongdoings. The author of "Manhaj al-Talibin wa Balagh al-Raghibin" wrote: "The jurist whose fatwa is accepted is the just person known for piety and righteousness; if he is trustworthy but lacks wilayah, he should not be eligible for fatwas." (Al-Shaqsi, 1993, p. 1/102).

It is notable that this condition is particularly intrinsic of the Ibadi school, where concepts of allegiance 'wilayah' and disavowal 'bara'ah' play a crucial role in their jurisprudence:

"Thus, they have been able to maintain the purity of the religion and cautiousness in issuing fatwas despite the changing times and circumstances." (Ba'ushi, 2018–2019, p. 239).

This does not imply in any way that they disregard benefiting from other schools' authorities; there are indications in their works, of their openness and learning from scholars of other Islamic schools. Al-Qutb al-Tafayish, for instance, may Allah have mercy on him, was asked whether it was permissible to accept narrations (ḥadiths) from non-Ibadi people. He answered:

"It is permissible in branches (minor matters of jurisprudence) if the heart is

reassured, a view agreed upon by a number of Maghrebi scholars. However, only those knowledgeable in ra'y (reason) and ather (narrations) should engage in this, not the general public, especially in preaching. Non Ibadhi books are not to be neglected as they are beneficial and researchable. It is better to derive a ruling from their books than to act out of ignorance." (Al-Khalifin, 2016, p. 1/116-117).

He also stated: "It is permissible to follow a scholar known for knowledge and integrity, even if he belongs to another school or is not a jurist, as long as he does not betray knowledge." (Al-Khalifin, 2016, p. 1/111).

3.4. Conditions Related to the Knowledge the Mufti Must Acquire:

It is required of a mufti to be knowledgeable about the lawful and unlawful so that his fatwa aligns with the Shari'ah of Allah Almighty, who states in His Revealed Book: "And do not distort Allah's rulings, claiming the lawful and unlawful as not being as such; Indeed, those who invent falsehood about Allah will fail." (An-Nahl: 116)

It is stated in the book "Bayān Ash-Shar'": "No one may issue a fatwa based on opinion unless taken from the Book of Allah, the Sunnah of His Prophet, and the traditions of the just scholars. It is said: 'Whoever issues a fatwa based on his opinion--without being qualified to-- and errs bears liability (...)' because-according to Ibadhi literature-- issuing a ruling based on opinion is not permitted except for one who is knowledgeable in the fundamentals of religion, derived from the Book of Allah, the Sunnah of His Messenger, or the consensus of the rightly guided members of the Ummah at any time. Whoever knows the ruling from the Qur'an, the Sunnah, and the consensus of the rightly guided in any matter, field, branch, or specific instance, is considered knowledgeable therein. If he perceives the sound reasoning and can argue it based on sound deduction, he is regarded as a jurist (faqih) and knowledgeable, and thus eligible for reasoning in that matter." (Al-Kindi, 1985, p. 1/68-6).

The knowledge a mufti must acquire can be summarized as follows:

- 1) Knowledge of the Book of Allah Almighty, including an understanding of the following types of Quranic phenomena: the literal and figurative, unrestricted and restricted, general and specific rulings, abrogated and abrogating, and the undetailed and detailed. Also, he must know the verses from which legal rulings can be derived.

2) Knowledge of the Sunnah—which is a set of statements, actions, and tacit approvals of the Prophet (peace be upon him)—Muftis must have an understanding of its rulings, knowledge of what is abrogating and abrogated, the general and specific, and they must be able to distinguish between authentic and weak ḥadiths, among other aspects.

Shaykh Nur ad-Din as-Salmi (may Allah have mercy on him) stated that some Ibadi scholars required comprehensive memorization of the Qur'an, the Sunnah, and the Shari'ah literature (Al-Salmi, 2010, p. 2/403–404. Badjou, 2005, p. 784) However, he preferred the view that memorizing the entire Qur'an, all ḥadiths, all sayings of the Companions and early generations, all the fatwas of scholarly consensus is not necessary because many of the Companions who were qualified to issue fatwas memorized only parts of the Qur'an and ḥadiths—in other words, what they had access to (Al-Salmi, 2010, p. 2/403–404).

3) Knowledge of the issues upon which the Ummah has reached consensus, to avoid issuing a fatwa in contradiction to it—and this what is meant by the previous Islamic literature. This encompasses knowing the consensus of the scholars, the authentic sayings of the Companions, and the recognized opinions of the Followers (Tabi'un) and the Imams of the schools of thought (Ba'ushi, 2018–2019, p. 242).

4) Knowledge of the methods of deriving rulings from the Shari'ah sources, through understanding the principles of Islamic jurisprudence (Usul al-Fiqh), which explain the link between rulings and their evidences and how rulings are derived correctly.

5) Mastery of the Arabic language, including grammar, morphology, and related fields, as understanding Shari'ah texts depends on true command of the Arabic language. As the Qur'an and Sunnah are in Arabic, many rulings are derived from linguistic evidence. Mistakes in language understanding could lead to errors in legal rulings. Al-Qutb Atfayish (may Allah have mercy on him) said:

"Whoever does not know the usages of conjunctions and prepositions [among other things], the patterns of verbs, and their roots is not eligible to issue fatwas but to seek them." (Al-Khalifin, 2016, p. 1/103).

6) One more condition added by Shaykh Jamil bin Khalfan al-Siyabi is that the mufti must be knowledgeable in the fundamentals of Islamic beliefs (Aqidah) to avoid falling into misguided creeds, for a mufti who adopts a heretical belief could incorrectly build his *ijtihad* upon a faulty foundation (Al-Siyabi, 2005, p. 455).

Shaykh Abu Yaqub Yusuf al-Warjalani summarized the required knowledge for a qualified mujtahid mufti and explained the distinction between the mujtahid eligible to issue fatwas and a student of jurisprudence. He said: "Know that the one permitted to exercise opinion and *ijtihad* in novel matters is the one who knows how to place evidences correctly according to reason, Shari'ah, and established conventions. He must know the fundamentals of religion and jurisprudence, be aware of the language and grammar necessary to understand the intricacies of Arabic language and have expertise in authenticating the chains of narration. In addition, he must know the types of meanings, including the general and specific, orders and prohibitions, the explained and the ambiguous, the explicit and the implicit, the abrogated, etc. In fact, concerning the Qur'an, we are relieved from memorizing it all because Allah has preserved it, and the Ummah has agreed on its text. If the mujtahid lacks any of these conditions, he is a transmitter, not a mujtahid, a learner of jurisprudence but not a jurist. Finally, he must be trustworthy and faithful to his religion." (Al-Warjalani, p. 257).

4 Section two: Conditions for the Mujtahid Mufti:

It was previously stated that one who is not qualified to issue fatwas through independent reasoning has been referred to by some scholars of the school as "the weak in knowledge." (Al-Kindi, 1985, p. 1/98. Al-Salmi, 2010, p. 2/432) (Ba'ushi, 2018–2019, p. 245) In other words, it refers to someone who memorizes jurisprudential issues within the school and transmits them but is weak in articulating their evidences and refining their analogical reasoning. He relies in his fatwas on transmitted opinions from the school's imam and the extrapolations of its mujtahids as found in their jurisprudential compilations. If he encounters an issue not directly addressed in the school, he seeks an analogous situation to base a ruling on, ensuring no significant difference between the cases before applying a derived ruling based on the school's principles (Al-Salmi, 1984, p. 1/23).

Issuing fatwas is permissible for this type of scholar, as he transmits what has been authenticated to him from the statements of mujtahids. Since

transmission can be performed by both the mujtahid and the non-mujtahid alike, similar to the narration of ḥadiths, it has historically been accepted that non-mujtahids have issued fatwas (Al-Sawsawah, 2003, p. 115).

Al-Salmi divided the weak mufti into two categories: the transmitter (naqil) and the analogical reasoner (mukharij)

4.1. The Transmitting Mufti:

This refers to the scholar who transmits fatwas and opinions of a jurist, provided that he possesses precision, trustworthiness, and integrity in transmission. He clarifies: "It is agreed among the scholars' community that the weak in knowledge can transmit opinions of scholars because this is a form of reporting. In addition, there is no disagreement about its validity when done with accuracy and precision (...) provided that he trusts the source from whom he reports as this is less serious than emitting a fatwa. Also, if it is permissible for him to follow a fatwa, then it is permissible for him transmit it as well to, as there is no difference between the two." (Al-Salmi, 2010, p. 2/432–433).

This category of muftis can also be described as scholars who meticulously memorize the opinions and the chain of transmission within their respective schools of thought, but they are typically ignorant of the evidences and underlying principles of these rulings. Thus, they are far from being capable of weighing and preferring between differing views (Miga, 1421–1422 AH, p. 648).

In the book *Manhaj al-Talibin*, it states: "One who is asked about matters of halal and haram, and who memorizes from the books written by Muslim scholars, should answer according to what he knows to be correct. If he is unaware of its authenticity, he should not emit answers whose reliability is unknown for him. And if he says: 'I found it in a tradition,' it is not permissible for them to take it seriously unless he says: 'It is from the traditions of Muslims.'" (Al-Shaqsi, 1993, p. 1/113).

The fundamental criterion in allowing such individuals to make fatwas is that they transmit faithfully, without adding their own conjectures, opinions, or deductions (Ba'ushi, 2018–2019, p. 246).

4.2. The Inference Mufti (Al-Mufti al-Mukharrij):

This is the scholar who issues fatwas based on the principles and methodologies of his Imam or mentor, either by developing rulings derived from their opinions or by favoring between their views. He must be precise with a deep understanding of his Imam's evidence and method of deduction and extrapolation. As Al-Salmi says: "The issuance of a fatwa by inference—within the school of a jurist— is only valid for one who is well-versed in the sources and knowledgeable about the evidences and their contexts. In fact, inference is not permissible except for someone qualified in analytical reasoning. If someone is among the people of reasoning and deduction, it is permissible for him to extrapolate rulings based on the scholar's school. This is the view of Imam Al-Kudami and the majority of scholars from the Orient and Maghreb." (Al-Salmi, 2010, p. 2/433).

The conditions set by the scholars for the inference mufti are the same as those required of a mujtahid, though to a lesser degree. They include most notably the following ones:

- 1) Expertise in Fiqh: He must have thorough knowledge of the established branches (*furu'*) of the school he adheres to, be familiar with the opinions of its scholars, and have comprehensive knowledge of the texts regarding various issues, whether absolute, restricted, specific, or general — as these are primary sources for issuing fatwas and drawing inferences, unlike the absolute mujtahid who is not bound by such conditions.
- 2) Ability to Infer and Deduce: He must be capable of deriving rulings by linking matters not explicitly mentioned by his Imam to the fundamental principles of the school.
- 3) Commitment to the School's Principles: He must adhere strictly to the principles and foundations of his Imam when inferring and deducing rulings (Al-Bahsin, 1414 AH, p. 335. bin Al-Shalli, 2010, p. 105).

5 Section Three: Secondary Conditions for the Mufti and Etiquette of Fatwa Making:

Below is a presentation of some secondary conditions that the mufti must observe before issuing a fatwa. These serve as further elaboration of the conditions mentioned previously, related to the scientific capabilities the

mufti must have as well as certain etiquettes and characteristics that a mufti should embody to ensure that his fatwa aligns more closely with correctness:

5.1. Complete Understanding of the Incident:

It is a prerequisite for the mufti to have an accurate understanding of the case presented to him. This requires inquiry into that case, understanding its details, the motivations and objectives intended by the actor, the outcomes resulting from it, and the circumstances surrounding it. This is necessary for issuing a correct ruling, because passing judgment on something is contingent upon a proper conceptualization of it (Rawan, Bouqlaqla, Vol. 15, No. 01, 2020, p. 80).

Accordingly, the mufti should consult experts in various fields— such as medical, economic, etc. — to accurately comprehend the issue at hand.

5.2. Awareness of People's Conditions and Customs:

The mufti must acquaint himself with people's current circumstances, customs, and the diversity and changes in their needs across different times and places, due to the impact this has on the fatwa. Custom holds authority in the field of *ijtihād* and fatwa issuance. A jurist and mufti need it to understand realities and apply rulings to actual cases and emerging issues. Moreover, the fatwa of a local scholar is preferred over that of others, owing to his familiarity with the society's customs. In this regard, Abu al-Abbas Ahmad al-Farastā'ī (d. 504 AH) said: "If two rulings by Ibaḍī scholars diverge on a certain question, consideration is given to the ruling closest to the locality in which the question emerged, taking into account what is adopted among its people, their judges and scholars." (Al-Farastai, 2001, p. 163).

5.3. Understanding the Circumstances of the Questioner:

The mufti must also learn about the questioner, including his psychological state, religious condition—whether devout or sinful—and financial situation, among other factors, due to the impact these on the fatwa. For example, the situation may call for making the matter easier for the questioner, such as for someone suffering from obsessive doubts, who should be informed in a way that alleviates hardship. Likewise, a repentant sinner should be told of the vastness of Allah's mercy and given rulings appropriate to his condition (Al-Ashqar, 1976, p.45).

The mufti should balance between easing and constraining matters based on the questioner's situation, avoiding excessive strictness or unwarranted leniency that would lead to a dilution of Shari'ah's rulings. The Ibaḍi scholars have recommended: "The scholar is not the one who imposes his own piety upon people, but the one who issues fatwas with the truth that accommodates them." (Al-Kindi, 1985, p. 1/78).

5.4. Knowledge of Lawful Concessions and Scholarly Differences:

The mufti must be knowledgeable about legitimate lawful concessions and aware of differing scholarly opinions to benefit people when necessary, provided that these views are well-grounded, not contradicting explicit texts (Ba'ushi, 2018–2019, p. 256) A poet reiterates: "Not every difference of opinion is value worthy; only that which holds a share of proper reasoning."

5.5. Understanding the Objectives of Shari'ah and the Jurisprudential Principles:

A mufti cannot overlook knowledge of the objectives 'maqasid' of Islamic law, its purposes, and its rationales. Through this, he gains the ability to relate detailed rulings to the broader universal principles and balance between the literal meanings of texts and their intended purpose (Rahmani, 2014, p. 153), in addition to relying on jurisprudential principles in fatwa issuance. Jurists not only need the sealed textual evidence from the Qur'an and Sunnah, knowledge of Shari'ah objectives related to people's conditions, comprehensive jurisprudential principles derived from deducing rulings but also he needs to learn the intents of the Shari'a, under which numerous specific rulings fall. Additionally, the mufti should be well-versed in the jurisprudence of consequences, the jurisprudence of balancing interests, the jurisprudence of contemporary reality, and similar fields, all of which, to varying degrees, impact his fatwa.

5.6. Applicability of the Ruling to the Incident:

It is a prerequisite for the Mufti to know whether the ruling applies to the specific incident or not, because the Shari'ah texts were revealed in general and absolute terms without specifying a ruling for every individual case. Each incident has its unique characteristics that differ from others.

5.7. Intelligence and Alertness:

The Mufti should be intelligent and alert in order not to be fooled by corrupt questioners. He must also be calm to be able to comprehend the issue properly and apply it to the Shari'ah evidence. Moreover, he should not issue fatwas while distracted or mentally preoccupied, as indicated by the Prophet Muhammad when he said: "A judge must not pronounce judgments in disputes when he is angry." (Al-Bukhari, 2014, p. No. 7158, 9/65) Intelligence also entails that the Mufti avoids giving fatwas in disputes and conflicts, as these require judicial processes where both parties are heard. Al-Salmi states: "Fatwas are appropriate where there is mutual agreement. However, in cases of denial and disputes, the matter must be referred to a judge, because judges rule based on hearing both parties, whereas a fatwa is given based on one side's statement. Therefore, no fatwa should be issued in disputes." (Al-Salmi, 2010, p. 3/167) Furthermore, the Mufti should have a good understanding of legal matters to protect himself from potential legal consequences arising from his fatwas, especially in conflict cases.

5.8. Impartiality in Issuing Fatwas:

This condition stems from the necessity of sincerity to Allah Almighty in issuing fatwas, meaning the Mufti must seek to please Allah by adhering to Shari'ah, fulfilling its objectives in safeguarding people's interests. He must hold onto this principle by issuing fatwas without taking people's desires into consideration when these desires contradict the will of Allah (Al-Sawsawah, 2003, p. 118).

5.9. Etiquette of Fatwa Making:

The Mufti must be sincere to Allah Almighty in his fatwas, dignified and composed, fully aware of the gravity of giving religious rulings, knowledgeable about people's circumstances, unattached to worldly possessions, personally pious, consistent in word and deed, distant from doubtful matters, deliberate in responding to ambiguous or complex questions, consultative with his fellow scholars, constantly seeking knowledge, trustworthy with people's secrets, and cautious not to speak on matters beyond his knowledge without due review and verification.

5.10. Note:

These subsidiary conditions often make fatwas personal, varying from one questioner to another, from one time period to another, and from one situation to another. Therefore, they cannot be generalized systematically, similar to how a medicine prescribed to a specific patient may not be suitable or might even harm another, depending on their condition.

6 Section Four: The Division of Fatwa (Tajzi' al-Futya):

Since ijtiḥād is a condition for issuing fatwas, and because the correct opinion among scholars is that ijtiḥād can be partial, it means a jurist can be a mujtahid in one area of jurisprudence but not in others. He may issue fatwas in the areas where he has achieved ijtiḥād but must refrain from that where he has not. For example, a jurist might master the evidences concerning marriage but not those concerning sales' transactions, or vice versa (Al-Salmi, 2010, p. 2/405). Many scholars specializing in inheritance laws can issue fatwas in their field but are unable to do so in others (Al-Ashqar, 1976, p.30) The essential requirement is that the Mufti must have a thorough comprehension of the different aspects of a certain question using all relevant evidences without opposing any established text or consensus (Badjou, 2005, p. 785).

Shaykh Ahmad bin Sa'id Al-Shamakhi said: "Whoever knows the method of analogical reasoning (qiyas) may issue a fatwa in matters where he knows the evidence, even if he is not thoroughly versed in the Qur'an and Ḥadith, such as knowing how to derive the prohibition of certain sales without needing expertise in the evidences concerning marriage or purification." (Al-Shamakhi, 1990, p. 512).

Shaykh Al-Salmi, may Allah have mercy on him, elaborated extensively on the division of ijtiḥād, favoring the view that it is permissible, citing numerous evidences. He said: "If we were to require complete ijtiḥād in every branch of knowledge such that the mujtahid could not be ignorant of any legal basis of any issue, it would necessitate that the mujtahid know every single juristic matter—which is impossible. Moreover, it has been reported that some Companions, such as Mu'adh and Ibn Umar, would refrain from giving judgments on certain issues, as well as the Followers and their Followers. This became a characteristic of the Islamic scholars. If partial ijtiḥād were not permissible, such refraining would not have been historically established." (Al-Salmi, 2010, p. 2/406).

Accepting the concept of partial *ijtihad* and *fatwa* aligns well with the realities of our time, where legal cases have become more numerous and complex, making it difficult for scholars to master every branch of jurisprudence according to classical standards. Consequently, specialization in certain fields such as financial transactions or inheritance law is feasible. This should encourage collective *ijtihad*, where the efforts of multiple scholars combine to produce rulings after comprehensive examination from every necessary angle, resulting in more accurate and less error-prone outcomes than individual *ijtihad*. This observes the principle of consultation (*shura*) and ensures the continuity of scholarly innovation and jurisprudence (Al-Sawsawah, 2003, p. 68. Babohoun, 2006 p. 52).

7. Conclusion

At the end of this presentation, the following results can be deduced:

1) *Fatwa* is a significant religious responsibility; therefore, only those possessing the necessary scholarly and ethical qualifications should engage in it. A *mufti* must exercise caution and should not dare issuing *fatwas* unless properly qualified.

2) *Muftis* are divided into two categories: independent, who meets the conditions of *ijtihad*, and dependent, who has not attained the level of *ijtihad*, also referred to as a ‘*muqallid mufti*’ (imitative *mufti*) or ‘one of the weak in knowledge.’

3) The conditions related to the *mufti*'s character include being renowned for knowledge and piety among the people of his time, being among the trustworthy believers, as well as being one of the Muslims who encourage good and forbid evil.

4) A *mufti* must have knowledge of the Book of Allah and the Sunnah of His Prophet , understand their rulings, be aware of issues on which the *ummah* (Muslim community) has reached consensus, possess a strong grasp of the principles of jurisprudence ‘*usul al-fiqh*’, and be proficient in Arabic grammar, morphology, and related disciplines.

5) The dependent *mufti*, also known as ‘the weak in knowledge’ is divided into two types:

A- The transmitter of *fatwas*: who must be precise, trustworthy, and honest in transmission.

B- The deductive mufti: who must be meticulous, well-versed in the evidences used by his Imam in addition to his methods of deduction and derivation.

6) Scholars have permitted someone who is frequently asked questions by people, even if he is not qualified for *ijtihad*, or deduction to answer based on what he confidently knows to be correct, provided he is familiar with the authoritative books of jurists in his school of thought.

7) Before making a fatwa, a mufti must fulfill several conditions, including a complete understanding of the case at hand, awareness of people's realities and customs, knowledge of the questioner's circumstances, comprehension of the objectives of Islamic law 'maqasid al-Shari'ah', the ability to determine the applicability of rulings to the case, and sharpness and alertness.

8) The correct scholarly opinion is that *ijtihad* can be partial, meaning a jurist may be a *mujtahid* in one area of jurisprudence but not in others. As a result, he may issue fatwas in the areas where he has reached the level of *ijtihad* and refrain from doing so in others.

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French Psychological Warfare and Its Repercussions on Popular Resistance in Southern Algeria During the 19th Century

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Received: 30-05-2025

Accepted: 11-10-2025

Published: 01-12-2025

Abstract:

The pens that documented the trajectory of popular resistance in Algeria through their observation and contemporaneous witnessing of events were French pens. By virtue of this contemporaneity, they became the primary source that no researcher of resistance history can do without it. However, what is notably observed about these writings is their focus on the military and political aspects, the blatant distortion of facts, and the premeditated disregard for the media and psychological warfare against all things Algerian. Hence, we see that the Algerian researcher must reconsider these psychological aspects, as they contributed profoundly to the colonial war. In this scholarly paper, I have chosen to address this type of warfare that focused on psychological influence on Algerians in their resistance, while examining the most important methods employed and their principal theorists, leading to an illustration of manifestations of this warfare. In conclusion, we arrive at a set of findings that we hope constitute a successful attempt to study this type of warfare against resistance in southern Algeria.

Keywords: Psychological warfare, Popular resistance, Colonial policy, Southern Algeria, 19th Century.

1. Introduction

Since French colonialism took root in Algeria, it combined military warfare with psychological tactics to weaken the Algerian people. This approach arose from the understanding that a significant part of the nation's strength comes from its spiritual and psychological sides, which military force, massacres, and genocide could not destroy. In fact, these actions only increased the determination and resilience of the Algerians. Each time France silenced one resistance fighter, new ones would rise, guiding the Algerian resisters who opposed the French presence. The French colonial psychological warfare targeted the basic pillars of Algerian society. It aimed to dominate the Algerians and snuff out their spirit of resistance, allowing for the control of both the land and its people. This effort included attempts to erase Algerian national identity and disrupt the sense of belonging. The goal was to create a generation of Algerians who felt alienated and lost, easily influenced by the metropole while disregarding their own identity. French intellectuals tried to keep up with the Algerian resistance through their theories that framed this psychological warfare. Their writings detailed various harmful and destructive techniques aimed at the psyche of the Algerian people. They aimed to defeat the resistance without physical confrontation, as past battles had shown that the French suffered significant losses despite their military and technological edge. They believed this was due to the spiritual strength that set the Algerians apart. So, what were the signs of French psychological warfare against popular resistance in southern Algeria, and what were its effects?

2. The Concept of Psychological Warfare:

Psychological warfare is a type of unconventional combat that focuses on influencing minds rather than bodies. Its main goal is to undermine the confidence of people resisting authority in their abilities and national values. It also aims to diminish their morale through the spread of hostile ideas and distorted self-image. Propaganda serves as a media tool used by those in power to deliver targeted messages that achieve political or social goals.

The understanding of this type of warfare varies throughout history, but it is generally acknowledged as non-military and unarmed. Its purpose is to negatively impact the morale of the opponent. It mainly involves conveying negative ideas and harmful information that weaken the adversary's willingness to fight. Colonial powers often used this method in their colonies, with effects that could exceed those of military conflicts in terms of immediate and long-term consequences (Mohammadi, 2021, p. 53).

Psychological warfare is seen as a less expensive alternative to using armed forces. It is applied both during war and in peacetime to enhance effectiveness in military confrontations. The result of war is simply defeat or victory, both of which are psychological states. The winner feels superior and successful, while the loser experiences despair, submission, humiliation, and a loss of confidence (**Muqaddam, 1997, p. 141**).

Thus, it is clear that psychological warfare plays a key role in boosting the morale of both populations and armies while simultaneously eroding the enemy's morale and convincing them of their defeat. If the enemy accepts their defeat and the futility of resistance, then the war's goals are met and victory is achieved (**Harizi, 2015, p. 29**). The psychological aspect, whether affecting soldiers or civilians, serves as the foundation of a nation's strength (**Al-Khajjah, 2013, p. 11**). This form of warfare is often more dangerous than traditional military action. A bullet loses its effect once it is fired, regardless of its target. In contrast, ideas persist; they renew themselves and spread even after battles are over, often disguised as religion, education, journalism, publications, rumors, and even humor (**Muqaddam, 1997, p. 146**).

3. The Means of French Propaganda and Psychological Warfare Against Algerian Resistance in the South:

French psychological warfare and propaganda played a vital role in the colonial strategy against Algerian resistance in the South. Their aim was to dominate the population and weaken the morale of the resisters and their supporters among various tribes. This propaganda used several forms and methods, especially given the lack of a common language between the occupiers and the Algerian people. Some approaches were soft and subtle, while others were direct and aggressive. The key strategies France employed in southern Algeria included:

3.1. Arabic-Language Newspapers:

Arabic-language newspapers were an important tool for psychological propaganda used by France. The newspaper *Al-Mubashshir* (The Herald) was launched in 1847 by a royal decree from Louis-Philippe, implemented by General Dumas, with its first issue released on September 15, 1847. It was later managed by Baron Deslions, then Arnaud, followed by Labordère, and finally Jean Mérant (**Bouzi, n.d., p. 19**). Though it officially published in French, it was translated into Arabic to reach and influence the native population (**Lounissi, 2013, p. 46**). It mostly used colloquial dialect to communicate effectively and to gain the affection of the audience through their own language, often relying on misleading slogans like "The sunrise dispels darkness, and reading the news dispels illusions" (**Saadallah, 1998,**

p. 225). Its main goal was to divert Algerians from the resistance cause and instill fear and admiration for France. The newspaper worked to distort the actions of the resistance and its members, presenting them as bandits or "outlaws," focusing on exaggerated incidents to justify repression (**Lounissi, 2013, p. 48**).

This newspaper was printed by the government until 1864. It was sold in markets by agents of the Arab Bureaus, and subscription was made mandatory for Algerian government employees, including judges, qa'ids (tribal leaders), and imams. This requirement was extended to the general Algerian population, who often refused to buy it, even when it was forced upon them. The number of printed copies remained below 1,000, with about 300 copies sent to each province (Algiers, Constantine, Oran). In the 1850s, the number increased to 1,500 copies. Under Pélissier in 1861, it became available for anyone who wanted to buy it (**Saadallah, 1998, pp. 225-226**).

The colonial authorities were not satisfied with Al-Mubashshir, as it had effectively contributed to psychological warfare against the Algerian resistance. They launched additional newspapers such as Al-Muntakhab (The Selected) in 1877 in Constantine. This publication targeted Arab culture and language while promoting the integration of Algerians into French culture (**Saadallah, 1998, p. 232**).

3.2. Use of Religious Figures:

France sought to use certain zawiyas (religious lodges) or sheikhs loyal to colonialism to promote "legitimate" messages urging obedience to French authorities while banning "fitna" (sedition) and "disobedience to the ruler." This effort aimed to weaken the revolutionary spirit. Numerous examples exist, with one of the most famous being the fatwa issued by the qadi (judge) of El Bayadh, Muhammad bin Atallah, at the start of the Bouamama revolt (1881-1883) at the request of French authorities (**Hashilafi, 2013, p. 120**). The military commander of El Bayadh asked the judge to issue a fatwa that misrepresented the resisters as outlaws and denied them the title of mujahidin (freedom fighters). The poet Muhammad Belkhir replied to him with verses:

**He who loves Paradise opposes the unbelievers,
And he who loves comfort loves sedition.
Say to Atallah: What drove you, O sorrowful one?
Do not gloat over those whose life is resistance.
The world played with you; its days are fleeting.
Are you better, or the dogs of Rahman?**

This poem spread widely enough that the judge grew fearful and regretted his actions. He left for the Mashriq (Arab East) and died in Mecca (**Belsayeh, 2007, p. 35**).

3.3. The Arab Bureaus:

The Arab Bureaus were an extension of the position of Agha al-Arab (Agha of the Arabs), created by colonial authorities to govern and control the local population. They employed individuals skilled in Arabic who understood the customs and traditions of Algerians and were familiar with their religious beliefs. Officer Lamoricière was the first to take on this role. This organization excelled in propaganda, sharing information, and communicating with tribes to better understand them for control purposes (**Habbash, 2013/2014, pp. 51-52**). Besides gathering intelligence, it recruited local leaders and placed them in significant roles under the supervision of the Arab Bureaus to challenge resistance leaders. This put the local leaders under the authority of French officers and presented them as examples of political and administrative integrity. The goal was to gradually win the trust of the native population by showing that French commanders, who held more power than local leaders, offered refuge from the injustice and tyranny of those leaders (**Ringel, 1903, pp. 29-30**). Agents were also recruited to fulfill social or religious roles (faqih - religious scholar, student, judge) to gain trust and further infiltrate the social fabric, making this tactic even more dangerous.

3.4. Direct Psychological Warfare:

France practiced terrorism and collective punishment such as burning oases, poisoning wells, deporting families, and destroying property with the aim of breaking the will of the mujahidin and intimidating them from continuing, as well as terrorizing the popular base that supported the resistance. Hardly any region was spared from these practices, as occurred during General Cavaignac's campaign, where soldiers would set fire to forests and brush, for no reason other than to satisfy their instinct for destruction, enjoying the sight of burning trees as if they were fireworks (**Jacquot, 2013, pp. 32-34**). Cavaignac adopted in his campaign a military strategy based on plunder, pillage, burning, and destruction in the ksour (fortified villages) of Touat, Asla, Moghrar Tahtani and Foukani, and Ain Sefra (**Habbash, 2013/2014, p. 37**). His soldiers went to extremes in terrorizing the inhabitants of the oases, as happened with the residents of Moghrar ksar, where their oases and orchards were destroyed by cutting down palm trees and various fruit trees, burning homes and grain silos, and even mosques were not spared from

destruction. This was accompanied by regret at not knowing which male palm trees pollinated the oasis in order to cut and burn them, so that the most heinous revenge would be achieved by condemning the oasis to sterility (Jacquot, 2013, pp. 175-180).

4. Manifestations of French Psychological Warfare Against Resistance in Southern Algeria:

It is perhaps needless to say that we reiterate writing about French colonial methods based on all forms of brutality against Algerians, which combined criminal violence founded on committing various acts of genocide and persecution against anyone who dared to defend his land, himself, and his religion, as well as the malice with which legions and armies labored to dismantle the bonds of the Algerian people. Historians of the colonial program were keen to interlink two ideas: casting doubt on social cohesion (the unified society), and denying civilizational agency. The Algerian society, in their view, was a society lost civilization ally, with no identity uniting it and having no civilizational existence whatsoever on this land before the arrival of the French (Malki, 1993, p. 110).

France focused its psychological propaganda warfare against Algerian resistance on three pillars controlling the formation of Algerian society. Foremost among these was the religious aspect, through casting doubt on the role of Islam in forging the components of society and working to distort it. The second foundation was political unity, through planting the idea of political sterility and the incapacity of these tribal groups to build entities and states, and attempts to sow sedition and division between tribes and regions. As for the third foundation, it was casting doubt on the ethnic unity of cities and regions (Malki, 1993, pp. 114-115).

4.1. Psychological Warfare Through the Islamic Component:

France attempted to use the Islamic religion as a psychological tool to influence Algerians. Through the French propaganda machine, which worked to present itself as "liberators" of the Algerian people from "backwardness," while simultaneously seeking to divide Algerian society by co-opting some leaders of Sufi orders and enticing them with privileges in exchange for their support of colonialism. This resulted from the French colonizer's recognition of Islam's position in the colonial conflict between the occupier and Algerian resisters, considering it the greatest obstacle before them (Saadallah, 1998, p. 130), and its role in confronting the Christianization mission it brought with it. Islam was the primary crucible that had forged the tribes of this land since the Islamic conquest, and it was the fuel that ignited resistance. Therefore, the necessity emerged to

undermine it in order to create a rift within society that would lead to questioning belonging and civilizational and national unity. In this regard, several examples stand out (Malki, 1993, p. 117).

4.1.1. Spreading Superstitions and Promoting Falsehoods Among Resisters:

The city of Laghouat is considered one of the most formidable fortresses that confronted the French colonizer due to its civilizational and social weight, and as the gateway of the South toward the Sahara, which France could not subjugate without controlling this important center. Among the manifestations of psychological warfare employed by the French enemy was the exploitation of one of the city's religious figures and the promotion of a superstition claiming that the righteous saint Sidi El-Hadj Issa, who around 1700 attempted to unite its inhabitants and foster brotherhood among them, was refused submission and obedience; rather, he was subjected to harm and mistreatment from them, which made them subject to his curse. He threatened them with a curse and the coming of the French (a century and a half before the French occupation of the city). This superstition was circulated after the arrival of General Marey-Monge, who reconnoitered the city and entered it in 1844 without any notable resistance, benefiting from this malicious propaganda. He appointed Ahmed Ben Salem as *khalifa* (governor) over it in the name of France (Rinn, 2001, pp. 426, 428). However, the city's inhabitants quickly declared their support and *bay'a* (pledge of allegiance) to the Sharif of Ouargla, Muhammad bin Abdullah, and joined his resistance. Such claims aimed at shaking their faith did not affect them, which prompted General Pélissier to storm the city on December 4, 1852 (*Am al-Khaliya* - Year of the Cell), committing the first massacre in history using poisonous gases after destroying it with artillery (Delacour, 2020, p. 13).

The Laghouat massacre itself constituted psychological warfare against anyone who dared to stand in France's face, which caused many regions after this heinous massacre to retreat into submission and surrender, or to avoid direct confrontation with French armies. This was perhaps an extension of the scorched-earth policy pursued by General Bugeaud in his expansions in northern Algeria.

4.1.2. Fighting Sufi Orders and Distorting Their Role:

In order to eliminate Algerian resistance in the South, which was led by leaders of Sufi orders, the French followed multiple methods to distort them and tear apart their unity, pursuing a policy of intimidation and enticement. They also accused them of religious and ethnic fanaticism. To contain the danger of these orders, French policy undertook numerous studies by experts and officers of the Arab Bureaus and Native Affairs, such as Louis Rinn and Marcel Emerit, who stated: "Despite the religious role of Sufi orders, they functioned as political parties based on an obscure system; they were like

secret organizations that stoked hostility and mobilized people." This was confirmed by Charles Richard, who traced the causes of popular uprisings and highlighted the important role that Sufi orders played in igniting them (**Charouik, 2019/2020, p. 159**). Consequently, the French became firmly convinced of the leadership role of these orders, and all agreed on the necessity of co-opting these orders and directing them to serve France (**Charouik, 2019/2020, p. 141**).

Among the examples of psychological warfare against Sufi orders is what appears in the book "Les Khouan: On the Foundation of Islamic Religious Orders in Algeria" by its author Charles Brosselard (1816-1889), commander of the Arab Bureau in Tlemcen, who mingled with its people and knew their social life, exploiting his mastery of the Arabic language, which he used to examine manuscripts in zawiyas, mosques, and homes. The author presents a portrayal of Sufi rituals (such as dervishes) as "barbaric" practices, particularly regarding collective dhikr (remembrance), which he depicts as hysterical screaming with a focus on violent bodily movements and exaggerated chants. He also portrays awrad and adhkhar (litanies and invocations) as superstitious rituals that affect the psyche and mind (**Charles, 1859, pp. 8, 13**), while ignoring the role of these rituals and acts of worship in preserving Arab-Islamic identity against attempts at Francization and Christianization. This reflects the author's Orientalist vision, which views Islamic rituals as strange phenomena, while he amplifies the "threat" that these groups pose in order to advance a colonial agenda (**Rinn, 2001, p. 303**).

Brosselard continues with fallacies by drawing comparisons between Sufism on one hand and Christianity and Freemasonry on the other, exaggerating warnings against reducing these groups to an "Islamic Freemasonry"! He asserts that their goal transcends social reform to religious jihad, thereby revealing a contradiction between the humanitarian appearance and the military objective represented in resisting French colonialism (**Charles, 1859, pp. 17, 18**). These orders represented a cultural and religious shield against Westernization policies, and they also participated in armed resistance (such as the Qadiriyya and Tijaniyya orders).

The French colonizer did not content itself with military force in confronting the resistance framed by Sufi orders, but rather sought to scatter their ranks and tear apart their unity by co-opting the weak-willed and buying loyalties, and controlling leaders and commanders.

Colonial propaganda also disseminated and promoted the idea of the inevitability of colonialism and that it was God's decree, that France's presence on Algerian soil was God's will, and that God alone was capable of expelling France. The colonial administration attempted to attach this idea to Sufi orders in order to distort them, distance people from them, and influence the weak-willed (**Chahbi, 2007, p. 93**).

4.1.3 .Proselytization:

French psychological warfare extended to the faith of Algerians, through distorting its image and attempting to divert them from their religion and *milla* (religious community) by spreading Christianity among their ranks and integrating them into French civilization (**Abu Imran, 1983, p. 247**). Islam represented one of the fundamental pillars that protected the Algerian personality from psychological disintegration (**Muqaddam, 1997, p. 152**). Christian missionary delegations raced ahead of French military columns penetrating southward in order to spread Christianity and win over the population to facilitate the mission of French armies in seizing the vast Saharan regions (**Saadallah, 1998, p. 130**), and to achieve Cardinal Lavigerie's dream of spreading Catholicism in Africa via the Sahara, through establishing the White Fathers (*Pères Blancs*) who were active in famine-stricken areas, sheltering orphans. The pioneering activity of this society was in Laghouat, with the dispatch of three White Sisters there in December 1870. Despite their failure due to difficulties adapting to natural conditions, another mission of Jesuit Fathers proficient in Arabic was sent, followed by the installation of Father Charmetant on October 17, 1872, as head of the Laghouat center, which would become a main launching point for missionary expeditions toward Black Africa. He succeeded in establishing strong relations with Saharan tribes such as the Sha'amba, which allowed him to penetrate society and attempt to influence and co-opt leaders to serve France, as happened with Si El-Ala, leader of Awlad Sidi al-Shaykh, to whom he offered to mediate with the Governor-General if he accompanied him to the city of Algiers. However, he declined and sent his nephew Si al-Din with him instead (**Lekehal, 2018, pp. 160-165**).

Another center was also established in Ouargla in 1873, staffed by four priests who ran an orphanage and a school attended by students and even adults. It had a clinic and workshops for weaving, embroidery, carpentry... and was developed over time until it held weekly cinema seminars for entertainment, guidance, and education that disseminated all kinds of poisons into the minds of the region's children. They utilized means of enticement such as artesian wells that supplied the region with potable water and palm groves, where they received all types of support and protection from the French government as they opened the way for it and provided it with necessary information about caravans, uprisings, visitors, and other movements in the region. All of this was under the banner of calling to Christianity, bringing the population out of backwardness, and connecting them to French culture (**Saadallah, 1998, pp. 130-131**).

4. 2. Distorting the Image of Algerian Resistance:

French authorities sought to portray Algerian resistance as barbaric rebellion or random movements lacking any political or legal foundation. This was accomplished through historical books and literary works published by

colonial institutions to justify their invasion of Algeria as a civilizing mission (**Rinn, 2001, p. 262**).

Among the examples of this is what Louis Rinn reported in describing the resistance fighter Sharif Bouchoucha. This national figure, unfortunately, was distorted by French historians in every way. Louis Rinn deliberately ignored mentioning most of his life; he concealed his origins, his youth, and the influences and talents that shaped this hero's character. Then Bouchoucha and his uprising did not escape the blatant and malicious distortion inflicted upon them by the French narrative. In their view, he was merely a vagrant rebel against their authority, a thief and highway robber and an instigator of the Saharan people against them, a fake sharif, a rough adventurer, and his movement was nothing but criminal acts carried out by the Madaganat gang, which was formed in 1868 in Tidikelt and took theft, crime, pillage, plunder, and bloodshed (murder) as its work in the Sahara (**Al-Mailaq, 2018, pp. 125, 126**).

After this, we find "Louis Rinn" opening his book by insisting on pinning the charge of theft against Sharif Bouchoucha and making him one of the criminals who escaped from prison in his early life. "Louis Rinn" tells us that on December 22, 1862, he was brought before the disciplinary court in Mascara, which sentenced him to prison for theft. After his release from Bou Khenifis prison in 1863, he headed to Figuig and from there to Touat, where he began gathering supporters and preparing them for resistance. All this blatant distortion by "Louis Rinn" is to mislead any reader of his work into believing that Sharif Bouchoucha's resistance does not go beyond vagrancy and theft? This enables him to easily remove this hero's resistance from the womb of popular resistance movements, forgetting that it has the same characteristics and dimensions as other popular resistance movements that operated within two clear dimensions: the religious dimension and the patriotic dimension. After this accusation built on no evidence, the French narrative takes us even further in its description of the popular base with which and alongside which Sharif Bouchoucha fought the French: that they are nothing but malcontents, resentful criminals, and even describing them as Khawarij (rebels/heretics) (**Rinn, 2001, p. 139**).

Louis Rinn also raised, while composing the introduction to his aforementioned book as we have seen, his denial of the matter of sharif status to Sharif Bouchoucha, where he emphasized the end of the "alleged sharif" after his arrest in 1874. The phrase "end of the alleged sharif" suggests that "Louis Rinn" aspires to something dangerous, which is to cast doubt even on Bouchoucha's truthfulness and integrity, since "alleged,"

"claims," "allegedly," and similar terms signify meanings of falsehood and the absence of truthfulness and integrity. Then we find him addressing a third point more distorted than its predecessors: that his movement was nothing but retaliation and revenge against those who imprisoned him only, that it was not directed toward the French in Algeria, but rather, according to "Louis Rinn," it was a settling of personal scores having no relation to popular resistance movements in the South. The late sheikh of historians, "Abu al-Qasim Saadallah," provided us with a description of the state of the South when it rivaled the North in recording its presence in defending national sovereignty, where it was boiling with revolution like the heat of its sun (Saadallah, 1998, p. 129).

This unjust claim never departed from the French description of any resister or opponent of their military, social, economic, and cultural policies. This claim extended to all leaders of popular resistance in southern Algeria; in their view, they were merely thieves, highway robbers, and murderers who emerged for pillage and plunder.

4.3. Psychological Warfare Through Planting Tribal Mentality:

The tribe was the fundamental unit of Algerian society, characterized by a solid social structure before and after the occupation. This system helped unify people to defend their land and honor, as shown by Awlad Sidi al-Shaykh. As a result, colonialism aimed to break this social unity using all possible methods.

French colonialism condemned Algerian society to chaos, arguing that its foundations were tribal, encouraging discord and division while using violence, theft, and plunder to justify its invasion and lure some vulnerable and misguided individuals to its side (Malki, 1993, p. 18). It claimed that this tribal structure was far from statehood and opposed its concept (Al-Hawari, 1983, p. 49). Algerians in the High Plateaus and the Sahara led a nomadic lifestyle in areas called 'arch lands,' moving two or three times a year for grazing. France worked to break this social unity by:

a) Supporting Loyalist Leaders and Tribes: General Bugeaud, the creator of the Arab Bureaus, chose to "rule Arabs through Arabs," relying on leaders and influential families. These leaders believed that their loyalty to France would secure their permanent position within the French administration, but they were sidelined once popular uprisings ceased. In southern Algeria, the French administration relied on various families and leaders (Bahouss, 2021, p. 94).

Among the tribes targeted by French colonialism's psychological warfare were the Awlad Sidi al-Shaykh, whose reach extended from southern Tripoli

to southern Morocco. Despite their significant influence, which allowed them to engage on equal terms with the Sultan of Fez, they were dangerously split into two groups: Awlad Sidi al-Shaykh al-Gharaba in Figuig and Awlad Sidi al-Shaykh al-Sharaga, whose center was in El Abiodh Sidi Shaykh **(Albert, 1901, p. 06).**

The French colonial administration began to divide these two branches of the Awlad Sidi al-Shaykh tribe early on. This effort was evident in the Treaty of Lalla Maghnia (1845), which aimed to define the northern borders between the French and Moroccan states. The treaty regarded Awlad Sidi al-Shaykh al-Gharaba as part of the Moroccan Eyalet in terms of land and population, creating a deep rift within the tribe **(Al-Boushikhi, 2013, p. 110).**

As soon as French forces entered the Southwest, Awlad Sidi al-Shaykh rose up, driven by their tribal and religious passion. However, the colonial propaganda machine exploited traditional conflicts to disrupt unification attempts. It also manipulated both factions during its expansion in the Southwest and in eliminating the Awlad Hamza (Sharaga) resistance in 1845 after General G ery's campaign in April 1845 against El Abiodh Sidi Shaykh, which Awlad Sidi al-Shaykh confronted. Communication started between the French and Awlad Sidi al-Shaykh leaders, with the first contact between French authorities and Si Hamza ben Boubekeur on August 18, 1850. They tried to entice him with the position of khalifa, taking advantage of Moroccan Sultan Moulay Abderrahman ben Hicham's appointment of Sheikh ben Tayeb as khalifa over Awlad Sidi al-Shaykh al-Gharaba in 1849. However, Hamza ben Boubekeur postponed discussions, wanting to consult with the leader of the Gharaba and allied tribes, which the French saw as a threat due to their fear of unified forces. Most tribes supporting him declined, choosing instead to resist the occupation. France detained him through General P elissier and used him in French campaigns against the Arbaa, Awlad Na il, and Hamiyan, tempting him into fighting Muhammad bin Abdullah in the Ouargla desert as a rival, which aimed to involve him in their schemes and make him a tool for their agenda. He ultimately died from poisoning in Algiers, with all his possessions confiscated and his position stripped on August 21, 1861. His son Boubekeur ben Hamza faced a similar outcome despite expressing loyalty to France, leading Slimane ben Hamza to declare jihad at the Battle of Aouinet Boubekeur. He was martyred on April 8, 1864, sparking one of the largest popular uprisings against the French after more than 30 years of manipulation of Awlad Sidi al-Shaykh leaders **(Al-Boushikhi, 2013, pp. 201-205).**

b) Recruiting Tribe Members Against Each Other: The French fueled discord among tribes by reviving old grudges and current feuds. From the moment they arrived in Algeria, the French propaganda machine exploited divisions and rivalries over leadership. The pretext for French authorities to win over the leader of Awlad Sidi al-Shaykh al-Sharaga, Hamza ben Boubekeur, was the Moroccan Sultan Moulay Abderrahman ben Hicham's appointment of his rival, Sheikh ben Tayeb, as khalifa over Awlad Sidi al-Shaykh al-Gharaba (**Al-Boushikhi, 2013, p. 203**).

French psychological operations aimed to weaken the resistance front after the intensification of the Awlad Sidi al-Shaykh uprising in 1864. They brought Slimane ould Kaddour from the Gharaba branch closer and appointed him agha over El Bayadh and Hamiyan—areas influenced by the Sharaga branch—in 1868. They tasked him with combating the revolutionaries from his own family. His power increased after Si M'hamed ben Tayeb took charge of Awlad Sidi al-Shaykh al-Gharaba, remaining loyal to France. The French mobilized everyone to confront Kaddour ould Hamza, the leader of Awlad Sidi al-Shaykh al-Sharaga, in the Battle of El-Magoura on April 17, 1871. He faced a harsh defeat, losing his best fighters. His position weakened, especially after his brother Zubair decided to contact French authorities to arrange a surrender, as Trumelet noted (**Trumelet, 1879, p. 445**). The conflict with Si M'hamed ould Sheikh ben Tayeb continued, leading to a bloody battle between the two factions on August 3, 1871, at Oglet-es-Sedra, near Beni Mathar in Moroccan territory. Si M'hamed lost both his brothers, El-Hadj El-Arbi and Slimane. Later, Si Boubekeur escaped to Morocco, where the Moroccan Sultan pursued him (**Bouaziz, 1979, pp. 40-42**).

Despite Slimane ould Kaddour's failure to quash the uprising led by Kaddour ould Hamza and his loss of much influence, he continued to serve France. However, France ultimately abandoned him, even accusing him of threatening its interests by attacking peaceful tribes and engaging in extortion. They relocated him and his followers from Hamiyan to the plain of El-Mlamtha (near the salt lake of Oran), as Trumelet mentioned (**Trumelet, 1879, pp. 449-454**).

This demonstrates how French authorities used propaganda and enticement to set Algerians against each other, even if they were cousins or brothers, significantly undermining and dismantling resistance movements.

5. Conclusion:

By analyzing this article, we can draw conclusions about the psychological warfare executed by colonial France against the Algerian people, particularly in the South, and how these tactics were effective alongside military force in breaking down Algerian society and weakening its resistance.

1. Psychological Warfare as a Strategic Tool: It's clear that psychological warfare was not just a fleeting tactic but a key part of the French colonial strategy. France targeted the spiritual and psychological aspects of the Algerian people to undermine their self-confidence and erode the religious and social values that formed the basis of unity and resistance.

2. France used various methods in its psychological warfare, especially Arabic-language newspapers like "Al-Mubashshir," which employed colloquial language and misleading slogans to distort the image of the resisters and elevate France's reputation. France also enlisted religious figures to issue fatwas endorsing obedience to the occupier and condemning resistance, including the fatwa from the judge of El Bayadh against the Bouamama uprising. It relied on the Arab Bureaus network, employing agents skilled in language, religion, and local customs to penetrate the social fabric and shape public opinion. The colonial authorities also utilized direct intimidation tactics, such as burning and destroying oases and properties, and terrorizing civilians, as seen in Cavaignac's campaign, to instill fear in the population and deter them from supporting the resistance.

3. Targeting the Islamic Component: The Islamic faith was one of the primary targets of French psychological warfare. France attempted to distort Islam's role in building Algerian society, using methods such as promoting superstitions, enticing some Sufi order leaders, encouraging Christianization, and distorting religious rituals, all aimed at weakening Islam's spiritual influence as a driver of resistance.

4. Sowing Discord Among Tribes: France employed a divide-and-conquer approach by fostering tribal disputes and sowing division within Algerian society, exemplified by their efforts with the Awlad Sidi al-Shaykh tribe to deepen the rift between the Gharaba and Sharaga, which weakened their unity and made them more susceptible to colonial control.

5. Distorting the Image of Resistance: French authorities sought to portray Algerian resistance as "barbaric rebellion" or "random movements" through historical writings and literary works aimed at justifying the invasion as a "civilizing mission." For instance, they distorted figures like Sharif

Bouchoucha, branding him a thief and criminal to diminish his popularity and influence.

6. Long-Term Consequences: The impacts of psychological warfare did not end with the occupation; they left marks on the national and social identity of Algerians. France aimed to create a generation with alienated identities, easily manipulated toward its policies and interests.

In summary, French psychological warfare against national resistance in southern Algeria involved more than military campaigns. It formed a comprehensive system of cultural, media, social, and religious policies designed to crush the spirit of resistance within society. Still, the failure of this strategy is evident in the ongoing resistance for many decades, lasting until the early twentieth century.

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Gender Disparities in Citation Rates on ResearchGate among Algerian Researchers

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Received: 26-08-2025 Accepted: 19-09-2025 Published: 01-12-2025

Abstract:

Gender equality has gained increased attention and realised significant progress. However, women researchers still confront specific hurdles impacting their academic visibility and recognition in higher education. Therefore, this study's objective is to compare Algerian women researchers' citation rates on ResearchGate to those of their male counterparts. This research deploys random sampling in selecting Algerian researchers' profiles, both female and male, from ResearchGate. Analysing citation data from these profiles contributes to identifying the disparities and discrepancies in citation rates and academic recognition. The findings improve knowledge of the gender gap in academic citations and emphasise the need for gender equality policies and practices in higher education.

Keywords: Citations, female and male, recognition, research, ResearchGate, visibility

1. Introduction

Researchers' visibility, career advancement, and impact in academia can be assessed through citations as an academic metric. Over the years, gender disparities in citation practices have been evidenced by growing interest in gender research. There are studies positing that male researchers' citation rates are higher than those of their female counterparts. Such differences are attributed to social and institutional factors determined by researchers' self-citation and collegial citation practices, disciplinary biases, and collaborations.

Scholarly enquiry has long investigated gender disparities in citation rates across traditional journals. Several studies found the difference in citations in favour of males even when they controlled the variables

of journal impact, discipline, publication volume, etc. Larivière et al. (2013) investigated over five million papers authored by male and female researchers, concluding that females receive less citations in almost all disciplines. In the same vein, Wu (2024) inquired into gender disparities in STEM fields, and he confirmed males outperforming females in citations because of their extended collaboration networks and publication in high-impact journals. Moreover, the social sciences have been investigated by Goyanes, Tóth, et al. (2024), who also mapped the citation patterns excluding females from influential scholarly communities. These example studies highlight the citation gap persistent between both genders due to structural inequalities.

However, digital academic platforms, like Google Scholar and ResearchGate, have increasingly developed, allowing researchers to share their publications and engage in scholarly debate with colleagues across the globe. These platforms also rely on algorithmic patterns that determine researchers' visibility depending on citations, h-index, i10-index, research interest scores, etc. These dynamics across genders remain under-researched on ResearchGate although it has the potential to blend scholarly dissemination and social features. Indeed, Singh and Lathabai (2022) found that visibility indicators on ResearchGate do not always correlate with traditional citation impacts after investigating the matter from an etic (analysing Researchgate metrics) and emic perspective (interviewing researchers). Wu's (2023) study demonstrated the disproportionate favourism of prominent researchers through algorithmic sorting and engagement metrics.

Notwithstanding research on citations on ResearchGate, the gender-specific gap on the same digital platform remains largely under examined, especially in a regional context like Algeria. Digital academic engagement is unevenly distributed in Algeria, which is the central focus of the present study. Particularly, this research addresses the gap in citation rates among Algerian male and female researchers on ResearchGate.

This research grapples to answer the following questions:

- Are there significant differences exhibited in citation rates of female and male research publications on ResearchGate?

To answer the research question, we posit that

H_0 : Female citation rates on ResearchGate are less than those of their male counterparts.

H_1 : Female citation rates on ResearchGate are more or equal to those of their male counterparts.

2. Theoretical Framework

Researchers' visibility, credibility, and career advancement are shaped by academic citations (Larivière et al., 2013). Indeed, citation practices provide researchers with privileges in institutional activities, promotions, and accreditation in academia. West et al. (2013) posit that there are gender disparities in citation rates amongst males and females though gender equity is a matter of considerable interest and attention. Several studies investigated the extent to which equity is ubiquitous in male and female researchers' citation rates. Most of the studies probe into gender differences in citation rates across journals. For example, Mendoza (2021) explored citation practices and how they vary in different academic disciplines and demographics. Another research work by Anauati et al. (2018) investigates the citation rates across different tiers of journals specialised in economics. Goyanes, Herrero, et al. (2024) found that structural factors persist across national contexts wherein female researchers receive more citations in a short time, but fail to keep up with males' impact metrics on the long run. Wu (2024) confirmed this gender bias by contending males' collaboration to boost each other's career –not because of publication quality.

However, academic platforms remain underexplored, engendering lack of knowledge about potential factors contributing to gender-related differences in citation rates. Particularly, such gendered disparities in citation trends on ResearchGate are unknown, in spite of the plethora of studies on general citation metrics and platform algorithmic behaviours. For example, Singh and Lathabai (2022) compared citation metrics between Google Scholar and ResearchGate, without a special focus on variability between males and females.

This theoretical framework aims at contextualising this study by drawing upon the theories of social constructivism, gender inequality, and citation dynamics.

First, social constructivism advocates the influence of social structures on knowledge production (Berger, 1966). Indeed, this theory posits that knowledge cannot be decontextualised or neutralised of its social environment because individuals as social actors contribute to its construction. Such knowledge includes stereotypes constructed by social groups, especially with regard to gender roles. Therefore, in academic contexts, the perception of male and female researchers and citing them in one's work is highly impacted by gender-based stereotypes (Merton, 1968). Accordingly, Maliniak et al. (2013) state that citation practices, which are driven by implicit biases, engender systemic hurdles in female scholars' career.

Second, gender inequality is persistent in academic networks. The social capital theory (Bourdieu, 1986) is applicable to such a context because power structures are reflected in citation networks, with more visibility associated with more established researchers. Some factors contribute to citation gaps across gender, such as co-authorship and collaborations wherein males have the tendency to enlarge their professional networks (Huang et al., 2020). Besides, Rossiter (1993) refers to the "Matilda Effect" in which female researchers' contributions in academia are undervalued, decreasing the potential of citing them.

Last, self-citation is a frequently used tactic in citation dynamics to raise researchers' visibility. King et al. (2017) posit that male researchers are more likely to self-cite than their female counterparts. Algorithms on platforms like ResearchGate play an important role in boosting researchers' visibility; for example, Research Interest (RI) scores give preference to metrics of engagement that favour dominant networks, which exacerbates gendered differences in citations.

The social networking features on ResearchGate, unlike traditional citation databases, impact researchers' communications and interactions (Nicholas et al., 2015) and expands disparities in citations, and thus visibility. Thelwall and Kousha (2017) believe that female

researchers are disadvantageous because they have limited engagement and collaborations, and thus lower algorithmic visibility. Therefore, bias in citations and disparities in citations metrics can be caused by ResearchGate algorithms that are embedded in its visibility ranking systems (Kordzadeh, & Ghasemaghaei, 2021; Boateng & Boateng, 2025).

This theoretical foundation connects gender disparities in citation rates and the digital platform of ResearchGate to explore how citation metrics are different between Algerian male and female researchers.

3. Research Methodology

3.1. Philosophy, Approach, and Method

In this study, we adopted a positivist research philosophy, assuming the objective, observable, and measurable nature of reality. We are inclined to use empirical data and statistical analyses (descriptive and comparative) to test hypotheses based on patterns. Citation rates are considered numerical indicators of researchers' academic visibility, which helps in quantitatively establishing differences in citation rates between males and females.

We lean to use the deductive approach as we started with a general theory from the literature on gender-based differences in citation rates between male and female researchers. Accordingly, this theoretical foundation paved the way to formulating the H_0 and H_1 to be tested through statistical tests, allowing to draw conclusions about this research claim "Algerian female researchers have less citation rates compared to their male counterparts."

This study highly –and completely- depends on numerical data and statistical tests. Thus, the quantitative method is appropriate for both data collection and analysis. Data take the form of citation rates from ResearchGate profiles of Algerian male and female researchers. They are categorised into ranges and analysed using descriptive statistics (frequency, mean, and variance) and inferential statistics (one-tailed two-sample unequal-variance t-test).

3.2. Population and Sample

Multi-dimensional sampling is opted for to select Algerian, English-specialised, both-gender researchers.

Profiles are selected randomly, selecting a case from a random Algerian university, and selecting any co-author(s) associated with that case.

The selection is performed on the basis of the following criteria:

- Country: Only researchers from Algeria are selected, excluding any co-authorship from other countries.
- Specialisation: Only researchers specialised in the English language and its different disciplines are selected, excluding any co-authorship from other fields (eg. Statistics).
- Gender: both males and females are included in the study as gender is essential in establishing comparisons. 136 males and 130 females are selected.

3.3. Data Collection and Analysis

Analysing Algerian researchers' ResearchGate profiles depends on some categorisations. The sample profiles are stratified on the basis of author gender (male and female), and then they are clustered according to difference ranges (a scale of 10) of number of citations. Such clusters allow us to uncover nuanced differences, rather than simply detecting overall disparities.

Data are analysed descriptively first by showcasing frequencies of citation rates across gender to visualise their distribution. Besides, the mean of citation rates across gender is also calculated to measure which data set scored higher (Moore et al., 2014). Variance is also calculated to measure the variability of data and how far each number in the data set is from the mean (Hayes, 2025). Comparative analysis is then performed by means of a one tailed two-sample unequal-variance t-test (following the formulation of H_0), with alpha set at 0.05, to observe any statistically significant differences. For the t-test, assumptions of variable type, normality, and homogeneity of variance.

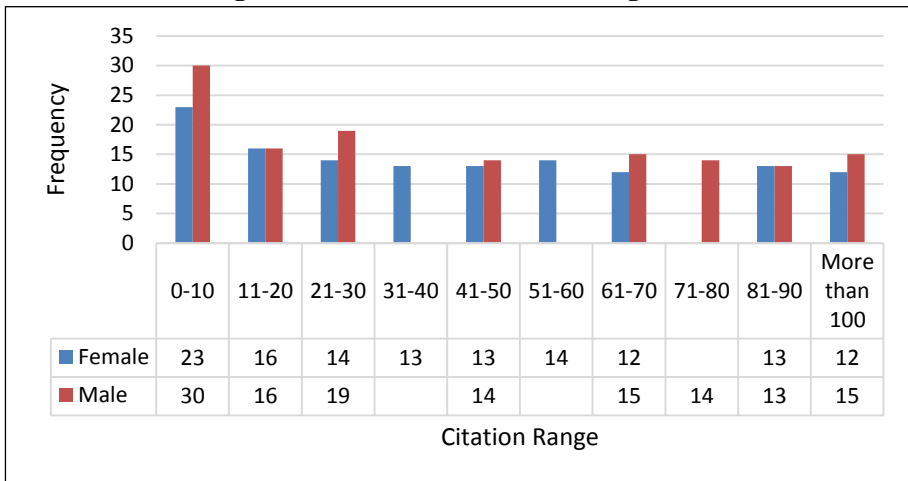
4. Data Analysis and Discussion

4.1. Descriptive Statistics

Notably, the citation ranges of [31-40] and [51-60] do not have any record of male citation rates. Similarly, the citation range of [71-80] does not report any female citation rates. According to Figure 1, it is clear that males' citation rates outscore those of female researchers in the citation ranges [0-10], [21-30], [41-50], [61-70], and more than

100. The male and female researchers whose citation rates range between [11-20] and [81-90] are equal.

Fig 1. Number of citations across gender



Comparing the mean of citation rates, we found out that there are differences between the two data sets. The male researchers’ citations are higher than the female researchers’ citations, the males having an average of 14 and the females having a mean of 13. Besides, variance also shows that there are differences between males’ and females’ citation rates, with males’ data set having a variability of 31 and females’ data set having a variance of 12. Indeed, males’ citation rates are more dispersed and spread out than females’ citations (Table 1).

Table 1. Mean and variance of citation rates across gender

| Number of Citations | Mean | Variance |
|---------------------|------|----------|
| Female | 13 | 12 |
| Male | 14 | 31 |

4.2. Comparative Analysis

Checking the assumptions necessary in a t-test is indispensable. First, the independent variable is dichotomous, with both datasets independent of each other and frequencies within the same dataset are also independent of one another. Second, the dependent variable is quantitative. Third, we assumed that data are normally distributed.

Last, the homogeneity of variance assumption is also guaranteed because there is variability across both groups.

A one tailed two-sample unequal-variance t-test is performed to assess any significant differences between males and females in their citation rates on ResearchGate (Table 2).

Table 1. T-test

| |
|---|
| one tailed two-sample unequal-variance t-test |
| 0.14 |

Table 2 shows that the p-value is higher than alpha ($0.14 > 0.05$), denoting a statistically significant difference between male researchers' citation rates and those of female counterparts. Therefore, the null hypothesis is accepted, positing that female citation rates on ResearchGate are less than those of their male counterparts.

4.3. Discussion

This study examined gender disparities in citation rates among male and female researchers on ResearchGate. From descriptive and inferential analyses, findings reveal nuanced patterns in distribution and statistical significance. The mean citation rates are relatively close (males 14, females 13), but the variance is remarkably higher among male researchers (31 compared to 12 for females). This result reveals dispersion and greater variability in citation counts among males, which is compatible with findings by Larivière et al. (2013) and Holman et al. (2018). They postulate that male researchers tend to be highly represented in highly cited subfields or have more collaboration networks, which broadens their citation performance.

Two other findings related to the distribution of citation rates among male and female researchers are the complete absence of one gender or similar frequencies. The citation ranges [31-40] and [51-60] for males and [71-80] for females recorded representation of one gender, which may be attributed to clustering effects or to the dynamics of certain fields that ought to be enriched via qualitative investigation. Besides, the citation ranges [11-20] and [81-90] are equally represented by both genders. This may indicate that these isolated

extremist points appear balanced, compared to most citation brackets that reported major disparities.

Results from the t-test ($p=0.14$), which is higher than the alpha level (0.05), indicate no statistically significant difference in citation counts among Algerian male and female researchers. Therefore, we fail to reject the null hypothesis; i.e., there is no sufficient statistical evidence to posit that citation rates of female researchers are equal or higher than those of their male counterparts. The data suggest that despite dispersion in male citation counts, gender alone may not be the only indicator of these patterned citation performances, and the difference recorded may be a matter of chance. This finding contrasts with earlier studies, like West et al. (2013) that reported citation metrics are disparate across genders. However, this finding dovetails with recent studies –like Sugimoto et al. (2017)- that declare gap reduction in gender disparities owing to platform-specific dynamics and increased visibility.

The contribution of this study lies in enriching the growing substance of literature on gender-based academic metrics, with a special focus on a platform with both traditional scholarly impact and social networking -being ResearchGate. These research findings indicate dispersion in citation distribution, yet no statistically significant differences, which highlights the importance of context-specific investigations. Besides, this study also pinpoints the existence of gender disparities in academic recognition, but also underscores their little to no persistence in digital academic ecosystems –like ResearchGate. This study can be positioned within both regional and global frameworks to show that academic inequalities can be reinforced or reshaped by digital academic platforms.

5. Implications and Further Research

Findings from the present research evidence the approximately equal mean citation rates and great variance, yet the lack of statistical significance may indicate –more than previously assumed- that gender may not be an influential indicator on male and female researchers' citation performances on platforms like ResearchGate. This underscores the equalising effect of platforms like ResearchGate.

5.3. Implications

Several implications for academic equity, academic visibility and recognition, and bias considerations are suggested:

5.3.1. Academic Equity

Promoting inclusivity in academia and knowledge production is essential and can be achieved by addressing gender disparities in citation practices. Institutions are key actors in such measures; they can bridge the citation gap and ensure opportunities for equal recognition by organising mentorship programs, changing policies, and distributing funds equitable.

5.3.2. Academic Visibility and Recognition

Institutions and policymakers should assess networks of co-authorships to explore collaboration potentials and opportunities among males and females and the extent to which they influence their citation practices. Institutions and policymakers can explore research visibility metrics, like engagement levels on ResearchGate, and promote equitable visibility for both male and female researchers. For more insights on gender disparities, nuanced metrics –instead of aggregate citation rates- should rather be focused upon to uncover scholarly impact on digital academic platforms.

5.3.3. Bias Considerations

Institutions and policymakers should pay attention and reflect upon citation practices by carefully examining practices of author prominence, self-citation, and institutional prestige. They had better engage in explicit discussions at all levels about gender representation and research equity.

5.4. Further Research

Further research could elaborate findings from this research by:

- Exploring gender disparities in citation rates across specific disciplines whose norms may impact citation performance.
- Investigating the changes in citation rates in digital platforms over a period of time to determine their increase or decline or stability.

- Supporting metrics comparison by qualitative research, like interviewing researchers from both genders to gain deeper insights on their citation metrics on ResearchGate.
- Analysing the effects of social networking features on ResearchGate (e.g. follows) on shaping citation rates among both male and female researchers.

6. Conclusion

The present study provides nuanced insights on gender disparities in citation rates on ResearchGate among Algerian male and female researchers from the EFL industry. Despite the study findings revealing slightly high citation averages and greater variability in male citations, there is no statistically significant difference between males' and females' citation counts. Notwithstanding its contributive role in establishing numerical disparities, this research calls for deeper, thorough reflection on how digital academic platforms shape academic visibility.

Positioning this analysis within the framework of ResearchGate, equity in academic visibility and recognition is central to the ongoing discourse on citations. The study aligns with such claims and posits that digital academic platforms –like ResearchGate- may lessen overt disparities as they offer egalitarian visibility. In the future, research should mingle quantitative and qualitative perspectives to delve into the nuanced realities of gender citation metrics in evolving academic ecosystems.

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Internet Addiction and Its Relationship to Family Harmony among Secondary School Students: a Field Study at the Secondary School "Al-Ssahn" in El Guerrara City

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Received: 30-08-2025

Accepted: 14-11-2025

Published: 01-12-2025

Abstract:

With technological advancement and the spread of globalization, social media has become a prominent influence on the lives of individuals across all ages, penetrating all spaces, including the family sphere. Users now spend most of their time in front of screens, leading to internet addiction. From among these categories, we chose the adolescent category, which requires careful attention and monitoring, specifically secondary school students at AL SAHN high school in EL GHERRARA city. The aim was to measure the relationship between family harmony and internet addiction, using a descriptive approach and relying on the kimberly Young internet addiction scale and the Belmihoub Kalkhoum harmony family scale, along with statistical methods to test the study hypotheses.

Keywords: Internet addiction, family harmony, secondary school students

Introduction

Anyone who observes the behavior of societies in the world will find that they have changed a lot from the past, especially Arab and local societies, and have been affected by several external factors such as technological development, which came after the explosion of the Industrial Revolution in the twentieth century. This has made people race to benefit from technology services and use the Internet, due to its ease of use and high speed, which has made the world a small village, and given them the opportunity to get to know the world, and eliminated all barriers and obstacles. Some people resort to it to acquire knowledge and ideas, and develop themselves. There are those who use it without any purpose and may be exposed to excessive use without

any goal or purpose, as it has become clear to us that it is not limited to a specific category only; but rather we find that all age groups are targeted, due to the ease of fulfilling their various and multiple desires. As we know, the category of school- aged adolescents, between the ages of 11 and 19, needs to meet their needs and satisfy their instincts, and they continue to search for what is new and what appeals to them. We also find among their interests the journey of exploration on the Internet, and there is no doubt that its daily, repeated and extensive use other repercussions indicated by previous studies.

Like other societies, we find in Algerian society that the family supports the individual from his birth and gives him values and principles, so that he can adapt to the society that surrounds him. It is the environment in which the natural and social instincts and drives of man are realized, such as the love of living and preserving offspring...etc. It also fulfills social emotions, feelings, and sensations, including paternal and fraternal affection, i.e., family affection as a whole, and this is to preserve social, human, and familial relationships.

So we find that the field of studying family relations has great importance. The relationship between children, and between parents and children, is important in the life of the individual, as it makes him an individual who enjoys all forms of mental or physical health. There is no doubt that the family that enjoys harmony lives in happiness and reassurance, and psychological security prevails in it, because it was established on the friendly mutual relationship between its members and between the spouses, and was characterized by giving, love and care without compensation, so that they are active individuals in the society in which they live, and the opposite is true. Family disharmony results in the emergence of family disorders and imbalance between spouses, between parents and children, and even between children. Social problems also appear, including social disorders, various types of addiction. In this study we will try to identify the relationship between Internet addiction and family harmony among secondary school students at The New Secondary School in the city of El-Gharara, Ghardaia province.

The theoretical aspect

1. Study Problem

The Internet has become a necessity for all segments of Algerian society, due to its ease of use in all life fields such as electronic marketing, commerce, advertising, and even in the media, communication, and obtaining any information in a short time. There

has been an urgent need for its availability to meet the needs and satisfy the desires of all age groups without exception. Some exploit it well and some misuse it, especially children and schoolchildren, including adolescents who are characterized by fluctuating physical, psychological, social and emotional states, and a state of instability. They are also characterized by a love of isolation from family members and an attraction to friendship and the discovery of what they could not explore in reality. This is what made them addicted front of electronic screens for several hours.

The Internet addiction is a behavioral disorder that appears and develops in children and adolescents largely because of several factors, including environmental, psychological, and social factors. It is the excessive sitting in front of electronic screens and spending long hours without feeling bored or tired. This can be done either by using a computer, smartphone, or tablet, by accessing various social networking sites such as Facebook, Instagram, TikTok, YouTube, and Telegram ... etc ., and electronic games such as PUBG and Fortnite Dota2 and other games, and even addiction to pornographic sites, all of this may negatively affect the personality of the child or adolescent, his life and social needs, and contribute to the emergence and development of psychological disorders.

In this regard, the ICDL Arab Foundation confirms that (2015) “The individual who spends more time on the Internet than he spends away from it is a psychologically unbalanced individual, as he views the Internet as a means of escaping from reality, and also a means of liberation from the problems of real life, both personal and social”

(Al-Hassani, 2022, p. 266)

The family is one of the primary institutions of socialization, playing an effective role in shaping the personalities of its children and strengthening the relationship between its members through the exchange of feelings, emotions, and ideas, communication among them, a sense of family warmth, and the acquisition of life experiences, customs, and moral values.

The family in our Algerian society plays a crucial role in confronting modern challenges that may create a barrier between family members or between parents and children. It instills in them the ability to confront external problems and pressures, enhances their sound educational upbringing, and protects them from the risks of psychological and behavioral problems. Its role also appears in highlighting noble social and family values, creating methods of

dialogue and discussion, accepting the ideas of others, and striving to achieve harmony and agreement among them.

Yaqoub defined family harmony as “It includes family happiness, which is represented by stability, family cohesion, the ability to fulfill family needs, sound relationships between both parents, between children, and sound relationships between children with each other, where love, trust, and respect prevail among everyone”(Yaqoub, 2014, p. 12).

With the spread of media, communication and modern technology in the twenty-first century in a frightening way and in a short time, there is no family without this modernity that has swept Arab societies in particular, and has become one of the requirements of their daily lives . Despite the modernization of the Arab world and the optimal exploitation of technology and its modern techniques, it has more negatives and misuses than positives, and therefore family members have become preoccupied with fulfilling their duties to each other, and a new situation has entered the family system that may cause imbalances within this family, and several problems arise between its members due to a lack of awareness of the damage that may be caused by technological media.

There are many Arab studies on this subject, including Al-Samari’s study (2003), which focused on investigating how the Internet affects the interactive relationship between parents and children, and whether the Internet has an impact on interactive relationships within the family. The results were summarized in that children outperform parents in using the Internet with their parents’ motives regarding this use, and there are statistically significant differences between the expectations of both parents and children about the future of children’s use of the Internet, and there is no relationship between the increased use of the Internet by children and adolescents and the increased reliance of parents on it as a method of reward or punishment, and there is no relationship between the decrease in children’s use of banned sites and the increase in parents’ methods of protecting their children(Al-Jana’i, 2018, p. 6) .

Khali (2018) also indicated that recent research and studies have confirmed that excessive and exaggerated use of the Internet is a type of real addiction, the clinical and psychological signs and characteristics of which are equivalent to cases of addiction caused by various known addictive substance such as drugs, alcohol, and others.

According to the website "World Internet Statistics" Internet World States ', there is a continuous increase in the number of users in

Algeria as it did not exceed (04) million subscribers during the last (10) years to reach (15) million users, i.e. (37.3 %) in the year 2016(Ghalmi, 2017, p. 8).

As for Al-Hattab's study (2010), the aim of the study was to identify the impact of multiple roles among married working women on their family compatibility, and it was concluded that there is a high level of family harmony. The results showed that there was an average integration of roles in general among married working women. The study also showed that there were no statistically significant differences in the integration of roles among married working women. It revealed the existence of a strong correlation between family harmony and multiple roles (Ben Tamra, 2015, p. 13).

Based on the above, the current study attempted to uncover the relationship between internet addiction and family harmony among secondary school students, after posing the following question

Is there a relationship between Internet addiction and family harmony among secondary school students at the new secondary school in El Guerrara?

2. Questions

How do secondary school students perceive internet addiction at the new secondary school in El Guerrara ?

What is the level of family harmony among secondary school students at the new secondary school in El Guerrara ?

- Is There a relationship between Internet addiction and family harmony among secondary school students at The New Secondary School in El Guerrara city?

3. Study Hypotheses

The level of Internet addiction among secondary school students at The New Secondary School in El Guerrara is average.

The level of family harmony among secondary school students at The New Secondary School in El Guerrara is high.

There is a statistically significant relationship between Internet addiction and family harmony among secondary school students at The New Secondary School in El Guerrara.

4. Study Objectives

-Our study aims to examine the relationship between Internet addiction and family harmony.

-revealing the level of internet addiction among high school students at The New Secondary School in El Guerrara.

- Identifying the level of family harmony among high school students.

5. Importance of the study

The importance of the current study lies on understanding the impact of internet use among school-aged adolescents in particular. It helps specialists in the field of psychology and family counseling to avoid disputes between spouses and family members, benefit from the results of this study, and understand the role of the family in building and shaping the personalities of its children so that society can benefit from them.

6. Motivations for the study

Since technology is currently imposing itself, the subject of study is the talk of the hour. Despite the existence of numerous studies in this field, many researchers are still interested in this subject in various aspects. Therefore, we have tried to study this subject from two aspects psychological and social, with the variables of internet addiction and family harmony.

7. Operational definitions of study variables

● Internet addiction

We define it procedurally as the excessive use of the Internet without limits and without any restrictions that control it for long periods. It is the total score obtained by the individuals in the study sample of secondary school students on the Internet Addiction Scale prepared by "Young (1998)".

● Family Harmony

We define it procedurally as a system by which the family moves towards a happy family life, in which stability and cohesion prevail among family members. It is the degree obtained by the members of the study sample of secondary school students on the family harmony scale prepared by the researcher "Belmihoub Kalthoum."

8. Methodological procedures of the study

8.1. Study methodology

Social and human research relies on a methodology that is based on a well-established rule. Therefore, we have relied on the descriptive approach in our study because it is compatible with the nature of the subject we are studying, which is internet addiction and its relationship to family harmony among secondary school students.

8.2. Study limits

The study was conducted within the following limits

- Spatial boundaries New secondary school (Al-Sahen Secondary School) in the municipality of El-Gharara, Ghardaia province .
- Time frame 2023/2024 academic year.

- Human borders Students of the new high school (Al-Sahen High School) in the municipality of El Guerrara , Ghardaia province .

8.3.Study sample community

The current study was conducted on students of the new secondary school in the municipality of El-Gharara, Ghardaia province, where the study community was estimated (250) male and female students distributed among two specializations (literary and scientific)

Table No. (01) Shows the distribution of research community members according to specialization and gender.

| the total | females | Males | Sex Specialization |
|-----------|---------|-------|--------------------|
| 74 | 44 | 30 | literary |
| 176 | 66 | 110 | scientific |
| 250 | 110 | 140 | the total |

From Table No. (01), we note that the number of students enrolled in the new secondary school in the municipality of El Guerrara is equal to (250) students, where the number of males is (140) . (The number of male and female students is (110) female students, while the number of students in scientific specializations is (176) students and the number of students in literary specializations is (74) students.

3-1- The main study sample and its characteristics

9.Primary study sample

As is known, the sample is a subset of the study community that is selected in an appropriate manner, the study is conducted on it, and then those results are used and generalized to the entire original study community. A random sample was selected based on specialization, with a minimum of 50 % of secondary school students from the new secondary school in El-Gharara, Ghardaia Province, being selected from each specialization based on the size of the community.

Table No. (02) shows the characteristics of the stratified random sample of the study community

| Sample | percentage | Native community | Specialization |
|--------|------------|------------------|----------------|
| 42 | 29.6% | 74 | literary |
| 93 | 70.4% | 176 | scientific |
| 135 | 100% | 250 | the total |

From the table we note that the original community consists of two specializations, the first is literary (74) male and female students, which represents a percentage of (29.6%), and a sample of (42) male

and female students was taken from it, and the second is scientific (176) male and female students, which represents a percentage of (70.4%), and a sample of (93) male and female students was taken from it.

Characteristics of the primary study sample.

The study sample numbered (135) male and female students, distributed according to gender into (67) males, representing (50 %), and (68) females, representing (50 %), while the number of students in scientific specializations amounted to (93) male and female students, representing (69 %), and literary specializations (42) male and female students, representing (31 %).

In terms of gender

following table shows the characteristics of the main study sample, in terms of gender.

Table No. (03) Characteristics of the basic study sample in terms of gender.

| the total | females | Males | Sex |
|-----------|---------|-------|-------------|
| 135 | 68 | 67 | Repetitions |
| 100 % | 50 % | 50 % | ratio |

From Table No. (03), we note that the number of the study sample reached (135) male and female students, distributed according to gender into (67) males, representing (50 %), and (68) females, representing (50 %).

10.Survey study sample and its characteristics

We conducted a survey to ensure the adequacy of the procedures used to achieve the study objectives, during the academic year 2023/2024, and applying the questionnaire to a sample of (30) male and female students from the new secondary school in El Guerrara district, from all specializations and both genders, in order to ensure the clarity and suitability of the paragraphs to the sample level, and to ensure the psychometric properties (calculating validity and reliability) of the study tools, and to reveal the difficulties we face when applying the questionnaire, with determining the time required for the basic study.

Table No. (05) shows the characteristics of the survey sample

| According to the specialty | | By gender | | |
|----------------------------|------------|-----------|------|------------|
| literary | scientific | feminine | male | |
| 15 | 15 | 16 | 14 | repetition |
| 30 | | 30 | | the total |

From Table No. (05) it is clear that the size of the survey sample is (30) male and female students, where the number of female students is (16) female students, while the number of male students is (14) male students . As for the specialization, the number of students in the science classes is (15) male and female students, and the same thing for the literary classes, which is (15) male and female students.

11.Study implementation procedures

The number of students reached (150) male and female students, distributed among two specializations (literary and scientific). After distributing the forms to the students, 145 were retrieved , and 10 forms were cancelled due to not answering all the items, and thus the final sample number was (135) male and female students .

After we confirmed the validity and reliability of the study tools, this was prepared in its final form to be applied in the field on a sample of secondary school students at the new secondary school in El Guerrara Ghardaia province, during the 2023/2024 academic year with the help of the educational staff of the institution, including the education supervisor, the school and vocational guidance and counseling counselor, and the professors, headed by Mr. Al- Meddar . We were keen for the application to be at the peak of accuracy and precision by following the following procedures

* We explained to the students in each section the instructions for the questionnaire, so that they would know how to answer it.

* Make sure to fill in all required information.

* Thank the students after receiving the forms and wish them success in their academic journey.

12.Study tools

To verify the results of any study, we resort to choosing the appropriate methods and tools for the subject to collect data and then analyze it. This depends on the type of data, the nature of the study, and the objectives we seek. In our study, we relied on the questionnaire as a means of collecting information, and we applied the following measures

- Internet Addiction Scale.
- Family Harmony Scale.

12.1.Internet Addiction Scale Description

Young's Internet Addiction Test (1998) is a test consisting of 20 statements answered on a five-point scale (strongly disagree, disagree, slightly agree, strongly agree, completely agree). The validity of the test in its Arabic version was verified through experimental validity. The correlation coefficient was calculated between the scores of a

sample of 200 male and female students from King Khalid University in Saudi Arabia on both the current test and the Kaplan Internet Addiction Scale. The value of $r = 0.082$, which is a significant coefficient at the 0.000 level. Internal consistency was also verified by calculating the correlation coefficients between the score of each statement and the total score of the test for 200 male and female students from King Khalid University in Saudi Arabia. The values of the correlation coefficients ranged between 0.65 and 0.88, which are significant values at the 0.000 level. The stability of the test was verified through the method of re-application with a time interval of 4 weeks on 200 male and female students from the university. After excluding those who were absent from the second application, the sample became 184 students. The student had a correlation coefficient between the students' grades in the two application periods = 0.89, which is a significant coefficient at the 0.000 level, and according to Cronbach's alpha coefficient, the results showed that it was = 0.86, which is a coefficient indicating high stability.

12.2. Psychometric Characteristics of the Internet Addiction Scale Validity of the terminal comparison

Table No. (06) shows the validity of the end-to-end comparison of the Internet addiction scale

| Significance level | degree of freedom | The calculated "T" | standard deviation | arithmetic mean | Sample | |
|--------------------|-------------------|--------------------|--------------------|-----------------|--------|-------------|
| 0.000 dal | 18 | 9.557 | 5.01553 | 64.4000 | 10 | upper class |
| | | | 8.56608 | 34.4000 | 10 | Lower class |

It is clear from Table No. (06) that there are statistically significant differences between the upper and lower groups, and that the arithmetic mean value for the upper group reached (64.4000) and its value for the lower group reached (34.4000), and that the calculated "t" value (9.557) is significant at the significance level of 0.01, and this indicates the validity of the tool and that it is valid for application. Internal consistency validity

Table No. (07) shows the validity of the internal consistency of the Internet addiction scale

| Statistical significance | Correlation coefficient | Phrase numbers | Statistical significance | Correlation coefficient | Phrase numbers |
|--------------------------|-------------------------|----------------|--------------------------|-------------------------|----------------|
| function | 0.167 | 11 | function | 0.374 | 1 |
| function | 0.594 | 12 | function | 0.706 | 2 |
| function | 0.414 | 13 | function | 0.354 | 3 |
| function | 0.465 | 14 | function | 0.373 | 4 |
| function | 0.544 | 15 | function | 0.625 | 5 |
| function | 0.534 | 16 | function | 0.690 | 6 |
| function | 0.447 | 17 | function | 0.190 | 7 |
| function | 0.143 | 18 | function | 0.645 | 8 |
| function | 0.172 | 19 | function | 0.411 | 9 |
| function | 0.611 | 20 | function | 0.427 | 10 |

** Dal at 0.01, * Dal at 0.05

We note from this table that Pearson's correlation coefficients ranged between 0.167 and 0.706, and all questionnaire items are statistically significant at the significance level of 0.01 and 0.05 .

Stability is calculated as follows

* Split -half method The results of the stability of the Internet addiction scale using split-half method were as follows

Table No. (8) Shows the stability of the Internet addiction scale using the split-half method

| Significance level | After correction | Before correction | Correlation coefficient |
|--------------------|------------------|-------------------|-------------------------|
| dal at 0.05 | 0.79 | 0.65 | Internet addiction |

We note from the table that the value of the correlation coefficient reached (0.65) and after correcting it with the Spearman- Brown equation it reached 0.79, which is a significant value at 0.05, which indicates that the questionnaire is reliable.

* Cronbach's alpha coefficient

Reliability was calculated according to Cronbach's alpha equation as follows

Table No. (09) Shows the stability of the Internet addiction scale using the Cronbach’s alpha equation

| | |
|--|--------------------|
| Cronbach's alpha reliability coefficient | questionnaire |
| 0.848 | Internet addiction |

It is clear from the table that the Cronbach's alpha value is (0.848), which is a high value, and this indicates that the Internet addiction scale is stable.

12.2.Family Harmony Scale Description

This questionnaire includes a set of phrases that describe feelings towards the family as well as the degree of satisfaction and harmony with family members. These are in their entirety, psychological and family aspects that represent a form of useful or closed questions that are limited to one appropriate answer from the suggestions Never/Rarely/Sometimes/Often/Always, which measures family harmony or disharmony. This questionnaire was designed based on the work of Professor Dr. Belmihoub Kalthoum regarding measuring family satisfaction and happiness.

How to correct the scale?

The questionnaire contained 39 items numbered from 1 to 39 and the answer was by placing a tick. (x) In front of the phrase that suits the situation, and punctuate it as follows

Never, as the student who chooses this answer gets a score of (1) .

Rarely, as the student who chooses this answer gets a score of (2) .

Sometimes, the student who chooses this answer gets a score of (3) .

Mostly, the student who chooses this answer gets a score of (4) .

Always, as the student who chooses this answer gets a score of (5) .

We collect the score of (39) questions to obtain the final score. Accordingly, the student who obtains the highest score has high family compatibility. Note the scoring is reversed in the case of a negative statement. Example we award one point to the respondent if he always answers (my family worries me).

Psychometric properties of the Family Harmony Scale

Validity We ensure that the scale is valid by:

Validity of the terminal comparison

Table No. (10) Shows the validity of the end-to-end comparison of the family harmony scale

| Significance level | degree of freedom | The calculated "T" | standard deviation | arithmetic mean | Sample | |
|--------------------|-------------------|--------------------|--------------------|-----------------|--------|-------------|
| 0.000 Dal | 18 | 11,045 | 4.80856 | 189.7000 | 10 | upper class |
| | | | 13.81786 | 138.6000 | 10 | lower class |

It is clear from Table No. (10) that there are statistically significant differences between the two categories, the upper one whose arithmetic mean value was (189.7000) and the arithmetic mean value

for the lower category (138.6000), and that the calculated “t” value (11.045) is statistically significant at the significance level. 0.01, which indicates the validity of the tool and its validity.

Internal consistency validity

Table No. (11) shows the validity of the internal consistency of the family harmony scale

| Statistical significance | Correlation coefficient | Phrase numbers | Statistical significance | Correlation coefficient | Phrase numbers |
|--------------------------|-------------------------|----------------|--------------------------|-------------------------|----------------|
| function | 0.444 | 21 | function | 0.723 | 1 |
| function | 0.416 | 22 | function | 0.712 | 2 |
| function | 0.620 | 23 | function | 0.757 | 3 |
| function | 0.401 | 24 | function | 0.762 | 4 |
| function | 0.605 | 25 | function | 0.474 | 5 |
| function | 0.848 | 26 | function | 0.558 | 6 |
| function | 0.636 | 27 | function | 0.204 | 7 |
| function | 0.741 | 28 | function | 0.799 | 8 |
| function | 0.747 | 29 | function | 0.560 | 9 |
| function | 0.356 | 30 | function | 0.692 | 10 |
| function | 0.730 | 31 | function | 0.584 | 11 |
| function | 0.351 | 32 | function | 0.430 | 12 |
| function | 0.572 | 33 | function | 0.690 | 13 |
| function | 0.440 | 34 | function | 0.397 | 14 |
| function | 0.565 | 35 | function | 0.728 | 15 |
| function | 0.635 | 36 | function | 0.738 | 16 |
| function | 0.452 | 37 | function | 0.474 | 17 |
| function | 0.131 | 38 | function | 0.428 | 18 |
| function | 0.607 | 39 | function | 0.369 | 19 |
| | | | | 0.335 | 20 |

** Dal at 0.01, * Dal at 0.05

We note from this table that Pearson's correlation coefficients ranged between 0.131 and 0.848, and all questionnaire items are statistically significant at the significance level of 0.01 and 0.05 . From the above, it becomes clear to us that the scale is valid, and this is what appears in the results obtained above.

Stability

* Split -half method the results of the stability of the family adjustment scale by split-half were as follows

Table No. (12) It shows the stability of the family harmony scale using the split-half method

| Significance level | After modification | Before modification | Correlation coefficient |
|--------------------|--------------------|---------------------|-------------------------|
| Dal at 0.05 | 0.96 | 0.92 | Family harmony |

We note from the table that the value of the correlation coefficient reached (0.92) and after correcting it with the Spearman- Brown equation it reached (0.96), which is a significant value at 0.05, which indicates that the questionnaire is reliable.

* Cronbach's alpha coefficient reliability

Reliability was calculated according to Cronbach's alpha equation as follows

Table No. (13) shows the stability of the family harmony scale using the Cronbach's alpha equation

| Cronbach's alpha coefficient | questionnaire |
|------------------------------|----------------|
| 0.948 | Family harmony |

It is clear from the table that the value of Cronbach's alpha is (0.948). This is a high value, which indicates that the family harmony scale is stable.

Ensure the even distribution

Before applying statistical methods to measure hypotheses, we must ensure that the nature of the data is normal or not. This condition is considered one of the most important conditions for parametric tests. If this condition is met in the data, we choose to process it in parametric statistics. However, if the opposite is proven, it is processed according to non-parametric methods. To ensure this, the following table explains this.

Table No. 14 shows the results of the normal distribution of the questionnaire

| Statistical significance | Sumogrove test value | variable |
|--------------------------|----------------------|--------------------|
| 0.070 | 0.074 | Internet addiction |
| 0.000 | 0.146 | Family harmony |

The results in this table indicate that the Sumo Grove value for the distribution normality (0.074) for the Internet addiction variable, and reached (0.146) for the family harmony variable, which are insignificant values at the 0.01 level, which indicates that the data are distributed abnormally for both variables, and therefore we will treat this data within Nonparametric statistics .

Statistical methods used

In this study, we used multiple statistical methods in processing the data, distributed over two paths statistical methods to calculate the psychometric characteristics of the study tools, in addition to statistical methods that we used to verify the study hypotheses, as well as Use our program Statistical Package for the Social Sciences SPSS The following standards and methods were applied

T-test to calculate the validity of the two-way comparison of the study tools.

Arithmetic mean to calculate the level Internet addiction and family harmony.

Cronbach's alpha coefficient to calculate the reliability of the items of the two instruments.

Pearson's correlation coefficient to calculate split-half and internal consistency.

Kaf-squared to know the differences between the levels of both Internet addiction and family harmony.

Spearman- Brown coefficient to calculate the split-half.

Spearman's rank correlation coefficient to calculate the relationship between two variables.

Kolmogorov test to calculate the normal distribution.

Presentation and discussion of the study results

Below we will present, discuss, interpret the results and verify the validity of the hypotheses.

1. Presentation, analysis and interpretation of the results of the first hypothesis

The first hypothesis states that

The level of Internet addiction among secondary school students at the new secondary school in El Guerrara middle" .

To confirm the validity of this hypothesis, the level of Internet addiction was determined (high, medium, low), by defining the range according to a statistical method (number of items/2, i.e. $20 / 2 = 10$), so the medium range (47-73), and thus the high range becomes (74-100), and the low range (20-46), and based on that, the results were as follows

Table No. (15) shows the level of Internet addiction among secondary school students

| Statistical significance | value of k^2 | Degree of freedom df | percentage | repetition | Level |
|--------------------------|----------------|----------------------|------------|------------|--------|
| 0,000 Not significant | 44,311 | 2 | 6.66 % | 9 | high |
| | | | 42.96 % | 58 | middle |
| | | | 50.37% | 68 | low |

It is clear from the table that the percentage of students' addiction to the Internet was low at 50.37 %, while the average level of addiction was 42.96 %, followed by high addiction at 42.96 % .) 6.66 (%), and the value of Ka^2 was estimated as B) 44.311, which is a statistically insignificant value at the significance level of 0.01 .

And through the results of the statistical analysis shown in Table 15, it became clear that the hypothesis is not achieved, and that the level of addiction to the Internet is low at a rate of 50.37 % among the study sample. This proves that there is no danger from the Internet to the study sample and that it is being used well and that there are no psychological and behavioral problems among the students, and that they enjoyed the ability to control the time they spend when using the Internet, and that most of the students do not have The mobile phone is considered a basic factor for a student to reach the stage of addiction to the Internet due to the living conditions in which he lives, and that parents have a role in monitoring their children while using the Internet, and this is because the sample members enjoy good psychological health in general, because Internet addicts often lack it, that is, they live in a group of psychological pressures and problems, which forces them to search for an outlet to release their negative energy and alleviate feelings of frustration and depression, and hide the feeling of weakness and fear behind electronic screens, which is met with control and boldness . The current study differed from Boubayya's study (2016), which states that the level of addiction to social networking sites is average.

2. Presentation, analysis and interpretation of the results of the second hypothesis

The second hypothesis states that

" The level of family harmony among secondary school students at the new secondary school in El Guerrara is high ."

the level of Internet addiction was determined (high, medium, low), by specifying the range according to a statistical method that determines the middle value of the questionnaire (number of items/2,

i.e. $39/2=19.5$), so the medium range is (142-92), and thus the high range becomes (195-143), and the low range (91-39), and based on that, the results were as follows

Table No. (16) Shows the level of family compatibility among secondary school students

| Statistical significance | value of K2 | degree of freedom | percentage | repetition | Level |
|--------------------------|-------------|-------------------|------------|------------|--------|
| 0.000 Dal | 88,007 | 1 | 90.37 % | 122 | high |
| | | | 9.62 % | 13 | middle |
| | | | 00 % | 00 | low |

The results of the table show that the percentage of family compatibility is high and is estimated at 90.37 %, and the average compatibility level is) 9.62 (% followed by the low level) 0 (% , and the value of Ka^2 reached) 88.007), which is a statistically significant value at the significance level (0.01), which shows the validity of the hypothesis and that the level of family harmony is high among the students.

The statistical analysis results shown in the table above show the validity of the hypothesis, which proves that the family climate of the study sample members is healthy and good, which makes them healthy individuals from the psychological and even social aspect, in order to meet their needs and various basic desires, and that the relationships within their families are good and friendly, and are dominated by care, love and intimacy between the individual and other individuals. This makes the student live in emotional balance within his family, far from problems, indifference and lack of interest that forces him to stay away from the atmosphere charged with negativity and various family problems. This is due to the strong relationship between the parents and the correct upbringing of the children and planting love and family warmth between them, as well as teaching them the principles of cooperation and expressing their emotions and how to solve problems between siblings, and consulting family members on various topics and difficulties that the family system goes through. The current study agreed with Al-Taie's study (2015), which says that the level of family harmony is high among the sample.

Presentation, analysis and interpretation of the results of the third hypothesis.

The third hypothesis states that

" There is a correlation between Internet addiction and family harmony among secondary school students at the new secondary school in El Guerrara ".

Table No. 17 shows the relationship between Internet addiction and family harmony

| Statistical significance | Correlation coefficient | Variables |
|--------------------------|-------------------------|----------------------|
| 0.000 dal | 0.365 - | Internet addiction |
| | | Family compatibility |

It is clear from the table that The value of the correlation coefficient between Internet addiction and family harmony is (0.365), which indicates the existence of an inverse (negative) correlation, and that it is a statistically significant value at the significance level (0.01) Through the results of the statistical analysis shown in the table 17 The validity of the hypothesis and its direction are shown to be an inverse relationship. This result can be interpreted as the greater the addiction to the Internet, the lower the harmony in the family and vice versa . This is due to the frequent use of the Internet by one or all family members, which causes isolation within the group, introversion and a lack of relationships or Its absence sometimes, whether within the family system or Even with others, this creates a gap between parents and children, between children themselves, and sometimes even between spouses, and an inability to open up discussion and dialogue between them regarding their family affairs . This leads to an imbalance and disharmony within the family.

On the other hand, we interpret it as when the family is established on consultation and understanding, and each member is given his responsibilities and duties towards the other, and knows his importance within the family, and there is a strong relationship between its members, and the satisfaction of all needs and desires, and the ability to express opinions and release emotions, then the individual does not need to search for another way to meet all these needs, but rather the use of the Internet in this case is for entertainment or exploiting it in scientific research and education or in another field without reaching the stage of addiction.

The current study is consistent with several studies, including the study of Hanafi (2003), which indicated that there are statistically significant differences between Internet users and non-users, and that the Internet has an impact on social interactions within the family. The same applies to the study of Saudi (2014), which indicated that there is a statistically significant inverse relationship between Facebook addiction and family harmony among the study sample. The study of

Kurt and his colleagues (1998) also concluded that frequent use of the Internet reduces the circle of social relationships, whether within the family or within the framework of relationships with others .

Conclusion

The current study aimed to reveal the relationship between internet addiction and the level of family harmony among a sample of secondary school students at the new secondary school in El Guerrara city. We adopted the descriptive approach, and two measurement tools were used, the first represented by the internet addiction scale and the second by the family harmony scale. This was after confirming their validity and reliability (calculating psychometric properties). After statistical processing to answer the study hypotheses, we reached:

- The level of internet addiction among secondary school students at the new secondary school in El Guerrara city is low.
- The level of family harmony among secondary school students at the new secondary school in El Guerrara city is high.
- There is an inverse relationship between Internet addiction and family harmony among secondary school students at the new secondary school in El Guerrara city.

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Khalil's Methodology of Preference in his Summary Al-Mukhtasar

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Received: 31-08-2025 Accepted: 10-10-2025 Published: 01-12-2025

Abstract:

Khalil's Summary, "Al-Mukhtasar", stands out from other jurisprudential summaries for its unique approach to addressing jurisprudential branches and issues. This approach addresses jurisprudential differences within the doctrine, establishes the basis for Fatwas, and explains the most likely, most Popular, and most Authoritative Opinions. This entails a precision, editing, and investigation that distinguishes the book and has become a standard practice adopted by most Maliki Scholars after its inception. This study, entitled "Khalil's Methodology of Preference in his Summary Al-Mukhtasar", aims to demonstrate the methodology of preference adopted by Imam Khalil Ibn Ishaq in his "Mukhtasar", along with an explanation of his terminology and methods of preference. He follows an inductive analytical approach by tracing the most important commentaries and annotations written on Al-Mukhtasar, analyzing the imam's decisions on this matter, and arriving at the features of the methodology of preference in Khalil's Mukhtasar. He has special terms for preference, selection, presentation, and deduction, when there is disagreement over branches of the doctrine. He has three approaches to this: the method of preference, the method of silence and

contentment with conveying the disagreement, and the method of not preferring due to lack of justification.

Keywords: Methodology, summary, Mukhtasar, Khalil, preference

1. Introduction:

The Maliki Doctrine of Jurisprudence has gone through various stages, during which the Malikis left behind a vast wealth of jurisprudence, with diverse methods and approaches, and differing approaches to authorship, codification, and deduction, ranging from long works to summaries, commentaries, and marginal notes, in which their jurisprudential talents were evident. Among the most important works that gained acceptance and was followed by scholars and jurists is the Mukhtasar of Khalil ibn Ishaq, which is considered the most famous of the Maliki Abbreviations, due to its quality, mastery, precise investigation, and excellent tracking and reporting. Jurists have referred to it and devoted great attention to it, Learning, Memorizing, Explaining, and Composing. Therefore, they sought to Simplify its Expressions, Clarify its Allusions, and Extract its Treasures and Benefits.

This summary Al-Mukhtasar contains many branches and issues from the reliable books of Maliki Jurisprudence. It explains the well-known and reliable opinions, stripped of the fundamentals and texts, and relies on the major Maliki books, the Mayors and Pillars of the Doctrine, and its prominent figures, such as Al-Lakhmi, Ibn Yunus, Ibn Rushd Al-Jadd the grandfather, and Al-Mazari. In doing so; He sought to remove disagreement and give preference whenever possible. It is one of the greatest and most important Maliki Summaries, as he focuses on clarifying the basis for Fatwas and the most likely and strongest opinions among scholars.

The Topic is divided into two sections:

The first deals with the concept of preference, its reality according to Khalil, its terminology, and his methods of preference.

The Second deals with applied models of Khalil's Preferences, Presented in the Summary, "Al-Mukhtasar".

Then, a conclusion includes the most important results and recommendations.

2. The First Requirement: Features of Khalil's Methodology of Reference

2.1. The Concept of Preference:

2.1.1. Preference by Linguistically:

In Arabid; The Word "Tarjih - Preference" means "to Preferred", with the Letters "Ra", "Jeem", and "Ha" as One Root, indicating Seriousness and Excess. It is said: "the Thing Preponderant"; and it is "Rajih" (Ibn Fars, 1399 AH/1979 CE, p. 489) "To Preferred" something by Emphasising it means to Make it Superior and Strong. (Al-Fayoumi, Undated, p. 29)

2.1.2. Preference in Maliki Terminology:

The Malikis differed over the Definition of the Preferred Opinion. Some said: It is that which has been said by many; Meaning the Well-Known. Others said: It is that which has Strong Evidence; Which is what Most Scholars of the Doctrine hold (At-Tusuli, 1418 AH/1998 CE, pp. 44-41).

The Most Likely Opinion is Expressed as: the Most Correct, the Most Famous, the Apparent, the Wiser, the One that is Practiced, the Doctrine is such-and-such, and the Fatwa is such-and-such (Al-Hattāb, 1412 AH/1992 CE, pp. 35-36)

2.2. Preference According to Khalil:

The Commentators of Al-Mukhtasar have decided that Imam Khalil's Preference for it is as Follows:

- The Statement of Imam Malik in the Blog, which was Narrated by Ibn Al-Qasim on the Authority of Others, is Presented.
- Then; What was Narrated by Other than Ibn Al-Qasim from the Words of Imam Malik is Preferred Over What ibn Al-Qasim said about it.
- Then; Ibn Al-Qasim's Statement on it is Preferred Over the Statement of Others on it.
- Then; the Statement of Someone Other than Ibn Al-Qasim in the Blog takes Precedence Over his Statement in Other Books.

- Then; the Statement of ibn Al-Qasim in General, then the Sheikhs of the Maliki School. (Ibn Farhun, 1406 AH/1986 CE, p. 70)

In the Preferences; Khalil adheres to this Order between the Narrations and Sayings in the Blog due to the Accuracy of its Transmission and the Verification of the Sayings. There is no doubt that Ibn Al-Qasim is the Most Reliable of People regarding Imam Malik, as he is his Distinguished Student. Khalil only rarely deviates from this Approach for a Stronger Reason that requires it in Specific Issues that do not constitute a Foundation in his Methodology. The Majority is like the Verified, and the Rare is without Rule.

2.3. The Words of Preference According to Khalil bin Ishaq:

2.3.1. The Words of Preference that Khalil adds to Others:

Khalil ibn Ishaq preferred the Opinions of the Jurists who preceded him in Codifying the Maliki Doctrine, and in his Summary Al-Mukhtasar, he referred to Expressions that Others had Used and Employed to Support the Opinions of Some of them, Including:

- **The Material of Choice:** It refers to the Choice of Imam Al-Lakhmi: If this is from his Own Ijtihad “Personal Opinion” and not from the Sayings of Others; He refers to this in the Past Tense, such as; He Chose and was Chosen. If it is based on Explicit Statements; He refers to it Using the Nominative Case, such as; Chosen and Choice (Alish, 1409 AH/1989 CE, p. 23).

- **The Material of Preference:** It refers to the Preference of Imam Ibn Yunus: If it is in the Form of a Noun, as is Most Likely and Preferred, then there is No Disagreement about Choosing it. If it is in the Form of a Verb; He Preferred; Then that is his Own Choice (Al-Hattāb, 1412 AH/1992 CE, p. 34).

- **Article of Appearance:** He refers to the Opinion of Imam Ibn Rushd the grandfather: If he comes in the Form of a Noun; such as; The Most Apparent and the Apparent, to Choose ibn Rushd from the Opposite of his Precedence. If he comes in the Verb Form; such as; It appears because he chose it for himself (Alish, 1409 AH/1989 CE, p. 23).

- **Article of the Statement:** He refers to the Opinion of Imam Al-Mazari: If it appears in the Form of a Noun; such as; The Saying;

Then it is his Choice based on a Previous Disagreement. If it appears in the Form of a Verb; such as; Said or it was Said; Then it is Al-Mazari's Own Choice (Al-Hattāb, 1412 AH/1992 CE, p. 35).

- **The Term Correction and Approval:** He refers to the Opinions of Maliki Scholars other than the Four mentioned above. What is meant by Correction may refer to what the Sheikh approves of from the Opinion of others, and Approval may refer to what he deems appropriate, with the Possibility of Both being inclusive (Ibn Ghazi, 1429 AH/2008 CE, p. 121).

- **Hesitation:** A Term Used to refer to the Hesitation of Later Narrators in Transmission, or to the Lack of Text from Earlier Narrators (Ibn Ghazi, 1429 AH/2008 CE, p. 122).

Khalil Singled out the Four Sheikhs for Appointment due to their Frequent Use of Discretion. Khalil singled out Imam Al-Lakhmi for the Term Choice due to his Frequent Use of this Term. He singled out Ibn Yunus for the Term Preference because most of his Ijtihad and Efforts leaned toward the Opinions of the Jurists who Preceded him, and what he Chose for himself was Little. He singled out Ibn Rushd for the Term Appearance due to his Frequent Reliance on the Apparent Meaning of Narrations. He singled out Al-Mazari for the Term Statement because he had a Statement that could be Relied Upon due to his Strength and Understanding of the Sciences (Al-Hattāb, 1412 AH/1992 CE, p. 35).

2.4. Third: Khalil's Paths of Preference:

Sheikh Khalil Enjoyed a Distinguished Scholarly Position that Enabled him to Establish the Branches of the Maliki Doctrine in Issuing Fatwas and Giving Preference. He had a Special Approach to Dealing with the Differences in Opinions in the Doctrine, which he Explained and which was Decided Upon by the Commentators and Explainers of his Book, Detailed Below:

2.4.1. The Path of Preference: Khalil stated in the Introduction to his Book that; It is an Abridgement of the Maliki Doctrine, Explaining the Basis for Issuing Fatwas (Khalil ibn Ishaq, 1426AH-2005 CE, p. 11). He also stated that; The Opinions that are Issued Fatwas in the Maliki

Doctrine are the Well-Known or Preferred Ones (Al-Hattāb, 1412 AH/1992 CE, p. 32).

The Word “What” in his Phrase “what is the Basis for Issuing Fatwas” is a General Expression, Indicating Khalil’s Intention to Present the Preferred and Popular Ones, whether Chosen by him or by someone else (Al-Adawi, 1317 AH., p. 35).

2.4.2. The Approach of Merely Mentioning Disagreement: Khalil Pointed Out that the Word “Disagreement” in the Summary Al-Mukhtasar indicates a Disagreement among the Maliki Jurists regarding the Preference of Well-Known Opinions due to their Equal Rank. Thus; The Well-Known Opinions are mentioned, then the Word “Disagreement” is indicated, without Favoring One Opinion over the other. According to the Commentators of Khalil's Summary Al-Mukhtasar, and by Extrapolating his Words therein, if the Maliki Jurists differ in their Preference, and if the Rank of those giving Preference is Equal, then the Word “Disagreement” indicates a Disagreement among the Jurists of the Doctrine regarding their Preference. However; If those giving Preference differ in Rank, then the Text is Usually limited to the Preference of the Strongest and Highest among them (Al-Hattāb, 1412 AH/1992 CE, p. 36).

2.4.3. The Path of Not Preferring One Opinion: Khalil mentioned in the Introduction to his Summary Al-Mukhtasar that if he does not find in the Disputed Legal Ruling a Stated Preference for Something other than it, whether it is a Declaration, a Choice, or a Correction, he expresses himself with Two Opinions, or Opinions, and does not Prefer One Opinion over Another (Alish, 1409 AH/1989 CE, p. 24).

3. The Second Requirement: Practical Models of Khalil’s Preferences through his Summary Al-Mukhtasar:

3.1. The Issue of the Orphan Girl if the Guardian Marries her off without being Forced:

There is No Disagreement among Jurists that the Father has the Authority to Marry off his Young Virgin Daughter Until she reaches Puberty, and he has the Right to Force her to do so (Al-Baji, 1332 AH, p. 272).

because the Father alone has the Right to Force his Young Daughters and the Virgins who have reached Puberty (The Judge Abdul Wahhab, Undated, p. 113).

The Origin of this is the Almighty's Saying: (And those who No Longer expect Menstruation among Your Women - if you doubt, then their Period is Three Months, and those who have Not Menstruated. And for those who are Pregnant, their Term is Until they give Birth and whoever Fears Allāh - He will make for him of his Matter Ease), (Surat At-Talaq, Verse: 4).

- **Evidence:** The Verse indicates that it is Valid to Marry the Young Woman who has not Menstruated, if her father Marries her (Al-Nawawi, Undated, p. 65).

And what was Narrated on the Authority of Aisha (May Allah be Pleased with her): "The Prophet (May Allah Bless him and Grant him Peace) Married her when She was Six Years Old, and She was Consummated with Him when She was Nine, and She Stayed with Him for Nine Years" (Al-Bukhari, 1422 AH, p. 17).

The Hadith indicates that the father may marry his daughter off before She reaches Puberty and without her Permission (Al-Shawkani, 1413 AH/1993 CE, p. 143).

They differed regarding the Marriage of the Young Orphan Girl if the Guardian marries her without being Forced, with the Following Statements:

3.1.1. The First Opinion: The Guardian, who is Not Under Compulsion, may marry off the Young Orphan Girl, after Consulting the Judge, if he fears that her Condition will Deteriorate and she has reached the Age of Ten (Al-Mawaq, 1416 AH/1994 CE, p. 56).

This is the Opinion of ibn Bashir, Ibn Abdul Salam, and Al-Mattiti from the Maliki Doctrine. They based their Evidence on the Words of Allah Almighty: (And if you Fear that you will not deal Justly with the Orphan Girls, then marry those that please you of Women, Two or Three or Four...), (Surat An-Nisa: Verse 3).

- **Evidence:** The Apparent Meaning of the Verse indicates the Permissibility of Marrying the Young Orphan Girl who has not reached Puberty, because the Word Orphan is Only Used for Someone

who has not Yet reached Puberty (Ibn Rushd the Grandson, 1425AH-2004 CE, p. 55).

And the Words of Allah Almighty: (And they request from you, [O Muḥammad], a [legal] ruling concerning women. Say, "Allāh gives you a ruling about them and [about] what has been recited to you in the Book concerning the orphan girls to whom you do not give what is decreed for them [219] - and [yet] you desire to marry them...), (Surat An-Nisa: Verse 127).

The Verse indicates that it is Permissible for the Guardian to marry off the Orphan Girl in his Custody to himself or to someone else, provided that he is Fair in her Dowry (Al-Tabari, 1420 AH-2000 CE, p. 258).

3.1.2. The Second Opinion: the Guardian who is not compelled to marry off the Young Orphan Girl is Never Permitted to marry off the Minor Orphan Girl (Al-Hattāb, 1412 AH/1992 CE, pp. 228-229).

This is the Maliki Doctrine, according to Ibn Habib's Narration.

They Cited as Evidence the Hadith of the Prophet (Peace and Blessings be Upon Him) Narrated by Abu Hurayrah (May Allah be Pleased with him), who said: "An Orphan Girl should be Consulted about her Own Affairs, and it is Sufficient for her to Remain Silent so that her Permission is Known. If she does not wish to do so, then there is No Permissibility for her" (Abu Dawud, 1430AH-2009 CE, p. 434).

He referred to her as the Orphan in Light of what she was, as the Orphan Girl who has not yet reached Puberty is not Eligible for Consultation, so there is no benefit to be gained from that. Rather; Her Consultation and Permission are Only Permitted after Puberty (Ibn Rushd the Grandson, 1425AH-2004 CE, p. 33).

They argued that anyone other than the Father does not have the Right to Dispose of the Money of the Young Orphan Girl himself, so he does not have the Right to Force her to Marry, just like the Stranger (Ibn Abdul Barr, 1421AH-2000 CE., p. 401).

3.1.3. The Third Opinion: The Marriage Contract is annulled before or after Consummation if the Guardian marries her off without Coercion, unless a long period of time elapses after Consummation, in which Case it is not annulled. Asbagh said that even if she gives Birth

to Children, this is the Opinion of ibn Al-Qasim, Asbagh, Some Malikis, and Imam Malik.

They argued that the Marriage Contract is Invalid due to the Invalidity of its Contract, which Occurred in the Wrong Place (Ibn Rushd, 1408AH-1988 CE, p. 283).

3.1.4. The Fourth Opinion: The Marriage Contract cannot be annulled before or after Consummation, even if it was Not Prolonged, if the Guardian marries her off without Coercion. This is the View of Some Malikis (Ibn Rushd, 1408AH-1988 CE, p. 283).

They argued that Urwah ibn Al-Zubayr married his Niece to his son when she was a Young Girl, and that People were present, and Urwah was not mentioned as having Objected to this (Ibn Abdul Barr, 1421AH-2000 CE., p. 405)

They also Cited the Principle of the Desirability, based on the View of those who believe that the Guardian has the Right to marry off his Orphan Female ward while she is still Young, based on the Apparent Meaning of Allah Almighty's Statement: (And if you fear that you will not deal justly with the orphan girls...), (Surat An-Nisa: Verse 3), (Ibn Rushd, 1408AH-1988 CE, p. 283).

3.1.5. Khalil's Preference:

Khalil said: "There is No Compulsion. The Adult is considered an Orphan Girl, Except for One whose Marriage is Feared to be Corrupt and who has reached the Age of Ten, and the Judge has been Consulted. Otherwise; It is Valid if the Marriage is Consummated and the Consummation is Prolonged" (Khalil ibn Ishaq, 1426AH-2005 CE, pp. 96-97).

Khalil Preferred that the Guardian who is Not Compelled to marry off a Young Orphan Girl after Consulting the Judge if she has reached the Age of Ten and there is Fear that she may become Corrupt. If she is married and there is No Fear of Corruption, or if she has not reached the Age of Ten, or if the Judge has not been Consulted, the Marriage Contract is Annulled before or after Consummation. However; It is Not Annulled if the Husband has Consummated the Marriage and the Consummation is Prolonged (Al-Hattāb, 1412 AH/1992 CE, p. 428).

3.2. Second: The Issue of the Ruling on Selling Gold to Minters so that they Can Take the Weight of their Wages in Coined (Minted):

There is No Disagreement among the Jurists regarding the Prohibition of Selling the Dinar for a Similar Dinar, or the Dirham for a Similar One, with a Difference in Value, if the Two Parties to the Transaction are neither Traveling nor In Need (Ibn Abdul Bar, 1387AH, p. 246). This is due to the Hadiths in the Sunnah that indicate the Prohibition of Selling Gold for Gold, or Silver for Silver, unless it is Weight for Weight, Like for Like, and there is No Selling something that is Absent for something that is Ready (Malik, Al-Muwatta, 1406 AH-1985CE, p. 632).

The Prohibition stipulates the Prohibition of Differentiation of One Type of Commodity, and it prohibits Differentiation of Commodity when the Type is the Same. This includes all Types of Commodities, including Gold, Jewelry, Coins, Good and Bad, as indicated by what was mentioned in the Hadiths regarding the General Prohibition of Differentiation in the Sale of Usurious Goods by their Type (Al-Baji, 1332 AH, p. 260).

However; The Jurists Differed in their Opinions regarding the Ruling on Selling by someone who was Traveling, if he was in a Country and had with him Un-Minted Gold that was Not Popular and Circulating in that Country. So, if he came to the Mint and Sold it to them and took the Weight of his Wages in coins, then he took an increase in the Minted Gold over the Un-Minted Gold:

3.2.1. The First Opinion: It is Permissible for Someone who is Traveling, if he sells something not Minted to the Mint, to take the Weight of his Wages in Coins. This is an Opinion of Imam Malik in the Hearing of ibn Al-Qasim, and the Opinion of ibn Yunus (Khalil ibn Ishaq , 1429AH-2008 CE, p. 287).

They argued that Muawiyah ibn Abi Sufyan (May Allah be Pleased with them both) believed that Usury could only be in the Case of a Difference in Gold for Gold, in Jewelry for Jewelry, and in Cash for Cash. He permitted Gold Coins to be Exchanged for Dinars with a

Difference in Value, and Gold Jewelry for Gold with a Difference in Value (Ibn Rushd, 1408AH-1988 CE, pp. 442-444).

They also argued by Analogy between Selling and Destroying. Don't you see that if he destroyed Crafted Gold Weighing One Hundred and the Craftsmanship was Worth Ten, then he must Pay One Hundred and Ten, and that is Not Usury. The same applies if he bought it ((Al-Subki, Undated, p. 85).

3.2.2. The Second Opinion: It is Permissible for Someone in Need and distress to Sell Gold and take the Weight of his Wages in Coins. This is the Opinion of ibn Al-Qasim, Sahnun, and Al-Abhari (Khalil ibn Ishaq , 1429AH-2008 CE, p. 287).

Their Argument for this is that; The Necessity for Dirhams, the Impossibility of Exchange, the Need for Haste, and the Traveler's Fear for himself if he is Separated from his Companions and for his Gold if he is Absent from them, permits this, and Necessity Permits Prohibitions. In addition to that; There is Hardship in Waiting to Carry Out the Minting and Coining Process, even though the Traveler needs to Sell it, in addition to the Existence of a Single Currency with Many Merchants (Al-Baji, 1332 AH, p. 259).

3.2.3. The Third Opinion: It is Forbidden to Sell Gold and take the Weight of its Rent in Coins. This was stated by Ibn Al-Mawaz, Ibn Wahb, and the Judge Abdul Wahhab from the Maliki Doctrine, and it was also stated by the Majority of Imams (Ibn Rushd the Grandson, 1425AH-2004 CE, p. 212).

Their Argument for this is; The Hadiths narrated from the Messenger of Allah (Peace and Blessings be Upon Him) that Prohibit Differentiation and Prohibit Disparity in the Sale of the Same Type of Commodity for its Equivalent. This includes Gold and Silver of all Kinds, whether Gold, Minted, Pure, Adulterated, Whole, Broken, Good, or Bad (Ibn Majah, 1430 AH/2009CE, p. 368).

They also argued that; Ibn Omar (May Allah be Pleased with them both) Forbade a Goldsmith from Crafting and then Selling an item for more than its Weight, in Exchange for his Work in Crafting it. He said: "A Dinar for a Dinar, and a Dirham for a Dirham, there is No Difference between them. This is the Covenant of our Prophet

(Peace and Blessings be Upon Him) to us and our Covenant to you” (The Judge Abdul Wahhab, Undated, p. 956).

3.2.4. Khalil's Preference:

Khalil said: “A Goldsmith is given the Weight and Wages, and Olives and the Wages of their Press, unlike the Gold that a Traveler gives and the Wages of the Mint, so that he can take its Weight. The most apparent View is the Opposite” (Khalil ibn Ishaq, 1426AH-2005 CE, p. 146).

What Khalil Preferred is that; It is Permissible for a Traveler to Sell Gold to the Mint and take the Weight of his Wages in Coins.

3.3 Third: The Issue of the Ruling on Exchanging Counterfeit Currency for Pure Currency:

The Majority of Jurists hold that it is Permissible to Sell a Counterfeit Dinar for Another Counterfeit Currency, provided it is Hand-to-Hand. The same applies to Counterfeit Dirhams (Ibn Abdul Bar, 1387AH, p. 242), based on the General Evidence that Permits the Sale of Dinars for Dinars and Dirhams for Dirhams, Weight for Weight, Like for Like, and Equal for Equal. This includes Coins, Jewelry, and Gold (Muslim, 1412 AH/1991 CE, p. 1209).

They Differed regarding the Exchange of Counterfeit Currency for Pure Currency, with Two Opinions:

3.2.5. The First Opinion: It is Permissible to Exchange Counterfeit Currency for Pure Currency of the Same Type. This is an Opinion of the Malikis (Al-Kharshi, 1317 AH, p. 52), and the Hanafis said the same (Ibn Maza, 1424 AH/2004 CE., p. 327).

Their Argument for this is that; There is Equivalence in Exchanging Counterfeit Currency for Pure Currency of the Same Type. If there is Equality in the Counterfeit and Pure Currency, then it is Permissible to Exchange One for the Other because they are Similar in what is Intended, which is Gold or Silver or what takes their Place (Ibn Rushd the Grandson, 1425AH-2004 CE, pp. 212-214).

3.2.6. The Second Opinion: It is Not Permissible to Exchange Counterfeit Currency for Pure Currency of the Same Type. This is the Opinion of Imam Malik, Ibn Abdul Barr, and Ibn Rushd (Khalil ibn Ishaq , 1429AH-2008 CE, p. 292).

The Proponents of this View have argued that the Messenger (Peace and Blessings of Allah be Upon Him) ordered the Removal of Beads from a Necklace Containing Beads and Gold and the Separation of the Gold so that it could be Sold. If selling it with Beads had been Permissible, it would not have required Weighing it, in order to Achieve Weight and Similarity, which is the Reason for Separating it for Sale. This is Not Achieved in the Case of Adulterated Gold with Pure Gold (Al-Baji, 1332 AH, p. 277).

This is what the Messenger (Peace and Blessings of Allah be Upon Him) Pointed Out when He Said: “Gold for Gold, Weight for Weight” (Muslim, 1412 AH/1991 CE, p. 1213).

Exchanging Counterfeit Currency for Pure Currency is a Pretext for Fraud, and its Spread in Muslim Markets is Inevitable. Therefore; Permitting such an Exchange is a Permit for Fraud and a Corruption of Muslim Markets (Malik, *almudawna*, 1415 AH/1995 CE, p. 50).

This Transaction is also Not Without Ignorance, because Selling Pure for Adulterated is Like Selling Silver for Silver and something else. Because the Silver is the Intended Value, its Quantity is Unknown here, and Similarity is Not Achieved (Al-Subki, Undated, p. 106). And the Ignorance of Similarity is Like the Reality of Comparison (Al-Subki T. A.-D., 1411AH/1991CE, p. 118).

They argued that it is Not Permissible, in order to Block the Means, and that is because the Intention of the One who Exchanges is to Obtain Pure Gold with a Difference (Ibn Rushd the Grandson, 1425AH-2004 CE, p. 314).

3.3. Khalil's Preference:

Khalil said: “And Adulterated with its Equivalent and with Pure, and the most apparent opposite is the Case for those who break it or do not Adulterate with it, and it is Disliked for those who do not Trust it, and it is Annulled by those who Adulterate, unless it is Lost”. What Khalil Preferred is the Permissibility of Exchanging Adulterated Currency for Pure Currency of the Same Equivalent (Khalil ibn Ishaq, 1426AH-2005 CE, p. 147).

4. Conclusion:

After this Presentation of the Study Elements, the Research Concluded with the Following Results:

- Khalil was not Merely a Transmitter of the Branches and Issues of Maliki jurisprudence; Rather, he attained a Degree of Mastery in Examining, Preference, Investigating, and Scrutinizing, which made him an Editor and Establisher of the Doctrine in its Issues, which indicates Knowledge of the Principles of Deduction, the General Rules, and the Controls Governing the Branches of the Doctrine.

- Imam Khalil relies on a Method for Determining the Preferred and Well-Known Branches of Jurisprudence, based on the Strength of the Evidence and the Large Number of those who have said it. He adheres to the Rule of Ordering the Opinions and Jurisprudential Sources that Transmit the Branches.

- Khalil Used Special Terms for Defamation, Preference, and Reinforcement, which he attributed to a Specific Scholar or Merely Presented and Reinforced for a Reason that required it without regard to the Speaker.

- Khalil has Three Methods for Dealing with Jurisprudential Disagreement within the Doctrine; Sometimes by Giving Preference to One Opinion, sometimes by not Giving Preference due to the Lack of a Reason or a Reason for Giving Preference, and thirdly by being Content with Conveying the Disagreement, for a Reason he made Clear in the Event that the Maliki Sheikhs differed in Giving Preference, and the Rank of those giving Preference was Equal.

- Khalil has Preferences in Several Issues from the Various Chapters of Jurisprudence that Bear witness to what the Commentators have decided in his Approach with the Sectarian Disagreement that was Previously Reported in Detail.

- We also recommend that Researchers Conduct Further Research into the Established Methodology, especially with regard to the Applied Models Used.

- We also recommend that Researchers Study the Examples in which Khalil deviated from the Established Methodology and attempt

to Deduce the Reason for their Deviation from the Methodological Rules he had established. This Research, if Completed, would be of Added Scientific Value and would Greatly Benefit Muftis and Researchers.

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Museum Education as a Pedagogy for Sustainable Tourism: Programs and Practices

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Received: 29-08-2025

Accepted: 18-09-2025

Published: 01-12-2025

Abstract:

The UN member states adopted the 2030 Agenda for Sustainable Development in 2015, which aims to achieve a balance among social, economic, and environmental sustainability. Within the shift towards sustainable tourism, there has been increasing interest in protecting and utilizing museums and incorporating them into sustainable tourism plans. The concept of museum education has emerged as a pedagogy for Sustainable Tourism. Accordingly, this research article demonstrates that museum education serves as a pedagogical tool for achieving sustainable tourism goals. We will clarify the concept of museum education and its role in enhancing museums' missions, analyze studies on museum education, demonstrate how museum education can contribute to sustainable tourism, and highlight several museum education programs and activities, as well as their implementation approaches.

Keywords: Development, sustainability, tourism, museum, education

1. Introduction

As all nations that belong to the United Nations accepted the 2030 Agenda for Sustainable Development, the 17 Sustainable Development Goals (SDGs) have led efforts to eliminate poverty, safeguard the environment, and promote prosperity for everyone (Hansson & Öhman, 2022). The UN member states designated 2017 as the International Year of Sustainable Tourism for Development, establishing the perfect stage for the field to embark on a shared journey towards 2030, a journey to 2030, seeks to generate knowledge, empower, and motivate those involved with tourism to

take necessary action to accelerate the trend towards a more sustainable tourism sector (UNWTO - UNDP, 2017). Sustainable tourism is defined as managing tourism activities in a way that considers all present and future economic, social, and environmental implications while serving the requirements of tourists, industry, the environment, and the local community.

Furthermore, in a statement on World Tourism Day 2014, UN Secretary-General Ban Ki-moon noted that "leveraging the enormous benefits of tourism will play a critical role in achieving the SDGs and implementing the post-2015 development agenda." As a result, there has been a growing interest in protecting and utilizing museums in order to achieve sustainable tourism goals. Since the 2015 proposal for the protection and enhancement of museums and collections, their variety, and their role in society (UNWTO - UNDP, 2017) .

Tourism culture plays a crucial role in education and museums As part of the process of constituting a key attraction for international and local tourists (Skyrda et al., 2012). For example, the National Museum of the Mujahid and Maqam Echahid attracts both foreign and local tourists, as well as schoolchildren and adults from within Algeria and abroad. Museums are capable of employing the collaborative techniques necessary to connect with communities on multiple levels (Kristinsdóttir, 2017) In terms of non-formal education, which is an important component of the activity of all social organizations, including museums.

Today, students begin formal education with a fragmented body of knowledge obtained through informal and non-formal learning environments, which often include direct encounters with the world or symbolic and multimodal objects from an early age. (Todino & Campitiello, 2025). Museums encourage non-formal, informal, and continuous education. Museum learning is described as a transforming, emotive experience that encourages visitors to acquire new attitudes, interests, appreciation, beliefs, or values "in an informal and voluntary context." (Kristinsdóttir, 2017).

Non-formal education is analogous to a museum, which, unlike a school, often sees the learner-visitor only during their "walk" around the broad galleries. (Todino & Campitiello, 2025). Nowadays, the link among educational museums and formal schooling is a popular

subject in discourse concerning museums' role in the education sector. In this study, we concentrate special attention on museum education targeted to students and propose an operational pedagogy for sustainable museum education inspired by John Dewey's educational philosophy (Hansson & Öhman, 2022).

Accordingly, John Cotton Dana noted, "a good museum is a proper and helpful institution to any community which may establish and maintain the same," and every museum's mission and operations must express a dedication to education as vital to their public service. (Pennay, 2021). Dana emphasize the "ever-present and never-forgotten fact that the museum is the assistant to and the handmaiden of all the formal education activities of the whole city." It is an institute of visual instruction" (Jenifer Ishee Hoffman, 2020). Additionally, Dana's wish that museum is "Institutes of Visual Instruction." (Jenifer Ishee Hoffman, 2020), and believed that "museums should be accessible to everyone" (Dane, 1990, pp. 5-9).

Furthermore, John Cotton's work has influenced and challenged the perceptions of informal education in museums, as well as how we can effectively utilize it. Dana recognized the need to foster a closer relationship between the community and the library during the Progressive Era (1890s-1920s). He believed that the approaches he introduced in the library and museum would promote more learning from the public. Dana transforme the museum into a center for ordinary people rather than the elite and academics (Kristen, 2024, pp. 4 - 5). John Cotton Dana's idea was that if museums were to be more useful to the world, their collections, facilities, and personnel should all collaborate for the enjoyment, education, and benefit of their particular communities.

In addition to Dana's educational philosophy their was George E. Hein's contributions, founded in constructivist learning theory, have a significant impact on current museum education and its connection with museums' expanding role as educational institutions. Inspired by John Dewey, Hein emphasizes the need of connecting education and experience, arguing that successful learning happens via active engagement and interaction with knowledge. Hein's theoretical framework divides museums into four educative models: the constructivist museum, the discovery museum, the methodical

museum, and the orderly museum. The notion of constructivism is founded on the notion that knowledge is not simply transferred from the outside but rather built inside by individuals utilizing information from their surroundings (Todino & Campitiello, 2025).

Hein supports the constructivist museum, which adapts to visitors' varied educational needs rather than being limited by the fundamental features of the displayed artifacts. According to Hein, this technique transforms museums from static repositories to dynamic venues that reflect the many learning styles and life experiences of its visitors. (Todino & Campitiello, 2025)

Based on the preceding discussion and the descriptive methodology, we will define the issue of museum education as a strategy and pedagogical technique to accomplish the aims of sustainable tourism using the following axes:

- Defining the museum education concept, the role of museums, and Analyzing studies on museum education;
 - Show how museum education helps to achieve sustainable tourism;
- Demonstrate museum education strategies for children and adults, as well as approaches to their implementation.

2. Defining of the museum education

The term "museum" comes from the Greek word "mouseion" (μουσεῖον), which refers to a temple or temple devoted to the Muses, as well as a classroom or gymnasium for the arts. The term "museum" was then used in Latin as "museum". "The contemporary term museum is defined as a location where things of historical, artistic, scientific, or anthropological importance are gathered, organized, and preserved (Todino & Campitiello, 2025). Dana frequently stated in his writings that he did not want to use the term "museum" due to its aristocratic connotations. He favored "The Institute of Visual Instruction." (Jenifer Ishee Hoffman, 2020)

The notion of the museum as an institution committed to protecting and presenting art and textual materials for public access, cultural enrichment, and study goes back to antiquity, with significant examples in Egypt, Greece, and Asia Minor. (Todino & Campitiello, 2025) Many of the issues in early museums are similar to those in

present-day discussions in education departments. Moreover, many historians of museums describe the museum as a place for learning and education. (Protta, 2019, pp. 337-341). Furthermore, Museum education is the deliberate employ of museum resources, collections, and surroundings to promote learning and personal growth among varied audiences. It includes a variety of official and informal educational techniques that attempt to engage visitors in active, inquiry-based learning. (Todino & Campitiello, 2025)

The discourse about education museums has changed from using the word museum 'education' to 'learning,' emphasizing the learner over the teacher, 'experience' and the open-mindedness of an outcome, and learning as 'performance' or 'meaning-making.' Museum learning is defined as a transformative, affective experience' that helps visitors to develop interests, new attitudes, beliefs, appreciation, or values 'in an informal and voluntary context. (Kristinsdóttir, 2017)

The museum's role as a learning environment is generally recognized. In reality, at an Extraordinary General Assembly in Prague on August 24, 2022, the International Council of Museums (ICOM) approved a proposal for a revised definition of museums. Following this ruling, the new ICOM museum definition is as follows: "A museum is a non-profit, permanent institution in the service of society that researches, collects, conserves, interprets, and exhibits tangible and intangible heritage." Museums that are open to the public, accessible, and inclusive promote diversity and sustainability. They operate and communicate ethically, professionally, and collaboratively with communities, providing diverse experiences for education, enjoyment, reflection, and knowledge exchange" (Todino & Campitiello, 2025)

3. The History of Museum Education

The history of museum education has two views. The first mention of museum education as a vocation date back more than 50 years, yet its methods are as old as museums themselves. The controversial educational aim of museums may be traced back to the establishment of one of the first public museums, the Louvre in Paris, in 1793, when the French Revolution transformed the museum from a private emblem of power to a public tool for civilizing the people. (Kristinsdóttir, 2017).

The second point of view among North American educators is that the roots of museum teaching are inextricably linked to John Cotton Dana, who worked at the Newark Museum in New Jersey. His creative approach to outreach and community work has made him a perfect starting point for many museum educators seeking the foundation of our profession. (Protta, 2019, pp. 337-341).

Beginning in the 1970s, the new museology movement had a profound impact on museum education, prioritizing the museum's social purpose over its collections. Its purpose was to improve museum accessibility by revising community partnerships. A 'bottom-up' approach and 'heritage as empowerment' are further elements of modern museology. The second wave of modern museology in the 2000s prioritizes representations and access while also allowing for the examination of the 'poetics' and 'politics of museums.' (Kristinsdóttir, 2017).

4. Analyzing studies on museum education

Many studies have examined the significance of museum education in establishing sustainability; here are two examples.:

The first one is Cerquetti, M., & Montella, M. M. (2015). This paper investigates the influence of sustainable cultural tourism problems on the preservation of overloaded major cultural cities, as well as the survival of local heritage assets. In terms of local cultural attractions, this essay contends that research has missed the possibility of sustaining local cultural heritage through upgrades. Instead, ties between local museums should be strengthened to produce economies of scale, scope, and learning, allowing for the supply of necessary cultural infrastructure and the enhancement of museum service quality for local tourism development. The results suggest that the expansion of cultural tourism through cultural heritage upgrading might be through the following notes:

- Promote new economic and environmental planning tools;
- Stimulating people's awareness and participation in the maintenance and management of cultural and historical sites;
- Developing a joint interest of tourism participants and local authorities in inter-sector policies and programming.

This study outlines prospective areas for intervention in cultural policies aimed at improving museum networks, as well as the influence on heritage tourism and local development. As a result, continued development should not prohibit comparisons with other regional museum systems. (Cerquetti & Montella, 2015)

The second study by Young, Eadie, Suda, and Church (2022), sought to investigate the features of museum programs that are critical in engaging young children in museum education programs. It is based on two early childhood education programs developed and implemented by an inner-city museum in Australia. Both activities in this study were conducted by museum presenters with preschool children (4- and 5-year-olds in their year before formal schooling) and their instructors. Program A was held at the museum, whilst Program B was carried out in preschool settings. Not all museums can provide this sort of outreach program; nonetheless, outreach programs enable access for individuals who are unable to visit the museum and promote future participation in museums. The study included 14 early childhood groups and five museum presenters (14 teachers and 296 children).

The main objective of the study was to show how communication and museum-based activities for young children increased concept, language, and literacy acquisition, as well as how this learning was integrated into the preschool curriculum. The goal of this study is to explain features of the curriculum that helped youngsters learn. The findings of this inquiry as Following:

- The relationships between children and adults within museum programs are vital for their learning. For example, museum presenters who ask questions enable youngsters to contribute their thoughts and build on the conceptual information covered in the museum program ;
- Repeating new concepts and enabling children to ask questions throughout visits promotes inquiry-based learning;
- Children's learning experiences at museums are influenced by both what they do and what they talk about. However, how they communicate about the exhibit is crucial for establishing meaningful learning opportunities;

- The research found that museum activities that empower children to explore and extend their own experiences lead to ongoing chances for engaged learning;
- Emphasizing the continuity of children's engagement with museum programs' content and themes;
- Given the wealth of novel resources that museums offer to children and their families, a focus on learning can support children's engagement and experience at the museum. (Young, Eadie, Suda, & Church, 2022)

5. Museum Education Helps to Achieve Sustainable Tourism

Sustainable development has been described as “a dynamic process that enables people to realize their potential and improve their quality of life in ways which simultaneously protect and enhance the Earth’s life-support systems.” (Logan & C. Sutter, pp. 11-26)

According to Jaimie Cloud of the Cloud Institute for Sustainability, sustainable education is a creative learning process that provides learners, educators, and school systems with the new information and methods of thinking required to accomplish economic growth and responsible citizenship while also restoring the health of the living systems on which our lives rely. Logan & C. Sutter. Based on this viewpoint, museum education can help to achieve sustainable tourism.

The General Conference of UNESCO endorsed the 2015 Recommendation concerning the Protection and Promotion of Museums and Collections, their Diversity, and their Role in Society (hence referred to as "the recommendation") at its 38th session in 2015 (38 C/Resolution 49). This standard-setting instrument reflects Member States' commitment to assisting museums in fulfilling their role in modern society as sustainable development partners by safeguarding and protecting heritage, promoting cultural diversity, transmitting scientific knowledge, developing educational policies and lifelong learning, and fostering creative economies and sustainable tourism. (UNESCO, 2019)

The majority of Member States expressed interest in creating exhibitions and public programming to promote the 2030 Agenda for

Sustainable Development via museums, mainly scientific institutions. Member nations' efforts vary significantly. (UNESCO, 2019)

According to Hansson and Öhman (2022), Museums may help promote sustainable development via exhibitions and educational initiatives. This presents many pedagogical and theoretical questions regarding how to include sustainability into museums' educational programs and exhibits that emphasize sustainability issues.

The relationship between museums, sustainable development, and education for sustainable development has received increased attention in the museum policy discussion. As an example, in the year 2019 the International Commission of Museums (ICOM) approved the advice made by its working committee on sustainability. The first resolution recommends that ICOM acknowledge that all museums have an important part to play in developing a sustainable future and should assist in any way possible in achieving the UN SDGs' goals and targets, as well as using the 2030 "Transforming our World" Agenda as a guiding framework to integrate sustainability to our own both internal and external practices and programs for education. This paper, *Museums and Sustainable Development aims: A Reference Guide for Galleries, the Cultural Sector, Museums, and Their Partners*, is the first attempt to contextualize museum education within Agenda 2030. It is suggested that museums may play an important role in increasing public education and involvement in the SDGs. (Hansson & Öhman, 2022)

Hansson and Öhman (2022) identified four themes as relevant points of departure for thinking about a pedagogy for teaching and learning about sustainability in museums. The primary topic requires paying particular attention to complex sustainability issues such as migration, climate change, and racism, even if they are not always explicitly associated with sustainability. The second topic is that museums, with their collections of art, natural things, and historic items, have always been seen as teaching organizations that impart valuable information and experiences. Third, the 'transformative turn' of museums has added a new dimension to their instructional mission by portraying them as agents of social transformation. The fourth and last theme is that the link between formal schooling and museum education has transformed in recent years, which has been called 'the

pedagogical ambiguity' of museums refers to the increasing interaction between teachers and museums, and the various conceptions concerning the educational role museums serve. (Hansson & Öhman, 2022)

6. Museum Education Children and Adults' Programs and Activities

The idea of incorporating sustainability into all elements of society, as well as the transformative role of museums, prompts educators to reevaluate their ways. How to include education and sustainability into museums' educational programs (Hansson & Öhman, 2022)

Museum education is founded on accessibility, and learner-centered approaches, diversity, with an emphasis on making meaningful links between people and scientific, cultural, or historical information. The purpose is to boost the visitors' understanding, increase interest and enthusiasm for the museum's collections, artifacts, and stories.(Todino & Campitiello, 2025)

Museum education is leveraging a museum's resources and exhibits to support learning for a variety of audiences. (Kristinsdóttir, 2017). This includes hands-on activities, guided tours, workshops, and interactive exhibits that encourage critical thinking, collaborative knowledge generation and emotional involvement. These objectives can also be achieved through interactive exhibitions, didactic workshops, and the incorporation of multimedia technologies such as virtual reality, augmented reality, and artificial intelligence. (For example, digital tutors and avatars). Alternatively, digital twins of scanned artworks are converted into digital artifacts. (Todino & Campitiello, 2025)

As illustrated in the table, a creative program encompassing various activities is implemented across notable museums.

Table 1. Cases Of Creative Program and Activities in Leading Museums.

| Museum names | Programs And Activities | Objectives |
|---|--|---|
| Crystal Bridges Museum of American Art | -The Educational Museum Field Trips; Interactive exhibitions ; digital media; games; storytelling. | The Activities had a profound impact on the students. Engaging young minds; |
| Louvre Museum | - Workshops centered around art; - certain works of art or time periods - drawing, painting or sculpture, Guided by skilled instructors. ; - suitable for families guided excursions; - Practical activities. | These activities are designed to pique children's interest in history and art in a fun and engaging way; they also allow them to understand art via creative expression. Engage young people in an active exploration of art and history, instilling a sense of discovery and adventure. |
| MoMA The Museum of Modern Art, New York City | -Workshops with artists and educators; - sculpture, drawings, or digital art influenced by museum exhibits; - Family-friendly shows may incorporate mobile applications, interactive digital kiosks or online resources. | - Make modern art accessible and engaging to the younger audience; - Interactive elements, child-friendly interpretive materials, and activities within the exhibition space make these visits both educational and enjoyable for families. |
| London's Victoria & Albert Museum | - They provide both physical and digital presentations at different pricing ranges to ensure accessibility. - They also have a lecture series called "Packed Lunch". | - These lectures are designed for curious minds that want to process museum themes and work through ideas post-visit or exhibition ; - This series offers adults the opportunity to spend their lunch hour listening to a conversation between a museum programmer and a scientist about their current research. |
| The Spy Museum in Washington, DC | - Hosting exclusive gatherings for young professionals and providing cocktails, snacks, and special gallery hours. | - SPY's first digital exhibition of Open Source intelligence collection, often known as Open-Source Intelligence (OSINT). |
| Museums After Dark | - Creating "Museum Late" evening social spaces with food, drinks, and themed quizzes for adults. | - Whether or not they are revenue-generating events, they provide an opportunity to draw people in who would not otherwise visit the museum during the day. |
| Missouri's Nelson-Atkins Museum of Art | The museum offers English Language Classes for Learners focusing on USCIS 100 questions, | - Citizenship Preparation - This program demonstrates how to meet the needs of a community while |

| Museum names | Programs And Activities | Objectives |
|--|---|--|
| | as well as teaching about Geography, American Indian Culture, War of Independence, Civil War, Voting Rights, and the Civil Rights Movement through its rich collection. | also utilizing the collection for educational purposes. |
| The Fitzwilliam Museum in Cambridge | <ul style="list-style-type: none"> -Created a strong virtual product, a reflection and activity series for youngsters titled "Look, Think, Do" and "Look Imagine Move," which is an artwork in the focus film series. - Introduced the "MUSE" series, which focuses on watercolor and acrylic painting. | <ul style="list-style-type: none"> - These programs encourage children's creativity and enthusiasm for modern art. - They provide opportunities for youngsters to participate in activities. |
| The Holburne Museum New New Yorke | A peer-organized museum group named "IMAGE" for those who have had mental health issues. Artistic integration. | Program for Mental Health and Community Involvement. |
| Queens Museum Of Art New York | - The Queens Museum and Queen's Library partner on the "New New Yorkers" multilingual learning project. Designed for Hindi, Croatian, Persian, Nepali, Arabic, Korean, Bengali, Portuguese, and Tibetan. | -Designed to fulfill the requirements of Queens' adult immigrant population, this program is built on art and creativity, with artists and their work serving as a catalyst for language acquisition. |
| The Dallas Museum of Art Dallas Museum of Art | There are presently nine virtual date themes to select from, including "Au Naturel," "Fright Night", and "Gettin' Jiggy Wit It." | -provides a fun, accessible, and affordable method to add a new twist to spending quality time with their creative virtual dating. |

Source: (Design Dash, 2025 & Turner, 2024).

The table above shows museum activities and initiatives implemented by prominent museums across the world. Almost all museums currently offer innovative programs that reflect their objective and activities. In addition to all the details provided above, Algeria has a wide range of museums with creative programs and activities for example :

The Central Army Museum

The Central Army Museum's exhibits are organized chronologically, from ancient times to the present, and separated into historical periods: prehistory, antiquity, the Islamic era, the modern era, and the contemporary era. It has exhibits connected to historical eras of resistance and revolution: popular resistance, the national movement, the liberation revolution, and a particular wing dedicated to the People's National Army. (The Central Army Museum, 2025). Schools in various educational districts provide educational tours that teach pupils about Algerian history through pictures and displays.

The Public National Museum of Fine Arts

The Public National Museum of Fine Arts provides a variety of programs as part of its museum education program, including workshops. For example, on June 21, 2025, a free workshop was held in association with the National School of Fine Arts, comprising presentations for children and teens and organized by the Injaz Cultural Foundation. A sketching workshop for children with trisomy was also held, In collaboration with the TRIA organization in Algeria. (The Public National Museum of Fine Arts, 2025).

The National Museum of Fine Arts also hosts lectures. For example, on April 26, 2025, Professor Ammar Mokadem, Head of the Arabic Language and Literature Department at the University of Skikda, will conduct a lecture titled "The Contents and Prospects of the Algerian Novel." On January 24, 2024, the National Museum of Fine Arts hosted a Ministry of Culture-organized study day titled "Digitization of Museum Collections in Algeria". In addition to seminars and lectures, the museum hosts events including an exhibition of modern photography by Argentine artist Gabriela Messina. (The Public National Museum of Fine Arts, 2025)

Bardo National Museum

In general, a museum's mission consists not only of preserving heritage, but also of attempting to enhance and disseminate it within the context of a fair and adaptable cultural policy. Thus, the museum's primary objective has always been to maintain collections of public interest within the context of a public service, or at the very least a public utility mission. The primary goal is to guarantee that everyone has equal access to education and culture. (Bardo National Museum, 2025)

Thus, the Bardo Museum's rehabilitation project aims to transform it into an important destination for high-quality cultural growth. With the extension of its facilities, the reorganization of its collections, and their appropriate, fascinating, and didactic exhibition, the visitor will be able to enjoy better, comprehend, and eventually enjoy the revealed works of art for himself, regardless of his intellectual level or age.

The projected function of the educational programs and workshops within the overall mission of the Bardo Museum will result in:

- A direct rapport with works (shows, permanent and temporary exhibitions)
- An analytic approach to work (conferences, political debates, meetings with the scientific and technical staff)
- Effective training throughout workshops and conferences. (Bardo National Museum, 2025).

The National Museum of Antiquities and Islamic Arts

The National Museum of Antiquities and Islamic Arts is in the town of Algiers-Center. It is not just Algeria's oldest museum, but also one of the oldest in Africa. The museum is divided into two pavilions: the antiquities pavilion, which has important treasures such as legendary mosaics in remarkable condition, statues, ceramics, and many more historical objects to find. The second pavilion, that of Islamic arts, contains mostly pieces from the Islamic period, such as currency, swords, jewelry, and furniture, including the minbar of the Great Mosque of Algiers (The National Museum of Antiquities and Islamic Arts, 2025).

In addition to the Algerian museums mentioned above, we would like to mention: The National Museum of Popular Arts and Traditions in Medea, The National Museum of Tebessa, the National Museum of Popular Arts and Traditions, the National Museum of Bardo, the National Museum of Fine Arts, the National Museum of Sirt, the National Museum of Zabana, the Museum of Miniatures, the National Maritime Museum, the National Museum of Nasreddine Dene, Ornamentation and Arabic Calligraphy, the National Museum of Modern and Contemporary Art, the Regional Museum of Chlef, and the Regional Museum of Khenchela, the National Museum of Antiquities and Islamic Arts, the National Museum of Setif, (Ministry of Culture and Arts, 2025).

7. Conclusion

The Finally, our findings demonstrate the enormous potential of museum education as a critical pedagogy for encouraging sustainable tourism. Museums may go beyond their conventional duties as artifact repositories to become proactive agents for promoting environmental awareness, respect for cultural heritage, and responsible tourist practices. The study of various programs and practices shows that using interactive exhibits, participatory workshops, and community-based initiatives can help diverse visitor demographics gain a better understanding of the complex links between .cultural preservation and environmental sustainability

The findings indicate that successfully integrating museum education into sustainable tourism initiatives demands a comprehensive strategy. This means not just creating targeted educational programs but also fundamentally aligning museum aims and operating procedures with sustainable principles. Furthermore, developing cooperation among museums, tourist stakeholders, and local communities is critical for .achieving meaningful and long-term transformation

Furthermore, by employing their educational potential, museums can provide individuals with the knowledge, abilities, and views required to become educated and responsible visitors. As a result, the tourist sector becomes more durable, democratic, and environmentally responsible, guaranteeing that cultural and natural heritage are preserved for future generations. Continuous innovation and intentional execution of museum education initiatives represent a potential avenue for realizing the high .global objectives of sustainable tourism

In general, for creating museum educational programs and improving museums' standing in the field of tourism, "museums need to cooperate closely with the government, large and medium companies, businesses in the region, museums and cultural institutions in other cities and countries for joint programs development, scientific and methodological, research institutions and authorities in the area of education and tourism, grantors financing cultural and educational projects, representatives of mass media." (Skyrda, et al., 2012).

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Optimizing Physical Conditions to Enhance Professional Life Quality

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Received: 24-07-2025 Accepted: 10-10-2025 Published: 01-12-2025

Abstract:

Physical conditions in the workplace, such as lighting, ventilation, temperature, noise, and space design, play a critical role in enhancing employees' professional quality of life. While these factors may seem simple at first glance, their profound impact is evident in their ability to either enhance or diminish employee comfort, thereby directly affecting job performance and satisfaction. It is well known that a comfortable and well-designed work environment provides employees with mental and physical well-being, reducing stress and fatigue while boosting productivity. However, the question arises: To what extent can physical conditions effectively contribute to enhancing professional quality of life? Can these improvements be the primary factor in improving employees' mental and physical comfort, thus increasing their efficiency and productivity at work? This issue opens the door for studying the impact of improving physical conditions on employee well-being and professional quality of life, contributing to answering questions regarding the role of these factors in improving the work environment and enhancing overall performance.

Keywords: Physical environment, workplace quality of life, environmental design, physical conditions, professional quality of life

1. Introduction

In the modern era, it has become evident that the work environment is not merely a place where tasks are performed, but a critical factor in determining the professional quality of life for employees. Professional quality of life is not solely dependent on financial or professional incentives, but also on factors that affect the physical and psychological comfort of employees within the workplace. Among these factors, the optimization of physical conditions stands out as a key component in improving this quality, as it includes lighting, ventilation, temperature, space design, and furniture, all of which have a significant impact on employee productivity, mental and physical health, and job satisfaction.

Numerous studies indicate that favorable physical conditions can notably contribute to enhancing employees' physical and psychological comfort. For instance, a study by Veitch & Newsham (2000) showed that natural lighting could reduce discomfort, while a study by Ulrich et al. (1991) confirmed that green spaces and proper ventilation reduce psychological stress and increase mental well-being. Although there is broad consensus on the importance of adequate physical conditions in improving professional quality of life, there remains a notable research gap in understanding the detailed relationship between physical conditions and professional quality of life, and how these conditions affect various psychological and physical dimensions of employees.

Furthermore, most studies have addressed physical factors separately, without integrating them into a unified framework that could assist organizations in comprehensive planning and organization. Additionally, many studies highlight that organizations face practical challenges such as financial and structural constraints that may hinder the implementation of necessary improvements in the work environment. Many organizations may not be able to provide ideal work environments due to the high costs that would require a comprehensive overhaul of office and workplace infrastructure. The questions that arise are: Can professional quality of life truly be improved by merely adjusting physical conditions? How can favorable physical conditions in the workplace contribute to enhancing the professional quality of life for employees? And

what challenges may organizations face in optimizing these conditions?

This paper aims to address the knowledge gap regarding how to optimize physical conditions as a means to improve professional quality of life by examining the relationship between physical factors and the dimensions of professional quality of life within the context of modern organizations. It also seeks to propose practical strategies that organizations can adopt to improve the work environment without incurring high costs.

2-Professional Quality of Life:

The concept of quality of life has been defined as "the degree to which an individual's life experience meets their desires and needs (physical and psychological)" (Vischer & Wifi, 2017). Professional quality of life is a subset of overall quality of life that is influenced by work. It is more than just job satisfaction or happiness at work; it is the broader context in which an employee evaluates their work environment.

Professional quality of life is a branch of quality of life research that has been studied independently since the late 1970s. For researchers in the field of quality of life, efforts to improve employees' professional quality of life may also impact their sense of quality of life. Like quality of life, professional quality of life is influenced by work-related goals, desires, expectations, and needs, as well as the extent to which these goals and desires are met (Vischer & Wifi, 2017). The term "professional quality of life" first appeared in 1972 during the International Labor Relations Conference in New York, where the International Council for Professional Quality of Life was established to support research in this field.

The importance of this concept grew after major companies like General Motors implemented programs to improve the work environment. The concept of professional quality of life focuses on the organized efforts adopted by human resources management to improve the work environment and meet employee needs, including involving them in decision-making and ensuring job and psychological security. Professional quality of life can be defined as a set of programs and policies aimed at developing the work environment and improving the lives of workers, thereby enhancing their satisfaction, loyalty, and the organization's goals (Hamdi, 2024, p. 14831). This definition reflects the importance of improving the

work environment and factors contributing to employees' well-being, which in turn affects their productivity and loyalty to the organization. Improving professional quality of life requires organizations to adopt comprehensive policies that address employees' psychological and physical needs.

Furthermore, investing in employee well-being not only increases personal satisfaction but also enhances overall organizational performance by reducing stress and strain, while increasing motivation and engagement. Additionally, the presence of programs aimed at improving the work environment contributes to reducing job turnover rates and providing a more stable work environment, which positively impacts achieving organizational goals more effectively.

On the other hand, professional quality of life refers to how employees experience work within the organization and the relationship they have with it. The more positive an employee's experience within the organization, the better their performance and job satisfaction. This includes various aspects such as mental well-being, job security, work environment, and opportunities for personal and professional development (Benhassine & Boukhemkhem, 2015, p. 91). The core message here is that management should care about the health and well-being of its employees because a balanced and healthy workforce contributes to improved overall organizational performance. If an employee feels comfortable and satisfied in their workplace, they will be more productive, more loyal to the organization, ultimately benefiting it. Professional quality of life refers to the level of well-being and satisfaction individuals feel in their work environment. This quality covers various aspects of professional life that directly impact employee performance and happiness. Improving professional quality of life helps boost productivity, reduce stress, and improve relationships between employees, which positively impacts workflow.

2-1-Key Indicators of Professional Quality of Life:

- Includes the extent to which an employee is satisfied with their work, whether in terms of assigned tasks, salary, or professional development opportunities.
- Relates to how work is organized, the distribution of tasks, available resources, and the effectiveness of communication between employees and management.

- Refers to the employee's ability to reconcile work demands with personal life needs, including flexible working hours and vacation policies.
- The availability of opportunities for employees to improve their skills and develop themselves, whether through training courses, seminars, or promotion opportunities.
- Reflects the strength of relationships within the work environment, and how employees interact with each other and with the management.

"Environment" in person-environment fit research can take many forms, with organizational environments being among the most important. Person-environment fit occurs when individuals align with the characteristics of their work environment. It is widely accepted that individuals with specific needs, values, goals, capabilities, and personalities interact differently with organizational environments that have distinct demands, resources, values, and cultures. Since being introduced in the mid-1970s as a standalone theory, the idea of person-environment fit has become a solid research framework appearing in various disciplines, from applied psychology to human resources management.

From the employee's perspective, fit is a rewarding experience, especially when multiple types of fit (e.g., person-job and person-organization fit) occur simultaneously. However, from an organizational or societal perspective, the benefits of high fit must be weighed against potential costs, such as favoritism, conservatism, and homogeneity, which may lead to organizational stagnation and perpetuate inequality (De Cooman & Vleugels, 2022). This theory emphasizes how alignment between the individual and their environment leads to greater satisfaction and higher productivity. For example, if the work environment meets the employee's needs—such as comfortable workspace, suitable lighting, and proper temperature—it leads to a sense of comfort and increases work efficiency, enhancing the quality of work life.

• **Self-Determination Theory (SDT)** : Self-Determination Theory is a comprehensive framework for understanding human motivation and personality. It focuses on how individuals interact with and depend on their social environment. SDT

identifies intrinsic motivation and various types of extrinsic motivation and explains how these affect situational responses, as well as social, cognitive, and personality development. The theory centers around three basic psychological needs—**autonomy, competence, and relatedness**—which are essential for self-motivation, well-being, and personal growth. It also highlights the critical influence of social and cultural contexts in either facilitating or thwarting these psychological needs, self-directed behavior, performance, and overall well-being (Legault, 2017). According to SDT, physical conditions such as adjustable desks or good lighting can enhance autonomy and control over the environment, which increases employee motivation, a sense of achievement, and ultimately improves the quality of work life.

• **Energy and Effort Theory** : Strong individuals are often more successful in pursuing their goals, as many studies have shown. But does this mean they exert more effort? Current power theories do not offer a clear answer. Based on recent findings in power literature and integrating motivation psychology and neuroscience, this theory—"Effort Investment Theory of Power"—suggests that power determines effort investment based on the **principle of resource conservation**. That is, power influences how people assess a goal's importance and feasibility, and this evaluation affects how much effort they invest. The theory also incorporates the **time dimension**, highlighting how experiences during goal pursuit (like success or failure signals) and prior experiences (like past tasks or goals) shape judgments of importance and feasibility. It discusses the consequences of power on effort investment in terms of performance and efficiency, offering insights for both theory and practice, and directions for future research (Schmid, 2022).

The theory states that an employee's performance depends on the energy invested, which is influenced by the surrounding physical environment. Good lighting, moderate temperature, and a quiet atmosphere enhance focus and efficiency. In contrast, uncomfortable conditions lead to energy waste, reducing productivity and negatively impacting quality of work life.

• **Job Demands-Resources Model (JD-R Model)** : This model was introduced about fifteen years ago to explain **job burnout**, a chronic state of work-related psychological stress marked by exhaustion, mental distancing (e.g., cynicism), and reduced

professional efficacy. The model later expanded to include **work engagement**, a positive and fulfilling psychological state characterized by vigor, dedication, and absorption. According to the model, every job includes **demands** and **resources**. Job demands are aspects that require sustained mental or physical effort and are thus associated with physiological and psychological costs—such as workload, conflict, and job insecurity. In contrast, **job resources** are the “good things” in the job, such as support from others (to achieve work goals), autonomy (to reduce demands), and performance feedback (to stimulate learning) (Schaufeli, 2017).

This theory highlights the balance between job demands (like stress and challenges) and available resources (such as social support and a proper physical environment). If the work environment lacks necessary resources—like ergonomic furniture or good ventilation—employees may feel more stressed. Conversely, when comfortable conditions are provided, employees feel supported, reducing stress and enhancing task performance.

Psychological and managerial theories confirm that **physical conditions** such as air quality, temperature, lighting, furniture, and noise levels have a **direct impact** on employees' physical and mental well-being. Improving these conditions helps boost motivation, productivity, and job satisfaction, thereby enhancing the overall quality of professional life.

5- Previous Studies on the Relationship Between Physical Conditions and Quality of Work Life

Here are some studies that have focused on examining the impact of physical conditions on the quality of work life, which support the theories discussed earlier:

- **The Impact of Office Design on Business Performance** :This study emphasized the significant effect of office design and physical conditions on productivity and job performance. It found that a work environment with good lighting, proper ventilation, and comfortable furniture enhances employee concentration and reduces stress, leading to increased productivity. A comfortable and motivating work environment through improved office design, lighting, and a pleasant space

contributes to employee performance and improves the quality of work life (Hameed & Amjad, 2009).

• **Effects of Environmental Factors on Job Performance** :This study explored the effects of environmental factors (such as lighting, temperature, and ventilation) on job performance. The study showed that improvements in physical conditions like natural ventilation, better lighting (natural or artificial), and maintaining suitable temperatures lead to better job performance and reduced stress. A healthy work environment with good physical conditions helps improve concentration, creativity, and teamwork, thus enhancing job effectiveness and performance quality (Kahya et al., 2019, p. 2).

• **The Impact of Indoor Environmental Quality on Worker Performance** :This study examined the impact of indoor environmental quality (such as ventilation, lighting, and temperature) on employee performance. Data from various offices were collected to evaluate how improvements in these factors affected health and productivity. The study indicated that enhancing indoor environmental quality helped improve employees' physical and psychological comfort, which positively impacted their performance. Additionally, employees working in better environments had lower rates of fatigue and illness (Kang et al., 2017).

• **Workplace Design and its Impact on Employee Well-being**:This study focused on the relationship between workplace design and employee health and well-being. It examined factors such as open spaces, types of furniture, and lighting distribution, and how these affected employee comfort and productivity. The study found that providing a flexible work environment with comfortable furniture and natural lighting leads to employee motivation and improves overall well-being, boosting morale and job satisfaction (Veitch, 2011).

• **Work Environmental Factors and its Impact on Employee Productivity: The Mediating Role of Employee Commitment** :This study confirmed the vital relationship between the work environment and employee productivity, especially in academic institutions. Research showed that a well-designed and supportive workplace significantly improves employee commitment and performance, leading to better outcomes for organizations. The results revealed the importance of creating an environment that encourages engagement and reduces stress,

thus enhancing productivity and overall job satisfaction (Pimpong, 1991).

• **Physical Office Environment and Employee Productivity** :This paper highlighted the substantial impact of the physical work environment on employee productivity and well-being. It indicated that a well-designed and comfortable work environment is not only necessary to enhance employee satisfaction but also improves efficiency, reduces absenteeism, and promotes overall health. The study, based on an analytical review of existing literature, reinforced the importance of the physical environment in influencing work outcomes, particularly in terms of focus, motivation, and job satisfaction. The findings showed that employers play a key role in shaping the physical environment, which in turn affects employee engagement with their work. A suitable and comfortable work environment positively contributes to employee comfort, reduces stress, and fosters a productive atmosphere, benefiting the organization by improving performance and overall organizational success (Sapiah Abdul Hamed et al., 2023).

• **The Effect of Workplace Design on Quality of Life at Work** : Quality of life research has developed various methods to measure how well human needs and desires are met. This study explores how meeting environmental needs in workplaces contributes to better office space design and improves workers' quality of life. One way to evaluate the environmental quality is by measuring functional comfort, or how much workplace features help employees achieve their work or make tasks easier. A non-functional workplace environment causes stress and reduces quality of life at work (Vischer & Wifi, 2017).

• **Impact of Noise on Employee Performance and Health** :This study examined the effect of noise in the workplace on employees' health and job performance. The study confirmed that high noise levels negatively affect performance and concentration, increasing stress and mental strain. A lower noise level and a comfortable level of silence enhance employees' ability to concentrate and achieve better work results (Nassiri et al., 2013).

Previous studies strongly confirm that physical conditions in the workplace, such as lighting, ventilation, temperature, furniture, and noise levels, directly impact employees' physical and mental well-being. Improving these conditions contributes to increased

productivity, better mental health, and job satisfaction, which in turn positively affects the quality of work life.

On the other hand, Some literature highlights several key areas in which workplace design can impact the quality of work life (Veitch, 2011):

- **Natural Light Exposure and Appropriate Artificial Lighting :** Exposure to natural light and suitable artificial lighting helps regulate the biological clock, which affects mood, sleep quality, and overall health. Bright environments can make employees feel more energetic and focused, while inadequate lighting may lead to fatigue and mood disorders.
- **Workplace Design and Employee Interaction:**The design of the workplace affects how employees interact with each other. Open spaces, collaborative areas, and private spaces can influence social behavior and how employees feel about their work environment. Healthy social interaction is linked to better psychological outcomes, whereas lack of interaction can lead to isolation and stress.
- **Aesthetics in the Workplace:**Aesthetic elements in the workplace, such as colors, artwork, and the overall atmosphere, influence mood and physical well-being. Positive aesthetic experiences can improve job satisfaction, while a dull or unattractive environment may have the opposite effect.
- **Incorporating Nature in the Workplace:**Including elements of nature, such as plants, green spaces, or natural views, can help employees recover from stressful situations and improve their clarity of thought. Studies have shown that nature helps reduce stress and promotes relaxation, even in small amounts.
- **Control Over the Work Environment:**Allowing employees to control aspects of their environment, such as lighting, temperature, or noise levels, can reduce feelings of discomfort and stress. Privacy is also essential; employees need spaces where they can focus or take breaks without feeling overwhelmed or distracted.

By integrating these elements into workplace design, employers can create environments that promote mental health, support the prevention of psychological problems, and assist employees in returning to work after mental health-related absences. Design choices made by employers and facility managers should be

thoughtful and considerate of the diverse needs of employees, taking into account their physical and mental well-being.

6-Practical Strategies for Enhancing Quality of Life through Physical Environment Optimization

Improving the quality of work life by optimizing physical conditions in the workplace requires implementing strategies that create a comfortable and safe environment, promoting employee well-being and boosting productivity. Below are some strategies that can be applied to enhance physical conditions in the workplace:

• Improving Lighting

- Whenever possible, provide natural light sources inside the workplace, such as large windows or glass surfaces to allow natural light in. Natural light enhances mood and mental comfort.
- When natural light is unavailable, appropriate artificial lighting should be used, such as energy-efficient lamps that ensure even light distribution while reducing glare and disturbing shadows.
- Lighting should be adjustable according to employees' activities in their workspaces (Alnassary et al., 2022).

• Balancing Temperature and Ventilation

- The workplace temperature should be comfortable for employees (usually between 20-24°C). Heating and cooling systems should be used to adjust the temperature according to the weather and season.
- Ensure good airflow in the building through effective ventilation systems, especially in enclosed spaces such as offices. Air purifiers can be used to reduce pollutants and improve air quality.

• Improving Space Distribution and Work Environment Organization

- Distribute offices and spaces to ensure easy movement between areas, providing shared spaces like meeting rooms and recreational areas for employee relaxation.
- Choose the type of office based on the nature of the work. Open offices can foster social communication, while closed offices provide a quieter environment for focus.
- Provide adequate spacing between desks and other areas to avoid overcrowding and ensure a sense of privacy.

• Improving Furniture and Equipment

- Provide comfortable and suitable furniture for employees, such as chairs that support the back and adjustable desks to accommodate different physical needs.
- Provide adjustable desks (height-adjustable desks) that allow employees to switch between sitting and standing positions, reducing back pain and fatigue.
- Ensure that modern and efficient office equipment is available, such as fast computers, printers, and other tools that facilitate task completion.

• Monitoring and Reducing Noise Levels

- Take steps to reduce noise in the workplace, such as using soundproofing materials on walls and installing sound-absorbing flooring. Quiet areas can also be designated for tasks that require high concentration (Alouti, 2016, p. 132).
- Calm music or ambient sounds can be used to enhance the work environment, provided they are suitable for the nature of the work.

• Ensuring Safety and Health Standards

- Ensure that accident prevention measures are in place, such as alarm systems, emergency exits, and first aid equipment.
- Provide safe workspaces equipped with fire extinguishers, and clear evacuation systems.
- Ensure that the work environment complies with health standards in terms of cleanliness and providing necessary tools to maintain employee health.

• Using Appropriate Colors and Decoration

- Use calming colors such as blue, green, and gray in the workplace, as these colors enhance relaxation and comfort. Bright colors like orange or yellow can be used in shared spaces to stimulate activity and energy.
- Introducing natural elements like indoor plants or flowers can improve mental and physical well-being.

• Achieving Flexibility in the Work Environment

- Offer flexible working hours that allow employees to manage their work schedules according to their personal and professional needs.

- Provide the option for remote work or a hybrid work system that allows employees to alternate between working in the office and from home.
- **Enhancing Social Interaction and Engagement**
 - Provide shared spaces such as cafeterias or break rooms where employees can engage socially, helping to improve relationships between colleagues.
 - Organize group recreational activities to enhance social bonds and foster a sense of belonging.
- **Periodic Evaluation of Physical Conditions**
 - Conduct periodic employee surveys to understand their needs and expectations regarding physical conditions.
 - In response to employee feedback, make ongoing adjustments to the work environment to ensure continuous improvement.

Achieving quality of work life requires creating a suitable physical environment through the application of diverse strategies in lighting, temperature, ventilation, spatial design, furniture, and noise levels. By improving these aspects, employers can enhance the mental and physical comfort of employees, contributing to increased productivity and job satisfaction.

7-Challenges in Enhancing Quality of Life through Physical Environment Optimization

Achieving quality of work life through improving physical conditions in the workplace requires overcoming several challenges that organizations may face when applying strategies for enhancing the work environment. These challenges include economic, technical, cultural, and practical factors.

- Implementing modifications to the work environment, such as purchasing comfortable furniture, improving lighting, and installing advanced ventilation systems, may require a significant financial investment. Small and medium-sized enterprises (SMEs) may find it difficult to bear these costs.
- Companies may need to balance improving the work environment with other requirements such as salaries, training, and technology. Sometimes, physical condition improvements are neglected in favor of other priorities.
- Some organizations may face difficulty in integrating modern technological systems such as lighting control

systems, smart ventilation, or sustainable environmental technologies into the workplace.

- Equipment and systems that may be suitable for today's workplace needs may become outdated as technology advances, requiring continuous updates and upgrades.
- Employee needs vary based on local culture and social customs. Some physical adjustments may not align with the traditions and practices of certain locations. For instance, some employees may prefer quiet environments, while others may thrive in open spaces with social interaction.
- Some employees may resist changes in the workplace due to attachment to routines or a general reluctance to change. This may hinder the improvement of physical conditions. Employees may also struggle to adapt to open spaces or modifications in office design.
- In some cases, office spaces may be small or inflexible, preventing the implementation of physical adjustments that enhance comfort, such as better ventilation or more efficient space distribution.
- Some workplaces may have outdated or inappropriate designs for modern work practices. Changing the design or adapting spaces may require substantial time and effort.
- In some locations, climatic conditions may be a barrier. For example, in hot areas, maintaining a comfortable office temperature can be challenging due to the high costs of air conditioning systems.
- High levels of external noise (such as from busy streets or nearby factories) can negatively impact the quality of work life. It is sometimes difficult to control this factor, especially if the offices are located in high-traffic areas.
- Organizations may face challenges in ensuring compliance with health and safety standards, such as ensuring the work environment is free from potential hazards (e.g., pollution, toxic materials, or unsafe equipment).
- Neglecting occupational safety, such as inadequate ventilation or unsafe equipment, may lead to health issues among employees. Some companies may find it difficult to invest time and resources in ensuring a safe environment.

- The work environment may need to adapt to new work models such as remote or hybrid work. Managing these models may require updates to office structure and resource distribution.
- Occupational health and safety laws vary from country to country, and companies must comply with them when making changes to the work environment. Adhering to these regulations can require substantial time and effort.
- Some organizations may face regulatory pressure and continuous reviews from health authorities or regulatory bodies regarding the physical conditions of the workplace.
- Organizations may sometimes face economic crises that affect their ability to invest in improving the work environment. Economic downturns may push the priority of improving physical conditions down in favor of other priorities.

Achieving quality of work life through good physical conditions requires overcoming many challenges, from financial and technical obstacles to cultural and operational issues. While improving physical conditions can have a significant positive impact on employee well-being and productivity, implementing these improvements faces numerous hurdles that require flexible and realistic strategic plans to overcome.

Conclusion

In conclusion, it can be said that improving the physical conditions in the workplace is one of the key factors that significantly affect the quality of professional life. Good physical conditions, such as proper lighting, suitable temperature, good ventilation, and providing comfortable and safe workspaces, contribute to enhancing productivity and increasing job satisfaction among employees. Improving these conditions not only provides a comfortable environment but also promotes the physical and mental health of employees, which leads to increased efficiency and creativity in performing their tasks.

A good work environment is an indicator of an organization's commitment to the well-being of its employees, which positively impacts its success and growth. Therefore, it is crucial for companies and institutions to continue investing resources in improving these conditions to ensure a balanced and healthy professional life, benefiting not only the employees but also society as a whole.

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Principles of Investment under Law No. 22-18 on the Promotion of Investment

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Received: 17-08-2025

Accepted: 10-10-2025

Published: 01-12-2025

Abstract:

Algeria's endeavour to set in motion comprehensive economic development hinges upon the scale and quality of investment, which ought to be framed and regulated by legal instruments that entrench principles, guarantees and financial incentives. These instruments must safeguard investors' rights and projects and cultivate confidence and reassurance in the Algerian investment climate. Against this backdrop, the Algerian legislature, in Law No. 22-18 on the Promotion of Investment, articulated the general principles underpinning investment in Algeria. What distinguishes these principles is their entrenchment in the 2020 constitutional amendment, signaling their legal weight and elevated, stable status. The Law guarantees the freedom of investment, equality among investors, and the transparency necessary for the realisation of projects, while reassuring investors through the guarantee of legislative stability in accordance with the principle of legal certainty.

Keywords: Freedom of investment, investment, investment climate, investment guarantees, principles of investment

1. Introduction

Algeria seeks to establish a stable and sustainable economy that is integrated into the global economy and achieves comprehensive, sustainable development. To this end, it has laid the economic groundwork and fostered a business environment aligned with this orientation. The attraction of domestic and foreign investment has thus become one of the foremost subjects which the legislature has moved

to regulate, given investment's pivotal role in economic recovery and in preserving the State's fiscal capacity.

Investment is a driver of growth in any country, through the injection of capital—particularly foreign capital—to finance the public treasury, resulting in economic stimulus, wealth creation, job creation, and the preservation of the host State's financial capacity, among other positive outcomes. Conversely, investors will not hazard their capital except in countries that offer a stable and enabling investment climate, which presupposes a constellation of political, economic, legal and even security determinants that, taken together, constitute a suitable investment environment. Among these determinants, the legal framework is fundamental and indispensable to securing the requisite climate.

Accordingly, the Algerian legislature initiated the promulgation of a body of legal texts designed to attract investors by formulating provisions that supply the guarantees and facilitations necessary to stimulate investment. Many such texts were enacted following Algeria's adoption of economic openness and a liberal orientation; however, they manifested shortcomings and lacunae. This necessitated a shift in economic and investment policy, particularly after the 2020 constitutional amendment, requiring a recalibration of the economic environment and an alignment of legislation to achieve this aim. The investment-related legal framework was accordingly overhauled as the cornerstone for establishing an investment-conducive climate and for achieving an economic leap beyond reliance on hydrocarbon rents.

In this context, Law No. 22-18 on the Promotion of Investment was enacted to entrench legal principles and guarantees, together with financial incentives, that safeguard investors' rights and projects and instil confidence in Algeria's investment climate, reflecting the State's resolve to remove obstacles and provide all necessary facilitations and guarantees to revitalise the national economy. Article 3 enumerates, with clarity, the principles upon which investment rests; yet this

provision does not exhaust all the principles enshrined in Law No. 22-18, some of which appear elsewhere, explicitly or implicitly.

Accordingly, this study seeks to elucidate the principles embedded by the legislature in the Investment Law to furnish an enabling environment for investment in Algeria and to provide robust assurances for attracting investors, while also clarifying the legal nature of these principles. This prompts the following research question: What principles does Law No. 22-18 enshrine to bolster investors' confidence in the Algerian investment climate? To answer this question, the study is structured into three sections: the first addresses the principle of freedom of investment; the second examines the principles of equality and transparency; and the third considers the principle of legal certainty. Methodologically, the study adopts a descriptive-analytical approach by surveying and analysing the relevant legal texts—foremost among them Law No. 22-18—alongside other related instruments.

2. The Principle of Freedom of Investment

Article 3 of Law No. 22-18 expressly articulates the principle of freedom of investment. It accords to every natural or juridical person—whether national or foreign, resident or non-resident—who seeks to invest, the unfettered liberty to determine the object of investment, subject to observance of the applicable legislative and regulatory corpus. On this construction, no impediment stands in the way of investing in Algeria save compliance with the law; the investor enjoys the freedom to select, implement and manage an investment governed by this Law, without any prerogative on the part of the Algerian authorities to intervene so as to fetter that freedom or to compel any particular investment, irrespective of the investor's nationality. The legislative design reflects Algeria's objective of attracting investors and restoring their confidence in the jurisdiction and in the utility of deploying capital therein—particularly foreign investors—after a protracted period of disaffection.

Accordingly, Algeria has not overlooked the cardinal significance of the freedom of investment as a constitutive determinant of an attractive, confidence-inducing investment climate. It has foregrounded this principle within its legal order and crafted an investment framework that squarely enshrines it. Thus, the freedom of investment is distinctly entrenched in the Algerian Constitution and in Law No. 22-18 on the Promotion of Investment, as well as in antecedent enactments.

2.1. The Meaning of the Principle

The guarantee of the freedom of investment is among the most salient juridical safeguards for catalysing investment. Recognition and affirmation of this freedom as a foundational principle by capital-seeking or host States evidences the existence of a propitious investment climate and operates as an inducement for investors, who typically verify the presence of such freedom before committing capital. In practice, the realisation of investment freedom is dispositive when weighed against other guarantees and incentives: the latter are largely nugatory if investors encounter administrative convolution and bureaucratic red tape. Hence, irrespective of the governing legal tradition, States accord this principle considerable weight, entrenching it explicitly in municipal instruments and international agreements alike, and striving to give it concrete effect through economic programmes directed at development.

Doctrinally, the principle of the freedom of investment entails that private actors possess the capacity to choose and pursue their preferred economic activities without *ex ante* restraint or impediment, by lawful means and within the confines of the State's positive law and its regulatory perimeter (Bilal, p. 74). Correlatively, the principle connotes recognition of the investor's liberty to establish an investment project free of administrative encumbrances; to select the sectoral field(s) of activity; to determine the quantum of capital to be allocated; and to exercise freedom in the governance and management

of the project across its productive, marketing and financial dimensions (Obaya, 2022, p. 345).

Accordingly, the freedom of investment encompasses: liberty to constitute new ventures; autonomy in choosing the type, nature and scale of activity; discretion over capitalisation; and managerial freedom in operation and control. Conversely, this very freedom presupposes a retrenchment of State economic dirigisme: the administration's role is cabined to norm-setting, supervision and ex post oversight of economic activities, laying down rules and parameters for their exercise. In other words, allowing market mechanisms to function unimpeded requires constraining administrative intervention in investment projects.

The normative urgency of entrenching the freedom of investment has intensified for developing countries whose economies are beset by structural constraints, notably limited financial resources. Many have accordingly dismantled restrictive barriers to capital inflows and instituted facilitative environments, particularly for foreign investment. Algeria is no exception: it has sought to marshal conditions and guarantees that incentivise foreign direct investment, with the freedom of investment—quite naturally—at the forefront. This reorientation followed a reconsideration of the legal architecture beginning with the 1989 Constitution, a watershed in Algeria's shift towards economic liberalisation and market-oriented freedoms. Since then, the Algerian authorities have worked towards integration into the global economy through liberalisation of the national economy and a progressive withdrawal from direct participation in the productive sphere (Sahout, 2022, p. 28).

2.2. The Constitutional Entrenchment of the Principle of Freedom of Investment

Algeria has anchored the freedom of investment at the constitutional apex—unlike the majority of jurisdictions—in order to affirm, in unequivocally legal terms, its commitment to a liberal economic orientation. By elevating this freedom to the status of a constitutional

guarantee, the State furnishes an inducement to investors and opens additional space for the domestic and foreign private sector, backed by safeguards of the highest normative rank. In this vein, Article 61 of the 2020 constitutional amendment stipulates that “*the freedom of commerce, investment and entrepreneurship is guaranteed and shall be exercised within the framework of the law.*” It bears emphasis that this recognition is not novel: Article 37 of the 1996 Constitution had already supplied the first constitutional guarantee by expressly affirming the freedom of commerce and industry among the liberties consecrated by the Constitution—thereby signalling the then-nascent transition towards a market economy and furnishing a superior legal assurance to cultivate an investor-friendly climate.

The 2016 constitutional amendment advanced this trajectory by explicitly recognising, in Article 43, the freedom of investment and commerce, substituting “industry” with “investment”. This substitution is both material and doctrinal: it confers a broader, cross-sectoral denotation upon the principle, extending it beyond industry to services, agriculture and other economic domains. Consequently, the freedom of investment acquired an unambiguous constitutional character, and the attendant constitutional guarantee now spans all sectors and activities encompassed within the juridical concept of “investment”.

What is distinctive about the 2020 amendment, however, is the systematic placement of Article 61 within Title II, Chapter I, entitled “Public Rights and Fundamental Freedoms”. The constitutional framer thereby elevated the freedom of investment to the rank of a fundamental, constitutionally protected freedom—insusceptible to derogation save by a further constitutional revision (Obaya, 2022, p. 350). In short, the principle’s normative force is commensurate with the rank of the text that enshrines it. Moreover, Article 61 couples’ investment with *entrepreneurship*, a deliberate broadening that reflects the expansion of the universe of economic activities and, correlatively, the enlarged ambit of the private sector—even where an activity is not of a strictly commercial character. The common telos

remains the same: revitalising the national economy across its sectors and securing sustainable development.

The constitutionalisation of the freedom of investment thus aligns with the global drift towards this principle: it has become a generally accepted standard in jurisdictions intent on deepening their investment ecosystems under liberal precepts and through clear, transparent legal reforms (Bouchikhi & Dhamin, 2025, p. 736).

2.3. The Legislative Entrenchment of the Principle of Freedom of Investment

For investors, dispositive clarity and interpretative certainty in the legal framework are paramount: the more pellucid and coherent the State's general policy towards investment, the more conducive and enticing the investment climate; conversely, opacity and indeterminacy beget doubt and render capital deployment a hazardous wager. In alignment with the constitutional framer's orientation—and mindful that Article 61 of the 2020 constitutional amendment provides that the freedom of investment is exercised *within the framework of the law*—the Algerian legislature, through Law No. 22-18, has sought to instantiate clarity and regulatory flexibility in the corpus governing investment, by articulating the parameters for the exercise of this freedom and the conditions of its enjoyment.

Freedom of investment long predates its constitutionalisation. Law No. 90-10 recognised freedom of commerce for non-residents (Algerian or foreign). Legislative Decree No. 93-12 then entrenched freedom of trade, industry and services and replaced prior authorisation with a simple declaration. Ordinance No. 03-01 abrogated 93-12 and—though not express—treated freedom of investment as the organising premise (inter alia Art. 4). Law No. 16-09 partly repealed 03-01 yet, despite the 2016 constitutional recognition of freedom of commerce and industry, remained silent on the principle. The lacuna is cured by Law No. 22-18, which repeals 16-09 save Art. 37 and proclaims, simpliciter, freedom of investment

subject only to the general legal framework, with no superadded conditions.

3. The Principle of Transparency and Equality

Article 3 of Law No. 22-18 enumerates the principles that this statute entrenches as the normative bedrock for investment in Algeria. It places the freedom of investment first, followed—both textually and in order—by the principles of transparency and equality in the treatment of investments. However indispensable the freedom of investment may be for cultivating a successful investment climate, it is not, in and of itself, sufficient to attract capital. Complementary principles must radiate from it, and it is the *synergy* of these interlocking principles that ultimately yields an investment environment that is both propitious for investors and protective of their interests.

By legislatively consecrating equality and transparency, the Algerian legislature signals its cognisance of the imperatives and canons of a liberal market order. Equality—long demanded by foreign investors—and transparency—the absence of which has historically fostered bureaucratic impediments—are pivotal. Their neglect has, in the past, contributed to investor reticence towards entry into the Algerian market. In truth, investors—particularly foreign investors—will repose confidence neither in a capital-seeking State nor in its legal order unless they discern *compelling, verifiable indicia* that equality of treatment for all investments and investors is guaranteed, and that *transparency* is operationalised.

3.1. Guaranteeing the Principle of Equality

In seeking to attract foreign direct investment and diversify its economy—especially against the backdrop of the pressing search for alternatives to volatile hydrocarbon rents—Algeria has worked to entrench equality within its positive law, thereby furnishing investors with an effective guarantee designed to draw them to the Algerian market.

3.1.1. Meaning of the Principle

The principle of equality in the treatment of all investments denotes parity of treatment as between national and foreign investors: the same rights and the same obligations under the corpus of investment legislation directly governing the establishment and execution of investment projects (Wali, 2021, p. 287). The host State's conduct must be *fair and equitable* and *non-discriminatory*, eschewing any preference among investors. All investors are equal before the law with respect to rights and duties; exemptions and guarantees; incentives and sanctions. Yet the notion of *fair and equitable treatment* (FET) is neither rigidly defined nor reducible to a closed list of criteria; accordingly, bilateral and multilateral investment treaties are commonly invoked to delineate the contours of such treatment in concrete terms.

Doctrinally, the equality principle draws upon public international law. International obligations require that the foreign investor benefit from *fair and equitable treatment* and the *full protection and security* (FPS) of his property, enabling optimal exploitation of the investment project free from unjustified discriminatory measures that could hamper management or frustrate the lawful and effective use of assets (Baqá, 2017, p. 102). Historically, the lineage of this principle is often traced to the 1948 Havana Charter establishing the International Trade Organization, whose Article 1 affirmed the requirement that foreign investment be accorded fair and equitable treatment.

With the global turn towards economic openness, States have adopted and internalised this principle within their municipal orders, both to align with international practice and to meet the expectations of foreign investors—who treat it as a benchmark for assessing host-country conditions and as a guarantor of protection, particularly where treaty coverage is absent. For its part, Algeria—having embraced economic liberalisation in the late 1980s and opened its domestic markets to foreign capital as a lever for development—undertook a suite of measures to encourage and promote investment. It concluded

numerous bilateral agreements that pledge comprehensive protection for foreign investments by guaranteeing FET and by proscribing factors that would prevent investors from fully exploiting their investments (Harzi, 2017, p. 670).

3.1.2. Statutory Entrenchment of the Principle of Equality

Recognition of the equality principle can be traced to Legislative Decree No. 93-12 on the Promotion of Investment, whose Article 38 stipulates that foreign investors shall enjoy *the same treatment* as Algerian nationals with respect to investment-related rights and obligations. The legislature thus employed the locution “same treatment” to signal non-discrimination as between Algerian and foreign investors. Subsequent instruments, notably Ordinance No. 01-03 on the Development of Investment, adopted the same stance: Article 14 provides that foreign investors “shall be treated in the same manner as” Algerian investors in relation to rights and obligations connected to investment. Notably, paragraph 2 of that provision also underscores the prohibition of discrimination *inter se* among foreign investors, subject to international agreements concluded by Algeria with their States of origin.

Law No. 16-09 on the Promotion of Investment further consolidated the principle, albeit in a different idiom: Article 21 opted for the formulation “fair and equitable treatment”, importing a term of art from public international law—the FET standard derived from the international covenant previously referenced (Hassaini, 2020, p. 7). This lexical shift sought to inject fresh dynamism into Algeria’s strategy for attracting foreign direct investment—particularly in the wake of the 2016 constitutional revision—by elevating the level of protection afforded to foreign investors and furnishing a robust legal assurance of an investment climate whose hallmark is safety for capital deployment.

Most recently, Law No. 22-18, Art. 3 declares *in haec verba* “equality in the treatment of investments.” Two drafting inflections are dispositive: (i) purposeful silence on treaties—despite their

existence—signalling a maximalist equality uncluttered by cross-references, without diminishing the autonomous binding force of ratified instruments operating *ex proprio vigore*; (ii) an object-centred locution—“treatment of investments”—displacing status-based formulae and, read naturally, subsuming parity across investor classes (national/foreign; resident/non-resident) and across sector, scale and affiliation, thereby pre-empting discriminatory differentials across the project spectrum.

Although the phrasing is broad and open-textured, the equality norm is securely grounded in the 2020 constitutional amendment—Art. 25 (administrative impartiality), Art. 35 (equality in rights/duties and removal of obstacles, including economic), and Art. 34(1) (public authorities bound by fundamental-rights guarantees)—ensuring vertical coherence from Constitution to statute. The State’s commitment is further shown by recalibrating the 51/49 rule: Art. 109 of Law No. 19-14 limits it to *strategic* investments, while Art. 50 of Law No. 20-07 exhaustively lists the sectors—mining, energy, military industries, railways, ports and airports, and pharmaceuticals. These tightly drawn, security-sensitive carve-outs are orthodox and compatible with freedom of investment and equality when narrowly applied.

3.2. Transparency

Transparency coheres with individuals’ economic rights and contributes to the consolidation of economic-facing legal norms. It buttresses administrative probity, strengthens the relational nexus between the administration and the investor, and deters abuses of power—thereby improving Algeria’s investment climate (Chambi, 2024, p. 115).

3.2.1. Meaning of Transparency

In general terms, transparency denotes the obligation of disclosure to the public and their effective appraisal of the State’s policy orientation and modes of governance (Mehdaoui & Ben Si Hamou, 2018, p. 373).

The United Nations has defined it as the *free flow of information*: the provision of information and the conduct of affairs in an open manner that enables stakeholders to obtain the data necessary to safeguard their interests, to take informed decisions, and to detect errors (Baqa, 2017, p. 56). In the investment context, transparency is a pivotal vector in the relationship between the host State and the foreign investor—and, more generally, in the administration–investor interface—by ensuring that the investor is apprised of the legal framework governing investment and of any rules liable to affect the project.

Transparency is not mere publicity but a governance technology producing positive externalities, most saliently an inverse correlation with corruption—*ex ante* prophylaxis and *ex post* detection–suppression (Haj Azzam, 2016, p. 107). By arresting rule-of-law erosion and protecting reliance interests, it dampens investor exit and underinvestment; hence Law No. 22-18, Art. 3 constitutionalises it within the investment canon, normatively undergirded by the 2020 Constitutional Amendment, Art. 55 on the right of access to information, documents and statistics.

3.2.2. Statutory Entrenchment of Transparency

To enhance transparency, Article 23 of Law No. 22-18 establishes a digital platform for investors, operationalised by Executive Decree No. 22-298 on the organisation and operation of the Algerian Investment Promotion Agency (AAPI). This e-government instrument guides, accompanies and monitors investments from initial registration, throughout the operational phase, and up to termination. By interconnecting with the information systems of all authorities and administrations involved in the investment process, the platform achieves full dematerialisation of procedures and enables completion of all investment-related formalities online. It also contextualises the required steps according to the type of investment and of request, and remains interoperable with sectoral systems whose functions interface with investment activity.

The scheme is designed to simplify and facilitate procedures—especially for foreign investors—by replacing paper-based formalities and, in practice, offering a digital alternative to physical one-stop shops. Investors may register projects, and the platform will record, orient, accompany and track them (Fellah, 2024, p. 12). Functionally, the platform streamlines investment activity by clarifying objectives, improving performance in the service of investors, and instilling integrity in file handling—reducing effort, time and cost, while increasing effectiveness and thereby de-bureaucratising administration and eliminating routine burdens. In short, it operationalises transparency. This architecture simultaneously manifests the legislature’s and the authorities’ resolve to mainstream digitisation and to implement Algeria’s digital-transformation agenda—mandating its application across sectors and administrations, particularly those bound up with investment.

By furnishing *end-to-end, real-time, visual traceability* of procedures, the platform keeps investors in continuous, direct contact with the administration and ensures they can access all project-critical information relevant to contemplated investments. No information is cloistered or monopolised; any data material to the investment can be consulted via the portal. At the same time, the design facilitates supervisory control, enables prompt detection of dysfunctions, and supports timely remediation.

More broadly, improving the business climate necessitates the uptake of modern technologies and the digitisation of investment-relevant sectors—especially banking, customs and taxation, among others—so as to support and facilitate investment over the long term (Koussam, 2023, p. 137).

4. The Principle of Legal Certainty

Unlike the preceding principles, Article 3 of Law No. 22-18 does not explicitly mention *legal certainty*. Its substantive embodiment, however, appears in Article 13, which gives concrete effect to what investment statutes often style the guarantee of applicable law,

stability of legislation, legislative safety, or protection against legislative risk—divergent formulae for the same idea: legislative stability derived from the overarching principle of legal certainty. Although the principle transcends the investment field, it is, for investment specifically, a cardinal and dispositive guarantee—frequently the decisive factor in whether an investor commits capital to a jurisdiction. In line with comparative legal systems, the constitutional framer has enshrined legal certainty at constitutional level, and Law No. 22-18 gives it statutory effect. This is not novel: earlier investment instruments in Algeria had already internalised the logic of legal certainty.

4.1. Meaning of the Principle of Legal Certainty

In the investment context, legal certainty signifies the stability of the legal regime conferring the guarantees and incentives on the basis of which investment contracts are concluded, together with a State undertaking to secure investments situated on its territory—typically by incorporating specific clauses in the investment agreement—in order to preserve the contractual relationship and ensure juridical safety; the State accordingly refrains from applying any new statute or regulation that would adversely affect the contract (Ben Amirouche, 2023, p. 14).

Put differently, investors and their projects are to remain governed by the laws in force at the time of contracting, without their repeal or amendment—save where changes enhance incentives and guarantees. An investor—particularly a foreign investor—cannot reasonably be expected to commit funds in reliance on a given set of statutory guarantees, only to find, post-commitment, that those guarantees have been rescinded or diluted, to the detriment of the investment.

While any State indisputably retains the sovereign prerogative to enact, amend or repeal legislation, the exercise of that prerogative must not *injure* the rights of investors or destabilise ongoing projects—risks that could ultimately impair the national economy. Chronic legal instability generated by serial amendments is among the

most significant deterrents to investment: investors prize predictability. Hence, stability of legislation functions as a guarantee enabling investors to operate on a known, fixed normative footing (Amqran, 2023, p. 3417). For this reason, States commonly undertake not to adopt measures that would upset the economic equilibrium of concluded contracts or erode the rights and accrued advantages of contracting investors, whether national or foreign.

4.1.1. Statutory Realisation under Law No. 22-18

Reflecting this commitment, Article 13 of the Investment Law furnishes robust legal protection for investments concluded under Law No. 22-18 against the potential effects of any subsequent amendment or repeal: the provisions of the Law continue to apply to such investments, so that implementation proceeds under the rights, advantages and incentives that obtained at the time of signing—*unless the investor requests otherwise*. In parallel, Article 38 affirms that the investor retains rights and advantages lawfully acquired under pre-existing legislation; moreover, investments that benefited from incentives under earlier investment-development or investment-promotion statutes—together with subsequent implementing texts—remain governed by the legal framework under which they were registered or declared until the expiry of the incentive period. The same protection is reiterated in Article 36 of Executive Decree No. 22-298, which provides that investments declared or carried out prior to Law No. 22-18 continue to be governed by the legislation and regulations then in force.

Taken together, these provisions operationalise legal certainty within Algeria's investment regime and evince the legislature's resolve to reassure and encourage investors. What investors seek, above all, is a juridical environment characterised by confidence, predictability and stability—foundational conditions for development, investment and economic initiative. As the well-worn aphorism in business has it, capital is timorous; it seeks stability (Toumi & Maazouzi, 2024, p. 60).

4.1.2. The Constitutional Basis for the Principle of Legal Certainty

The 2020 constitutional amendment explicitly enshrines the principle of legal certainty in Article 34, thereby forging a deliberate nexus between legal certainty and fundamental rights and public freedoms, together with their attendant guarantees. The amendment also encapsulates one of legal certainty's cardinal components—the stability of legal norms. Because legal rules shape the legal position of individuals, the normative text must exhibit durability and steadiness in guiding citizens' conduct; such stability, in turn, underwrites the stability of contractual relations that rest upon settled rules. This requirement is especially acute in the economic domain: when legislating for economic activity, the legislature is duty-bound to uphold the stability of legal positions, to cultivate trust in legal relations, and to preserve foreseeability—pre-eminently within the investment and commercial climate (Gharbi, 2025, p. 14).

The constitutionalisation of legal certainty—conjoined with rights and freedoms—announces a normative teleology of precision, quality and stability; it compels legislative operationalisation, most acutely in investment statutes, thereby securing predictability, systemic continuity and protected reliance interests for investors.

4.2. Legislative Entrenchment of Legal Certainty in Investment Statutes

Guaranteeing legislative stability is a necessary condition for any host State intent on attracting foreign investment. The evolution of international economic relations likewise presses States to adopt such measures: instability in investment legislation adversely affects investors' interests and breeds a pervasive sense of uncertainty and mistrust, particularly when frequent statutory changes unsettle expectations (Ben Amirouche, 2012, p. 26).

With a view to reassuring investors that the legal framework under which their investments were constituted will not be impaired, the Algerian legislature has consistently and explicitly entrenched legal

certainty across successive investment texts. Article 39 of Legislative Decree No. 93-12 (on the Promotion of Investment) articulated a rule substantively analogous to Article 13 of Law No. 22-18; Ordinance No. 01-03 then carried forward this protection in Article 15; Law No. 16-09 reiterated it in Article 22; and it was finally reaffirmed in both Law No. 22-18 and Executive Decree No. 22-298. This steady, cross-statute confirmation reflects an intentional policy to attract both domestic and foreign investment: once an investor is assured of juridical safety, the requisite guarantee exists to encourage entry into—and long-term commitment to—the Algerian investment market.

5. Conclusion

The Algerian legislature has sought to craft an investment statute replete with guarantees and incentives capable of enticing investors to deploy capital in Algeria—particularly after earlier enactments failed to secure substantial inflows of foreign investment, notwithstanding the country's considerable endowments in natural resources and energy that could otherwise position it as a frontrunner in comprehensive development across sectors.

Accordingly, Law No. 22-18 expressly proclaims that investment rests upon a suite of general principles—constitutionally entrenched and situated within the catalogue of fundamental rights and public freedoms—so as to signal that these are not merely statutory assurances, but principles of elevated normative rank backed by the supreme law. The objective is to instil investor confidence within Algeria's legal-institutional investment framework.

Algeria's drive to catalyse comprehensive economic development is, inescapably, a function of the scale and quality of investment, which must be structured by legal texts that guarantee the freedom of investment, equality of treatment, and transparency necessary for the realisation of projects—precisely the aspirations that Law No. 22-18 purports to operationalise.

However, despite these positives, this study yields the following findings:

- Law 22-18 states its principles too tersely—at times briefer than the Constitution—inviting ambiguity. The Constitution should set broad norms; ordinary (and secondary) legislation must supply justiciable detail.
- Core constitutional rights—especially property—should be mirrored in the Investment Law, then elaborated through statutory guarantees and modalities of protection.

On this basis, the following proposals are advanced:

- Insert precise definitions, operative standards and enforceable criteria (equality benchmarks, transparency duties, legal-certainty clauses), plus clear remedies.
- Redraft to curb open-textured phrasing, align sub-constitutional language with constitutional teleology, and ensure implementing rules concretely operationalise guarantees to enhance investor predictability.

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Producing Liberal Discourse in the Digital Space: an Analytical Study of the Podcast “Al-Bilad” on Al-Jazeera's Platform

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Received: 17-07-2025

Accepted: 10-10-2025

Published: 01-12-2025

Abstract:

The study examines the liberal discourse in the podcast "Al-Bilad" as a digital tool for representing the Palestinian issue. It hypothesizes that audio blogs create counter-narratives that challenge mainstream media and promote critical political awareness. The study uses media dependence theory and discourse analysis to analyze 11 episodes from 2021 to 2024. Results show a dominant rational and emotional liberation discourse, deconstructing the Zionist narrative and highlighting the Palestinian as a historical actor. Podcasts are seen as a strategic means of resistance digital media, restoring consideration for liberation issues within the digital space.

Keywords: Liberation discourse, podcasts, Palestinian issue, resistance, digital media

1. Introduction:

Digital developments have significantly transformed the media field, reshaping discourse production and reception, and influencing symbolic power dynamics. Podcasts have emerged as an alternative medium, reshaping media-public relationships. These platforms have evolved into active spaces of expression, generating new narratives that challenge existing discursive systems and redistribute voice and meaning in public online spaces. The Palestinian issue is at the center

of this transformation, as podcasts challenge current media biases and deconstruct the Zionist narrative that has long dominated international media representations of the conflict.

This study explores the liberationist discourse produced by Al-Bilad, a popular Al Jazeera Podcast, as a digital media model aiming to restore Palestinian collective memory and present alternative representations of Palestinians as historical actors. It uses discourse analysis to reveal symbolic structures and ideological connotations, and media dependence theory to understand the relationship between the digital recipient and audio content. The study aims to explore how Al-Bilad promotes a liberating debate on the Palestinian issue in the digital environment.

This study is based on a series of sub-questions that are defined as follows:

What are the communicative characteristics of the communicator in “Al-Bilad” podcast?

What types of communication arts does the program use?

What are the media and educational goals does the podcast express?

What types of introductions are used? What is their communicative significance?

How does the duration of the episodes influence the type of reception and analysis?

How does the program utilize different characters to convey its discourse?

What is the geographical distribution of the issues raised? What are its political dimensions?

Which persuasive strategies are employed (emotional, logical, or mixed)?

How are audio elements employed to enhance the dramatic and analytical dimensions?

2. Research Objectives:

This study aims to achieve a set of scientific and cognitive objectives: as follows:

1. Examining the form of the Liberation discourse provided by Al-Bilad podcast.

2. Investigating the symbolic patterns and ideological representations related with the perception of Palestinians and the liberation struggle.
3. Understanding how Al-Bilad podcast employs audio narrative and media framing to construct a counter-narrative to the Zionist narrative.
4. Evaluating the significance of audio blogs as an alternative media platform in shaping critical awareness of liberation issues.

3. Significance of the Research:

This study draws its importance from its intersection with changes in digital media, as podcasts emerge as an alternative space that reproduces discourse outside the hegemony of traditional institutions. The importance is further reinforced by the choice of the Palestinian issue as a model for analysing liberation discourse that challenges colonial narratives and restores symbolic justice. The scientific value also arises from the adoption of a complex analytical approach that combines media theories and discourse analysis, giving the study an interpretive dimension for understanding the relationship between the media message and the symbolic context in which meanings are produced.

4. Terminological and procedural introduction to the research:

An accurate scientific examination of the topic requires the explanation of fundamental concepts that support its central problem, as well as the refinement of operational definitions in accordance with the research framework.

4.1 Liberation Discourse

4.1.1 Terminology:

Liberal discourse is a persuasive argumentative discourse in which language is used to facilitate engagement and change. It shows itself in political and cultural situations that aim to challenge authoritarianism and eliminate dominating structures. Philippe Breton defines it as a human activity that takes numerous communicative forms and uses diverse means to persuade individuals and communities of the importance of adopting a liberal viewpoint or participating in a vision of justice, liberation, and emancipation. (Breton, 1998, p. 03)

4.1.2. Procedurally:

In this research, it refers to a symbolic and epistemological framework based on opposing hegemony, rejecting occupation and colonialism, and defending the values of dignity, justice, and sovereignty by creating alternative narratives that restore the local actor and reconstruct historical and social truth from a resistant perspective. In this setting, liberation speech serves as a symbolic weapon for raising critical collective awareness and challenging prevailing media narratives, particularly those related to the Palestinian issue.

4.2. Podcast:

4.2.1. Terminology:

In light of the dynamic shifts characterizing contemporary digital media, podcasts have emerged as one of the most significant means of expression and impact, profiting from the dynamic nature of digital dissemination and content personalisation to reach a wide-ranging audience. In an article published in *The Guardian*, journalist Ben Hammersley used the term "podcast" to describe the benefits of merging blogging and audio. He wrote: "With our deep relationship with sound, the interaction of blogging via the web, and the mobility of MP3 players, it appears like podcasting is set to provide the best not only for the listener, but also as a worldwide experience". (Hammersley, 2004) Podcasting, with its technological and participatory aspects, is an effective communication medium for altering media production and reception patterns. It is defined as a digital audio file, which is essentially an electronic medium for storing and transmitting audio data that can be downloaded via the Internet, allowing for easy access and mass consumption of digital audio content, indicating a significant shift in the mechanisms of distribution and reception in the modern media landscape (Jay Daniel Thompson & John Weldon, 2022, p. 35) . (Perks, Turner, & Tollison (2019 another definition, a podcast is "a digital audio file that can be downloaded or streamed through a personal device, and is usually available free of charge." (Perks, 2019, p. 617)

4.2.2. Procedurally:

This study explores the evolution of podcasts as interactive digital media, highlighting Al-Bilad's use of participatory technology to generate a liberating discourse on the Palestinian issue, deconstructing the dominant narrative and placing Palestinians as historical actors.

4.3. Digital Space

4.3.1. Terminology:

Digital space encompasses various digital technologies, such as virtual reality, databases, and the internet, and is similar to cyberspace but focuses on the digital infrastructure. It involves communication with people, devices, and the infrastructure that allows for this interaction. Digital space is widespread and growing. (Benyon, 2014, pp. 37–44)

4.3.2. Procedurally:

This study explores digital space, a communication space that includes digital technologies, platforms, and technical specifications for decentralized media content production, distribution, reception, and interaction. It includes digital storage media, synchronous and asynchronous interaction channels, and measures communication patterns and symbolic power distribution within Al-Bilad podcasts' environment.

4.4. Digital Media

4.4.1. Terminology:

The digital world encompasses all media stored, edited, and displayed via computers, phones, and tablets, including e-books, images, audio, videos, web pages, and social networks. (Peakson & 2025) It involves new digital methods and activities that enable the production, publication, and receiving of media content through electronic devices connected or disconnected to the Internet. (Maher, Mahmoud, & Mustafa, 2015, p. 19)

4.4.2. Procedurally:

This study explores how Al-Bilad podcasts can break free from traditional media constraints by adopting digitally liberated discourse. With ease of distribution, on-demand listening, and direct audience interaction, podcasts provide alternative narratives about the Palestinian issue, reshape political consciousness, and provide an independent platform for marginalized voices. Podcasts are a visible

example of resistance digital media, promoting justice and dignity while challenging mainstream ideological narratives. This study uses theoretical and methodological concepts to analyze the interaction between liberating discourse and digital media (podcasts) in the political context of the Palestinian issue.

5. Methodological Procedures of the Study

5.1. Research Community and Methodology:

The research community in the current study is considered as all episodes of the “Al-Bilad” podcast produced by “Al-Jazeera Podcast” platform on the digital space focusing on the Palestinian issue. It uses a descriptive analytical approach to analyze digital media discourse and its symbolic and ideological content. Discourse analysis is used as a complementary qualitative method to examine power relations, meaning, and representation within discourse, and how Palestinian reality is reconstructed through language, sound, and narrative frameworks.

5.2. Research Sample and Data Collection Tools:

This study used a comprehensive sampling method to analyze 11 episodes of the podcast "Al-Bilad" on the Palestinian issue from 2021 to 2024. Qualitative content analysis was used to detect semantic patterns, symbolic frames, and ideological connotations in the audio texts, particularly in political and controversial issues.

The analysis of Al Bilad podcast episodes uses topic and word units to identify main issues and monitor key words. The "How it was said" category examines rhetorical style, tone of voice, narrative structure, sound effects, and quotations. The "What was said?" category describes the content, type of program, topics, and values, along with introduction and presentation style.

5.3. Field of research:

“Al-Bilad Podcast” – one of Al Jazeera Podcast's productions – as a free narrative platform, this study approaches the discourse of the “Al-Bilad” podcast as a qualitative model of audio journalism that reshapes the relationship between media and knowledge.

The program, presented by journalist Mona Al-Omari, hosts researchers, experts, and eyewitnesses to deconstruct the founding concepts of the issue within a broader Arab framework that repositions Palestine in its liberating and humanitarian context.

5.4. Scientific Quality Control Tools:

This study aims to establish methodological aspects and control tools, using a questionnaire based on previous studies and reviewing it. The analysis units were classified based on communication arts, media objectives, and rhetorical features to understand the structure of liberation discourse. Measurement units were controlled using counting and repetition methods, supported by qualitative analysis, to ensure accurate results.

6. Presentation and Analysis of the Applied Study Tables:

6.1. Quantitative and Qualitative Analysis of Form Categories (how it was said):

Table No. (01): Represents the duration of the selected episodes from the program under study.

| Title | Duration | Date |
|---|--------------------------|------------|
| How Israeli society thinks | 01 hr 47 minutes | 14/04/2025 |
| This is how we raised millions of dollars in donations | 03 hrs 37 minutes | 22/04/2025 |
| The night of the storming of Al-Shifa Hospital resembles the Day of Judgement | 04 hours 09 minutes | 14/01/2025 |
| A tour of Sinwar's mind with Dr Fawzi Al-Badawi | 01 hrs 15 minutes | 14/12/2024 |
| Behind the scenes of Hezbollah's founding with Saud al-Mawla | 03 hours 55 minutes | 27/10/2024 |
| The Palestinian Struggle. From Arafat to Sinwar | 05 hours 50 minutes | 30/06/2024 |
| Can a Palestinian Christian carry a stone? | 02 hours 03 minutes | 10/06/2024 |
| Psychology: How does the state control us? | 01 hr 58 mins | 01/04/2024 |
| Why did Al-Aqsa's preacher refuse to pray during the Naksa? | 02 hours and six minutes | 09/04/2024 |
| Ghassan Abu Sitta - The war doctor who witnessed the events in Gaza | 01 hour 18 minutes | 12/12/2023 |
| Israel after 07 October | 02 hours 19 minutes | 20/11/2023 |

Al-Bilad podcast, with its lengthy episodes, focuses on in-depth analysis and documentation, particularly on the Palestinian issue. These episodes, some exceeding five hours, are a departure from the short, fragmented format of Arab digital podcasts; (The Palestinian Struggle: From Arafat to Sinwar), (A Tour of Sinwar's Mind), indicating that the program relies on lengthy narratives as an editorial

tool for producing liberal political knowledge aiming to build cumulative awareness.

The program uses historical investigation and political analysis to gather arguments, interviews, testimonies and opening up spaces for the structural deconstruction of dominant discourses. It aims to monitor Arab digital spaces' production of alternative liberal discourse, focusing on multifaceted knowledge entry points rather than sensationalism or superficial symbolism.

The program's production intensity increases with major events like Gaza aggression (episodes from October and December 2023 and January 2025) indicating a new media model that combines momentary documentation with in-depth analysis, goes beyond news to broader political understanding.

Table (02) shows the types of languages used in presenting the content of Al-Bilad podcasts.

| Podcast content Language | Arabic | English language | Arab Media | colloquial dialect | Total |
|--------------------------|--------|------------------|------------|--------------------|-------|
| Repetition | 30 | 10 | 50 | 10 | 100 |
| Percentage | 30% | 10% | 50% | 10% | 100 |

The study reveals that Arabic media language is the most widely used language in podcasts, accounting for 50% of content. This linguistic strategy is used by Al-Bilad podcast producers to frame political content professionally, ensuring neutrality and receptivity to a wide audience. The podcast uses English and colloquial Arabic for complementary communicative functions, engaging in global dialogue on Palestine and re-internationalizing the Palestinian issue within global human rights and academic concepts. English conveys critical concepts like settler colonialism, cultural normalization, and structural racism, while colloquial Arabic builds emotional bridges with Arab listeners through the voices of ordinary Palestinians and personal testimonies. The podcast uses multiple linguistic distribution to create interlingual discourse, utilizing language as a communication tool and a counter-hegemonic strategy to redistribute symbolic power within media. with classical Arabic and English providing legitimacy and media Arabic ensuring dissemination.

We conclude from the above that Al-Bilad podcast establishes, through this multiple linguistic distribution, what can be called interlingual discourse, where language is used not only as a tool of communication, but also as a counter-hegemonic strategy that redistributes symbolic power within the media space. While classical Arabic and English grant epistemic legitimacy, media Arabic ensures dissemination, and colloquial Arabic brings the ordinary person into the center of the narrative.

Table (03): Distribution of audio elements in Al-Bilad podcast episodes

| Content Themes | Repetition | ratio |
|-----------------------|------------|-------|
| success | 15 | 07.31 |
| Fame and popularity | 35 | 1707 |
| Citizen's voice | 20 | 09.76 |
| diligence | 15 | 07.31 |
| influence | 20 | 09.76 |
| sedition | 02 | 0.98 |
| Libertarianism | 43 | 20.98 |
| charisma | 15 | 07.31 |
| professional | 30 | 14.63 |
| Interpretive Hegemony | 10 | 04.87 |
| Total | 205 | 100 |

Based on statistical data on audio elements in the 11 episodes of Al-Bilad podcast, it reveals that voice communication is the dominant strategy, dominating 27.85% of audio elements. Live testimonials are the most influential media element, with 18.99% relying on victims' experiences. Opening and transitional music and sound effects are crucial for emotional positioning and narrative depth. Deliberate silence is a key component, creating moments of reflection or tension. The podcast employs an integrated editorial audio model, combining charisma, sincerity, and aesthetic design.

6.2 Quantitative and qualitative analysis of content categories (what was said):

Table (04) shows the statistical distribution of the types of introductions in the content of *Al-Bilad* podcast.

| Country podcast Introductions used | Repetitions | Ratio |
|---------------------------------------|-------------|---------|
| Analytical | 4 | 36.36 % |
| Narrative | 3 | 27.27% |
| Descriptive | 2 | 18.18 % |
| Interrogative | 1 | 09.09 % |
| Quotations | 1 | 09.09 % |
| Total | 11 | 100 % |

The statistical distribution of the types of introductions used in the “Bilad” podcast reveals a deliberate structural approach that is consistent with the characteristics of liberal media discourse in the digital space. Analytical introductions came at the top of the list with 36.36% of occurrences, indicating that the content creators rely on an interpretive approach that provides listeners with a conceptual framework that deepens their political and sociological understanding of the issue at hand. This analytical tendency is clearly evident in episodes such as: “(How does Israeli society think?)” (Psychology: How does the state control us?), where the discussion begins with a deconstruction of contexts and assumptions, reflecting a desire to promote critical thinking and break free from stereotypical media indoctrination.

Narrative introductions come next with 27.27%, which employ storytelling techniques to embody facts and events through sensory experience, as in the episode “The night of the storming of Al-Shifa Hospital was like Judgment Day,” where narrative is used to build deep emotional and human empathy, serving the function of testimony as an act of resistance through digital media.

Descriptive introductions (18.18%) are used to frame the scene with sensory vocabulary that evokes the place and event, and are an important gateway to creating an auditory mood that paves the way for receiving the liberating message. A prominent example of this can be found in the episode “Ghassan Abu Sitta... The Doctor of Wars), which begins with a description of scenes of ruin and destruction, contributing to the evocation of the moral geography of the conflict.

In contrast, some episodes resort to interrogative introductions (9.09%) that raise questions as a stimulus for thought, as in the episode “Can Palestinian Christians carry stones?” where the question

becomes an emotional and cognitive stimulus that breaks with prevailing patterns and invites the listener to reconsider cultural and political assumptions.

The list concludes with quotational introductions (9.09%), which invoke symbolic religious or intellectual texts, giving the discourse cultural and missionary depth and anchoring the issues within broader ethical and conceptual frameworks, as in the episode " Why did the Al-Aqsa preacher refuse to pray with the people during the Naksa? This type of introduction reconnects the present with history and collective consciousness, in complete harmony with the elements of liberating communication.

The variety of introductions in the Al-Bilad podcast reflects a high level of awareness of the function of the audio introduction, not only as an aesthetic component, but also as a strategic tool in constructing a complex liberating discourse.

Table (05) shows the characteristics of the communicator (podcaster).

| Content Themes | Repetition | ratio |
|-----------------------|------------|-------|
| success | 15 | 07.31 |
| Fame and popularity | 35 | 1707 |
| Citizen's voice | 20 | 09.76 |
| diligence | 15 | 07.31 |
| influence | 20 | 09.76 |
| sedition | 02 | 0.98 |
| Libertarianism | 43 | 20.98 |
| charisma | 15 | 07.31 |
| professional | 30 | 14.63 |
| Interpretive Hegemony | 10 | 04.87 |
| Total | 205 | 100 |

Al-Bilad podcast is an alternative media platform that promotes liberatory communication and critical understanding, focusing on popular engagement and deconstruction of dominant narratives. The podcast's content is known for its diligence, professionalism, and interpretive dominance, which suggest a knowledge-based approach. It effectively utilizes marginalized voices to raise political and social awareness, bridging the gap between traditional media and the public sphere. The podcast's low "incitement" trait score (0.98%) indicates a

balanced approach to inflammatory issues like Nakba and Gaza aggression, reflecting a moral commitment to social justice and national liberation. Al-Bilad podcast is an advanced alternative media model that balances liberalism with professional and ethical values.

Table (06) represents the persuasive methods presented through the content of Al-Bilad podcast

| Country podcast | Persuasive methods | Repetition | Ratio |
|-----------------|--------------------|------------|-------|
| | Emotional | 50 | 50% |
| | Logical | 25 | 25% |
| | Unclear | 25 | 25% |
| | Total | 100 | 10% |

Al-Bilad podcast uses an emotional style as the main communication tool, representing 50% of the total styles, focusing on political issues, particularly those related to Palestine within an Arab and Islamic emotional-cultural space. This approach promotes transnational discourse and emotional participation, outperforming logical and indeterminate styles. However, the podcast uses 25% logical methods for understanding adversary mental structures and historical contexts, while the remaining 25% use "unclear" methods that combine emotion and logic depending on the topic, guest, and audience. The podcast aims to deconstruct authoritarian discourse using studies, research, and social investigations to reconfigure news and reports.

Table (07) shows the type of media objectives employed by the study sample through the content of the podcast

| Media podcats | Media goals | Repetition | Ratio |
|---------------|-----------------------|------------|-------|
| | A media target | 30 | 30% |
| | An educational | 25 | 25% |
| | Guidance objective | 20 | 20% |
| | Awareness | 15 | 15% |
| | A marketing goal | 03 | 03% |
| | Educational Objective | 5 | 05% |
| | Recreational goal | 02 | 02% |
| | Total cases | 100 | 100% |

Al-Bilad podcast aims to dismantle political and cultural structures of hegemony by offering interpretive alternatives, particularly for the Palestinian issue. Its media objectives include informative (30%), educational (25%), and guiding (20%) functions, with a 15% awareness-raising goal. The podcast uses digital space to raise public awareness about liberation, violations, and hegemonic mechanisms in contexts like siege, settler colonialism, and normalization. The content strategy is based on political depth and cultural accountability, moving away from consumerist or commercial platforms. Al-Bilad serves as a media model to establish a consciousness resistant to traditional narratives in the digital space.

Table (08) shows the personalities hosted or centralized in the selected episodes of Al-Bilad podcast

| Media podcasts characters | Repetition | Ratio |
|------------------------------|------------|---------|
| Media personalities | 02 | 18.18% |
| Famous personalities | 03 | 27.27% |
| Public figures | 02 | 18.18% |
| Researchers and academics | 03 | 27.27% |
| Military figures | 1 | 09.090% |
| Total | 11 | 100% |

The statistical distribution of the types of personalities hosted on Al-Bilad podcast reflects that it employs a central editorial approach to create a libertarian media discourse with multiple cognitive and symbolic levels. The mix of celebrities and academic researchers (27.27% each) combines symbolic and cognitive legitimacy, transforming the discourse from narrative to hermeneutic. This strategy re-engineers public spaces by overcoming the binary between "elites/masses" and "knowledge/opinion" and promoting an interactive perspective through symbol rotation. Hosting media personalities (18.18%) bridge the gap between specialized knowledge and public opinion, adapting editorial discourse for mass reception without compromising depth. This percentage reflects a trend towards democratization, where liberatory consciousness is reproduced within popular experience, providing narrative legitimacy and symbolic resistance. The program's structure reverses the trend of a "liberation of liberatory discourse from the power of the security approach" due to the limited presence of military figures.

Table (09): The qualitative distribution of the nature of the discursive trends in Al-Bilad podcast.

| Countries podcast | Podcast Trends | Repetition | Ratio |
|----------------------------------|----------------|------------|-------|
| Podcasts with positive attitudes | | 06 | 54 % |
| Podcasts with negative trends | | 01 | 09% |
| Neutral oriented podcasts | | 02 | 18% |
| Mixed-minds podcasts | | 02 | 18% |
| Total | | 11 | 100% |

Based on the statistical results regarding the attitudes of Al-Bilad podcast reveals that it has a positive attitude towards justice issues, with 54.54% of its episodes exhibiting a positive outlook. This indicates a commitment to a liberal media project that presents just issues from a critical and constructive perspective. However, a small percentage of episodes have a negative orientation, reflecting the role of journalism in documenting pain as an act of resistance, particularly in Palestinian contexts or conflict zones. The neutral orientation is present in 18.18% of episodes, often featuring news or documentary content without clear evaluative analysis. The mixed attitudes of 18.18% indicate that the editorial discourse in some episodes combines news and analysis, resulting in a mix of neutrality and implicit bias towards justice issues.

Table (10): Representing the geographical framework of the issues at hand

| Countries | Repetition | Ratio |
|--------------------------|------------|-------|
| United States of America | 20 | 20% |
| Russia | 10 | 10% |
| Palestine | 40 | 40% |
| Turkey | 08 | 08% |
| Algeria | 07 | 07% |
| Egypt | 05 | 05% |
| Other countries | 10 | 10% |
| Total | 100 | 100 |

Al-Bilad podcast's geographical frequency distribution shows a bias towards liberatory issues, with Palestine being the central issue, accounting for 40% of the total issues raised. The United States (20%) is a dominant geopolitical actor in conflict, funding and supporting settlement projects. Russia (10%) and Turkey (8%) show interest in

international shifts and regional alliances related to the Palestinian issue. Algeria (7%), Egypt (5%), and other countries (10%) tend to read the Palestinian Situation from an Arab perspective, evoking experiences of resistance and popular support. The podcast presents an analytical media discourse that reshapes geopolitics from a liberatory perspective.

7. Discussion and interpretation of the results of the analytical study of Al-Bilad podcast (2024-2021):

- The results of the analytical study found that Al-Bilad podcast's communicator primarily focuses on libertarianism, accounting for 20.98% of observed traits. This approach reflects a commitment to liberation and justice, avoiding controversial positions like incitement or sensationalism. This approach balances personal appeal with professional awareness.
- The study revealed that 27.78% of the program's communicative arts involve dialogues and media conversations, promoting direct interaction and public debate. Episodes are intentionally chosen for their length, with some exceeding four or five hours, indicating a preference for in-depth analysis.
- As for the media objectives, the data shows that 55% of episodes' content is aimed at informational and educational purposes, with 30% being informational and 25% being educational, indicating a liberal approach to media objectives.
- Regarding the types of introductions, the results showed a significant reliance on analytical (36.36%) and narrative (27.27%) introductions, indicating that the program seeks to prepare the audience for rational and contextual content, combining logical construction of information and narrative emotional engagement.
- In the dimension of media discourse, the study found that 54.5% of episodes (6 out of 11) in Al-Bilad's media discourse contained positive emancipatory narratives, indicating their commitment to counter-hegemonic messages and supporting resistance values.
- In terms of media language, the study found that media language, predominantly "middle language," a blend of classical and colloquial language, accounts for 50% of content, indicating a communication strategy aimed at achieving clarity, ease of reception, intellectual depth, and balanced liberal discourse.

- The audio elements, including the presenter's voice and transitional music, effectively create a dramatic environment, supporting emotional interaction and enhancing analytical content, with testimonies scoring 18.99%.
- In the geographical dimension, the study reveals Palestine as a significant geographical axis, with 40% of references, followed by the US, Russia, Turkey, and other Arab countries, indicating strategic awareness.
- Regarding to persuasive methods, the analysis reveals that emotional methods account for 50% of persuasive episodes, while logical and mixed methods account for 25% and 25% respectively.

Finally, the study found a diverse group of key figures, including researchers, academics, celebrities, media figures, and the general public, with a small military presence. This diversity balances epistemological legitimacy, public appeal, and field credibility, promoting an inclusive analytical discourse with a participatory dimension.

8. Conclusion:

Based on the analytical treatment of Al-Bilad podcasts during the period 2021-2024, it can be said that the study revealed a complex discursive structure based on a deep liberatory reference, in which the podcast is positioned as a digital platform of resistance that engages in shaping collective consciousness and deconstructing dominant narratives about the nation's issues, especially the Palestinian issue. The theoretical-applied approach showed that the program employs modern communication elements with a critical openness that combines the rationality of knowledge and the mobilized emotional dimension, giving the content a double horizon: cognitive-analytical on the one hand, and affective-emotional on the other.

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Representations of the Travel Discourse in the Baghdad Maqama of Ibn Mihraz al-Wahrani

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Received: 31-08-2025

Accepted: 10-10-2025

Published: 01-12-2025

Abstract:

This article aims to explore the representations of travel discourse within the genre of *maqama*, taking the Baghdad *Maqama* by Ibn Mihraz al-Wahrani as a case study. The *maqama* is a narrative genre capable of incorporating various literary genres. The features of travel are clearly manifested in al-Wahrani's *maqama* through the use of travel art characteristics such as narration, description, and the employment of the first-person pronoun (individual "I"), in addition to the diverse information contained within the *maqama*. The study concludes that the author, Ibn Mihraz al-Wahrani, successfully blended the genres of travel and *maqama* by drawing on the unique elements of each literary form.

Keywords: Algeria, Ibn Mihraz al-Wahrani, Genre Interference, *maqama*, travel

1. Introduction:

Algeria has long been known for its diverse prose arts, among which the art of *maqamat* stands out prominently. This genre was introduced early in Algeria, particularly during the sixth century AH, when several notable figures emerged, foremost among them Ibn Mihraz al-Wahrani (d. 575 AH), the author of *maqamat* or *manamat*. It is well known that the *maqama* is originally an Eastern art form that spread its influence to the Maghreb and Al-Andalus, where it was

admired and emulated by writers who followed the footsteps of the Eastern masters.

The genre flourished in Algeria, especially during the Ottoman period, with a distinguished group of writers. Among them was Ahmed al-Buni, who authored a maqama around 1106 AH titled "I'lam al-Akhiyar bi-Ghara'ib al-Waqa'i 'wal-Akhbar" ("Informing the Virtuous about the Wonders of Events and News"), which discusses the relationship between scholars and political authority, and complains about the informers of the era. About a decade later, Muhammad bin Maimun composed a biography of the Algerian governor Muhammad Bekdash titled "Al-Tuhfa al-Murdiya fi al-Dawla al-Bakdashiyya fi Bilad al-Jazair al-Mahmiyya" ("The Pleasing Gift Regarding the Bekdash State in the Protected Land of Algeria"), divided into sixteen chapters, each called a maqama narrating aspects of the governor's life. Additionally, Ibn Hamdush al-Jazairi presented three maqamat in his travelogue published in Algeria

(Shawqi Daif, pp. 238-239).

As for al-Wahrani, in the sixth century AH, he composed his maqama entitled "Al-Baghdadiyya", named after the city where it was written—Baghdad. In this work, he addressed political issues concerning the Maghreb, such as discussions about the Mulaththimun and Almohad dynasties of the western Maghreb, the Fatimid state in Egypt, and other related matters framed within the form of a journey. Indeed, al-Wahrani's maqama represents a travelogue recounting his journey from his hometown Oran to the Mashriq, specifically Iraq. It is widely acknowledged that most of al-Wahrani's maqamat are Eastern in theme, which is natural, as he spent most of his life in the East (Abu Al-Qasim Sa'dallah, 1998, p. 207).

Historically, many journeys began in the Maghreb heading eastward to perform the pilgrimage (Hajj), pursue knowledge and jurisprudence, and explore other cultures through travel. This practice evolved into a literary genre beloved by Maghrebi writers, much like their Eastern counterparts, making the Mashriq their primary destination, and sometimes a preferred place to reside, as in the case of al-Wahrani. This partly explains the absence of Algerian literary studies on al-Wahrani's maqamat before the Ottoman era, as well as the lack of imitation of his work and that of the original masters like Badi' al-Zaman al-Hamadhani and al-Hariri (Shawqi Daif, p. 238).

Based on this theoretical background, the importance of this study lies in investigating the interaction and genre blending between the arts of maqama and travel in al-Wahrani's Al-Baghdadiyya. The study is guided by the following research questions:

- How is travel represented as a literary genre in Al-Baghdadiyya?
- To what extent did al-Wahrani successfully integrate the art of travel within the art of maqama?
- Did the author maintain the essential elements of both the travel and maqama genres in his maqama?

2. On the Arts of Maqama and the Travelogue:

The maqama is considered one of the ancient narrative literary genres that embodies the short story genre, whose events typically unfold within a single session (a maqama). Its conclusion often presents either a moral lesson or a poignant point, with a strong emphasis on rhetorical embellishment. According to Ahmad Zaki Mubarak, maqamat are short stories that contain the intellectual content of the author in various forms — literary, philosophical, or glimpses of humor and indulgence (Mubarak, p. 199).

From these two definitions, it becomes clear that the maqama is a form of short storytelling traditionally narrated in a gathering, containing literary ideas and social values presented in a humorous and appealing style. It fundamentally relies on the kidiyya (begging or soliciting charity) as its basic theme.

The maqama is a narrative form that has firmly established itself within Arab culture, primarily through its reliance on imaginative storytelling that transcends the restrictions imposed by popular cultural norms about storytelling. This is mainly due to its educational and didactic purpose, although the imaginative narrative dimension dominates the entire text from beginning to end (Bakr, 1998, p. 08). The maqama also distinguishes itself by creating a unique form in both structure and content that sets it apart from other narrative genres.

The elements and characteristics of the maqama can be summarized as follows (Omar Faroukh, 1981, pp. 412-413): a narrator who recounts a tale from a gathering, a protagonist (makdi), a moral

or knot (point of conflict or joke), the story itself, the subject of the maqama, the title of the maqama, and the literary craftsmanship involved.

Maqamat are known for their elaborate literary craftsmanship and verbal sophistication (especially in the works of al-Hariri), which include abundant use of rhyme, rhetorical devices like paronomasia (wordplay), antithesis, balance, and other forms of eloquence.

Poetry: Although the maqama is primarily a prose narrative, it often includes small or large portions of poetry composed by the protagonist or other poets, sometimes recited by the protagonist himself. Poetry is used to demonstrate skill in composition or rhetorical finesse, especially in al-Hariri's works.

The maqama is also characterized by narration, dialogue, a storytelling style, and detailed descriptions that play an important role in depicting places, times, and characters, sometimes from an external perspective and other times from within.

As for the travelogue as a literary genre, its concept remains somewhat ambiguous and general. Some refer to it as the "art of travel," others as "travel literature," and some simply as "the travelogue." The term "travel literature" indicates its belonging to literary prose writing.

One definition describes the travelogue as: "A genre of composition that combines a deep emotional motivation with careful observation and detailed recording of sights and phenomena, along with insightful examination of causes and effects." (Zardoumi Ismail, p. 12).

This means that the travelogue is a prose art related to the lives of individuals and peoples visited by the traveler, who describes various aspects of their life and living conditions in an engaging literary style that captivates readers from beginning to end without boredom.

Travel texts, as a literary genre, belong to prose and include narration and description. They often feature visionary, recounted, or dreamlike scenes rooted in memory—sometimes based on tangible

reality (Shu'ayb Halifi, 2002 , p. 39). Thus, the travelogue involves both real and imaginary journeys.

Motivations for travel varied, with the primary impetus often being religious. Travelers would set out toward the holy sites of Mecca and Medina to perform pilgrimage rituals, whether as pilgrims (hajj) or visitors (umrah). For Algerians, pilgrimage to the holy lands was a major travel motive. They journeyed to perform the religious duty, visit the Prophet's tomb, and upon returning home, they would share stories about the routes taken and the peoples encountered. Some pilgrims documented their observations to benefit others, which is known as the Hijazi travelogue.

Notable Algerian examples of this type include: *Rihla fī al-Mashriq wal-Maghrib* ("Journey in the East and West"), the preface to *Nafh al-Tib* by al-Maqrī, *Rihlat Naḥlat al-Labīb bi-Akḥbār al-Rihla ilā al-Ḥabīb*, *Rihlat Nuzhat al-Anzār fī Faḍl 'Ilm al-Tārīkh wal-Akḥbār*, and *Kitāb Faṭḥ al-Ilāh wa Mannatuhu fī al-Taḥadduth bi-Faḍl Rabbi wa Ni'matih*.

Algerians also traveled abroad to seek knowledge and meet scholars. In this regard, Ibn Khaldun famously stated in his *Muqaddima*: "Travel is necessary for the pursuit of knowledge, to gain benefits and perfection by meeting scholars and interacting with people." (Ibn Khaldun, 2001, p. 745).

Travel offered opportunities to meet scholars of diverse backgrounds and schools of thought. Ibn Khaldun emphasized that knowledge could only be attained through travel, seeking teachers, and mastering various sciences.

Narration is the most prominent feature in travel literature since travelers recount the events and experiences encountered during their journeys. Therefore, travel texts are narrative, with continuous storytelling from the start to the end of the journey. They combine elements of storytelling (narration), multiple topics covering various aspects, and blend realism with imagination in describing scenes and narrating events.

3. Manifestations of the Travel Discourse in the Baghdad Maqama:

In this applied section, we attempt to highlight the features of the travel discourse in the Baghdad Maqama, starting with outlining the narrative trajectory of the journey, tracking events, descriptions, the use of the first-person pronoun, as well as the cognitive diversity which is among the most prominent characteristics of the travel genre.

3-1. The Narrative Trajectory of the Journey in the Baghdad Maqama:

The Baghdad Maqama by Al-Wahrani is among his most famous maqamat. He wrote it in Baghdad during the 6th century AH, spanning nine pages within his book entitled *Manamat Al-Wahrani wa Maqamatuh wa Rasa'iluh* ("The Dreams, Maqamat, and Letters of Al-Wahrani"). It takes the form of a dialogue between Al-Wahrani and Sheikh Abi Al-Ma'ali, discussing many issues and news related to various states such as the Almoravid and Almohad dynasties in the Maghreb, the kings of Sicily, the Fatimid state, the Alawi caliphs, and the reign of King Al-Mansur Asad al-Din Shirkuh, as well as a description of the vizier Adud al-Din.

Through this, the author attempts to narrate political and governance-related matters within a storytelling framework characterized by narration and description. This maqama embodies the travel genre within its pages, as it is a narration of events and the transmission of news and observations witnessed by the traveler during his journey to Baghdad.

Al-Wahrani outlines the narrative path of his journey to the East (Baghdad) in his words:

"When my affairs became difficult, and my west was troubled, I cast my rope toward my west, making the verses of poetry my merchandise, and the remnants of literature my sustenance. I never passed by an emir without settling in his court, nor a vizier without knocking on his door and seeking his reward (...) Winds carried me, and lands tossed me, until I neared Iraq and grew weary of separation. I headed toward the City of Peace to fulfill the pilgrimage of Islam. I entered it after enduring hardship and bitter living (...) Some lords guided me to the shop of Sheikh Abi Al-Ma'ali (...) so I went to him

and sat beside him. He said: 'First, I ask you about the state of the veiled ones and the sons of the Commander of the Faithful.' (Rukn al-Din Muhammad ibn Muhammad ibn Muharriz al-Wahrani, pp. 01-02)

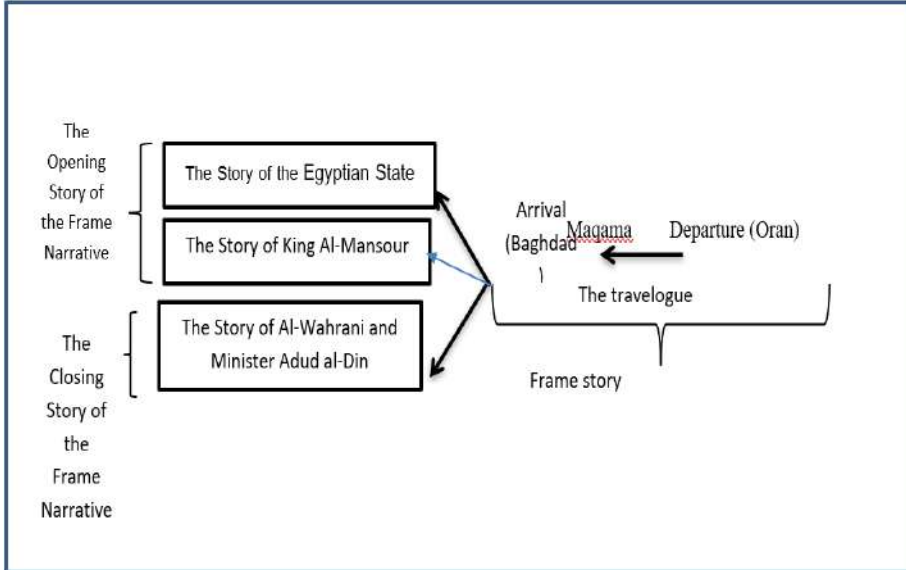
It appears that the purpose of this journey was to seek knowledge and learning, evidenced by his statement:

"I made the verses of poetry my merchandise, and the remnants of literature my sustenance."

Within this excerpt of the maqama, the author sketches the narrative path of his journey to Baghdad, explaining the reasons behind his travel, recounting the details of what he witnessed there, whom he met, and the dialogue that ensued. This dialogue is evidently cultural and historical in nature. The narrative structure of the Baghdad Maqama reveals a coherence evident in Al-Wahrani's journey from his hometown, Oran, to Baghdad, the City of Peace, and the hardships he endured to reach it after painting a model spatial setting of the city.

The events of this maqama revolve around the narrator's journey to the City of Peace after considerable hardship, aiming to accompany the virtuous and sit with scholars. Upon arriving in Baghdad, he is guided to a cultured, virtuous man named Abu Al-Ma'ali—a real historical figure—with whom he discusses conditions in the Maghreb, Egypt, Sicily, and the Ayyubid state in the Levant. These conversations serve as embedded stories within the frame story of the Baghdad Maqama (Yousef Belharma & Abdul Qader Mazari, 2022, p. 313). This is illustrated in the following figure:

Figure1: Depicting the frame story in Al-Wahrani's Baghdad Maqama



Source: Researcher Malika Himeur

Thus, Al-Wahrani fulfilled the essential elements of the maqama: he was both the narrator and the protagonist at the same time, in addition to the use of short, rhymed phrases, and a style characterized by eloquence and grandeur. The text consists of a discourse about contemporary states and their leaders, where the shop owner asks questions and the narrator responds

3-2 Description:

Description is considered one of the most important characteristics of the travelogue genre, where the traveler describes everything his eyes encounter—from landscapes and scenes in the foreign country to descriptions of sheikhs, knowledge, and scholars there. He conveys these in a descriptive scene that may be realistic or infused with his imagination. This is evident in Al-Wahrani's description of the city of peace, Baghdad:

"(...) I circled it like a seeker, and contemplated it like a critic. I saw a sea whose abundance cannot be crossed, nor can its end be seen,

and a paradise whose gardens were most exquisite, and its inhabitants enjoyed pleasure. The devout never turn away from it, nor do the righteous rise beyond its description, (like the paradise promised to the pious) (Rukn al-Din Muhammad ibn Muhammad ibn Muharriz al-Wahrani, p. 01)."

This descriptive passage from the maqama reflects the traveler's deep admiration for Baghdad. The view of its sea amazes onlookers, and its fields, orchards, rivers, and palm trees are among the greatest signs of God's creation—it is truly a paradise on earth. The traveler transmits this scene with such precision and detail that you feel as if you are witnessing it firsthand. This also appears in his description of the city of Oran, when the sheikh asked him about the land he came from:

" I said: from the farthest West and an uncountable distance, from the land where the sun does not reach until its orbits grow weary, and its possessions become noisy; nor the moon until its saddle is torn, and its constellations collapse; nor the winds until their steps shrink and their footprints fade." (Rukn al-Din Muhammad ibn Muhammad ibn Muharriz al-Wahrani, p. 02)

In this passage, we notice the precision and skill in description through the use of natural elements. The author excelled in describing his homeland, portraying it as distant and employing his creative imagination to make the listener live those wonderful imaginary moments and enchanting scenes that paint the image of his country. The traveler goes beyond describing places to describing personalities, scholars, and literati, such as his description of Sheikh Abi Al-Ma'ali: "He is the garden of literature, and the archive of the Arabs; he returns to correct opinion, and excels in every branch of knowledge." (Rukn al-Din Muhammad ibn Muhammad ibn Muharriz al-Wahrani, p. 02)

This descriptive passage introduces us to a distinguished figure in Baghdad, the literary scholar Abi Al-Ma'ali, who possesses broad literary culture as well as mastery of all sciences. The traveler described him as the garden of literature and the archive of the Arabs, which is a fitting description for his stature. He also described the virtuous qualities of King Al-Nasir, saying:

"(...) due to the admirable traits he was endowed with, his preference for justice and fairness, the combination of kingly morals

and the humility of the commoner, and what he was granted of noble generosity, magnanimity, and intelligence (Rukn al-Din Muhammad ibn Muhammad ibn Muharriz al-Wahrani, p. 05)."

This descriptive passage provides the reader with a clear image of King Al-Nasir's character, combining the admirable traits cherished in Islamic teachings such as justice and beautiful morals. The traveler expressed this by attributing these good qualities to the described personality, which helps to categorize this maqama within the travel genre.

3-3 Speaking in the First Person:

The travelogue discourse relies on the first-person pronoun and recording the events of the journey. Thus, we find the traveler's "I" frequently present throughout the journey. Since this maqama was written by Al-Wahrani himself, he is both the narrator and the protagonist, and the speaker at the same time. This is clearly evident through the pronoun used to tell the events of this maqama/journey, which is the first-person singular "I," appearing in various forms here, such as the first-person "tā'" (past tense marker), the first-person "yā'" (suffix), and the present tense verb forms indicating the speaker. Various forms of the individual "I" appear in the traveler's speech to Sheikh Abi Al-Ma'ali: "I said to him: Tell me about the life of the Imam these days, for I am going to a people who truly believe in his Imamate (Rukn al-Din Muhammad ibn Muhammad ibn Muharriz al-Wahrani, p. 07)."

The individual "I" appears in words like (I said, tell me, I am going), indicating that the traveler's self is the main character in the journey/maqama. Al-Wahrani is both the narrator and protagonist of the maqama and the traveler on his journey from Oran to Baghdad, which indicates the realism and authenticity of the journey since the writing self actually undertook the journey. As the saying goes, the informant is not like the eyewitness. This is evident in Al-Wahrani's speech to Sheikh Abi Al-Ma'ali regarding the minister Adud al-Din: "I said to him: What do you say about the opening of his door and the pouring of his clouds? He said: By God, if you had approached the minister's door, he would have showered you with his abundant blessing, so that you would not reach your homeland, would disdain your power, and despise those princes you met and the ministers you

saw. I said to him: Then, by God, I thank him as the earth thanks the sky and the blossoming meadow thanks the water, especially if he gives me from the caliph a magnificent noble robe, I will light myself by borrowing from it and bless myself with its garment, and spread it on the lighthouse of Alexandria and cast it on the shore of the sea (...) (Rukn al-Din Muhammad ibn Muhammad ibn Muharriz al-Wahrani, p. 08)."

In this passage, the speaking self assumes various forms, such as the first-person "tā'," the second-person suffix addressing the self (traveler), in addition to the implicit second-person pronoun within the verb "you saw." The present tense verbs indicating the speaker (I light, I spread, I cast) demonstrate the dominance of the traveler's self in the speech form, which gives the maqama the characteristics of the travel genre.

3-4 Cognitive Diversity:

The travelogue is distinguished from other literary genres by being a vast space for cognitive diversity. Travels are "rich sources for various sciences, and collectively they form a true record of different aspects of life and the concepts of its people throughout the ages. The traveler, while covering the earth during his journey, simultaneously observes various life phenomena he sees or sometimes hears about and transmits them in his journey (Hosni Mahmoud Hussein, 1983, p. 06)."

This is evident in Al-Wahrani's journey to Baghdad, which was rich with knowledge, especially political and historical. We sense such information in some examples like his description of Abd al-Mu'min ibn Ali, the ruler of the Almohad state: "I said: Supported by heaven, dominant over those above the water. The crowned bowed to him, and humans and jinn served him. If the pen had a tongue and the paper a person, they would have ached and complained." (Rukn al-Din Muhammad ibn Muhammad ibn Muharriz al-Wahrani, pp. 02-03)

Within this descriptive scene, the traveler conveys a cognitive value by introducing the character of Abd al-Mu'min ibn Ali, ruler of the Almohads in Morocco. His description combines praise and harsh criticism, noting his cruelty and severe oppression.

Historical knowledge is also clearly evident when the sheikh asked the traveler about the Fatimid state (Egyptian) and how it was taken from its owners. He said: "(...) I said to him: Know that when God's time came for them, He exposed their disgrace and cast their power among them. Zayd struck Umar, Khalid killed Bakr, the sword's scabbard broke, and it was sheathed in winter and summer. Their corruption did not clear away until their lions perished, and their obstinacy did not cease until their troops scattered. The bonds of the state weakened, and its men failed to control it. It remained like a beautiful maiden whom men exposed and surrendered to others (...) And the Franks preceded them, turning it into a chessboard (Rukn al-Din Muhammad ibn Muhammad ibn Muharriz al-Wahrani, p. 04)."

This passage blends stylistic beauty with brevity and eloquence, carrying tragic events that express the neglect and failure of the Fatimid rulers to support their state, resulting in its conquest by the Franks who turned it into a swamp corrupted by the hands of the oppressors—a historical truth derived from this passage of the maqama, which reflects the features of the travel genre and represents it perfectly.

4. In conclusion:

The Baghdad Maqama by Ibn Muharriz Al-Wahrani reflects the intermingling and genre blending between the maqama and travel genres, where the characteristics of both arts appear so clearly that it is difficult to separate them. The following results can be summarized:

- The predominance of rhymed prose and short phrases in Al-Wahrani's style, which gives the maqama its specificity as a literary genre.
- The narrator and the protagonist in this maqama are the same.
- The Baghdad maqama lacks the trickery and cunning typical of other maqamas but has a strong presence of narration and description, in addition to being rich in historical and political knowledge related to some Arab countries such as Morocco, Sicily, and Egypt, which makes it closer to the travel genre than to the maqama genre.
- The characteristics of the travel genre appear clearly in the Baghdad maqama, including narration, description, speaking in the first-person singular, and the cognitive diversity that marks travel writing, similar to other literary genres.

- The Baghdad maqama is written in a maqama style but its subject is the journey from Oran to Baghdad, with a clear beginning and end, including many stories embedded in the framing story (maqama).
- Al-Wahrani succeeded in employing the travel art in the Baghdad maqama, showing this intergenre blending based on the features of each art.

The Baghdad Maqama by Ibn Muharriz Al-Wahrani remains an open field for various studies and critical approaches that can explore its depths and open new horizons in academic research.

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Schwa in the Sound Production of EFL Freshmen: Heavily Accented English

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Received: 30-08-2025

Accepted: 10-10-2025

Published: 01-12-2025

Abstract:

Pronunciation of words with schwa sound is a challenging task for many EFL learners, as it constitutes a major source of mispronunciation and foreign sounding. EFL students, mainly with limited exposure to native-speakers speech, fail to notice the behavior of this sound in many orthographic aspects of words. Consequently, their spoken output becomes replete with deviant forms. This paper, hence, aims to explore how EFL freshmen perceive the different orthographic representations of schwa in words. It also attempts to assess the extent to which these students are able to pronounce words with schwa occurring in different positions. To collect data, a pronunciation test was administered to 53 freshmen. Findings confirm that EFL freshmen confuse vowel letters with reduced vowel sounds. Additionally, the transcription inaccuracies made reflect the participants' habit of pronouncing English words with an accent most typical of French language. Correspondingly, this paper concludes with some pedagogical implications.

Keywords: Accuracy, EFL students, foreign accents, schwa, transcription

1. Introduction

The ability to pronounce L2 words accurately is perceived as an index of oral proficiency. English linguistic system is characterized by its own sub-systems of sounds where certain phonotactic constraints govern the combination of short and long vowel sounds in certain

expected meaningful forms. Schwa is the most commonly occurring sound in a phonemic pattern in English. Its underuse, overuse or misuse has an immediate effect on stress placement in words and, in turn, this can lead to the distortion of accent and meaning.

The investigation of the production of schwa by EFL students abounds in recent literature. Different aspects of schwa sound were examined from different dimensions. For example, Indrayani and Nugraha (2020) concluded that since schwa has almost a similar neutral vowel (Muna Language in this case), EFL students acquired a habit of pronouncing a schwa in a way that is different from its close counterpart in their L1 to eliminate foreign accent in their oral performance. Along the same lines Shahid , Shabbir and Aslam (2023) examined the production of schwa by Pakistani speakers of English and arrived at the conclusion that schwa poses a real challenge in pronunciation. Ariyani (2019) on the other hand, analyzed the pronunciation errors in schwa-containing words and found that the colloquial forms of the variety of L1 of the UNSIQ students has an impact on the production of schwa in English.

It is wise to acknowledge that, up to the time of writing, existing literature has inadequately covered EFL students' production of schwa sound in relation to other reduced vowel sounds. Furthermore, the variety of graphemes that represent schwa sound in the sound system of English are also little researched especially that EFL students unawareness of this aspect is very likely to affect their pronunciation competence. To this end, the current study is set to seek answers to the following questions:

1. How accurately can EFL freshmen transcribe schwa-containing words?
2. Do they confuse a vowel sound with a vowel letter? In other words, do the participants mistake the schwa vowel sound with the actual pronunciation of the spelled individual vowel letter(s)

In the light of the above query, we assume that:

1. The non-correspondence between the schwa vowel sound and its representative spelling is very likely to mislead EFL freshmen about the accurate transcription of words. In crude terms, such students are unaware of the fact that schwa sound has varying orthographic representations in English.

2. The varying positions of schwa in English words may, to some extent, affect EFL students' transcription accuracy, i.e. these students can accurately transcribe a schwa-containing word depending on whether schwa is in initial, middle or final position.

2. Literature review

2.1 Schwa sound in English

Etymologically, the word schwa comes from the Hebrew word shewa which usually denotes the concept of “emptiness”. Phonetically, schwa is a mid-central vowel sound that occurs in an unstressed syllable where there is no movement in the vocal tract as a result of articulation. Schwa is technically defined by different labels such as “unstressed sound”, “neutral sound”, “reduced sound” and “centralized sound”. It is the most prevalent vowel sound in English. Native speakers produce schwa nearly in every three vowels (Flemming & Johnson, 2007). In the International Phonetic Alphabet (IPA), schwa is phonemically represented in transcription by the symbol /ə/ (upside down “e”). Schwa is commonly perceived as a default phoneme owing to its pervasiveness in the sound system of English (Boswell, 2020). The occurrence of schwa in a word can be in the initial, middle or final position. Schwa can be a typical defining feature of the weak forms of modals and auxiliary verbs (Carley & Mees, 2021).

The production of the schwa sound in certain languages, the likes of English, Indonesian and Dutch is a result of a phonological process where contrasts in vowel quality are neutralized. This, in turn, renders any vowel reduced and therefore a schwa-containing syllable unstressed (Booij, 1995).

A historical analysis of this sound shows that it had undergone certain phonetic change. Therefore it can be argued that the different occurrences of schwa in the English sound system is related to the emergence of the varieties of English spoken nowadays (Minkova & Lefkowitz, 2021). The frequent omission of schwa in Southern British standard variety does not affect the meaning of a given word. However, in General American English the omission of vowel results in total mispronunciation, i.e. distorted meaning thus Kapranov (2021) illustrates such difference in the two different but possible transcriptions of the word military : /'militri/ and /'mɪləteri/. While the former includes the sound /i/ in the second syllable (a variant of

British English), the latter features schwa in the second syllable as a substitute for the sound /i/ (the case of General American English).

2.2 The variation of schwa position

As explained by Flemming and Johnson (2007), the realization of schwa sound features two phonetic differences. Depending on the position of schwa in words, the occurrence of schwa in final position, in words such as camera and sofa, qualifies this sound as consistent mid-central closer to the phoneme /æ/ as opposed to relative high, where schwa occurs in mind-position. For example in the words correct and probable, the articulatory properties of schwa vary at the level of the tongue and lips position due to the phonological process of assimilation with the surrounding phonemes, i.e. the context. In this case schwa becomes closer in properties to the short /i/ sound.

Piva and Strand (2023) investigated the degree to which schwa is sensitive to the context and duration. Since schwa, compared to other vowels, is shorter thus it is sensitive to the influence of the context. However, it is proved to be more influenced by the correlation between duration and the F1 values. Correspondingly, Priva and Strand assert that schwa has no target since the acoustic position of vowels is seemingly determined by three factors: the vowel property, the target and the context.

The phonetician debate of whether or not schwa is qualified as a phoneme is based upon certain reasons. Giegerich (1992), for instance, argues that there are only two cases where schwa can be found in a stressed syllable or monosyllabic words. It is in the articles the and a. Another reason that lends support to the view that schwa does not qualify as a phoneme is the fact that in an unstressed syllable a given vowel loses its contrastive properties in which it becomes schwa and thus it is labeled as a default vowel rather than a phoneme. Besides, Giegerich also explains that in English it is never possible for a minimal pair to be based on schwa since the latter is neutral in which it does not make any contrast with any full vowel sound. Along the same lines, Flemming and Johnson (2007), Kreidler (1989) and Wallance (1994) conclude that schwa is considered as a default vowel sound whose spontaneous occurrence correlates with a vowel loss of its contrastive properties. Therefore, schwa takes over the position and the orthographic representations of most vowel sounds in English.

We should not lose sight of the fact that such grapheme, phoneme, and schwa complexities are very likely to be a prominent

source of mispronunciation among EFL students. This what the present study is going to investigate.

2.3 The orthographic representations of schwa and a similar unstressed vowel

Before starting our discussion of the relationship between spelling the transcription/pronunciation of many vowel letters as schwa, it is wise to first consider the closely related behavior of each of the sounds /ə/ and /ɪ/ in English language.

The reduction of full vowels to unstressed vowels is historically related to these seemingly two similar vowel sounds. They are known to present certain variation in unstressed syllables, though certain pronunciations with either vowel sound are considered proper in a wide range of words in English (Wells, 1990). This view is supported by what Fabricuis (2002) considers as an ongoing substitution of /ɪ/ with /ə/. Such vowel change is confirmed by Fabricuis investigation of certain transcriptions in a wide range of dictionaries over a number of decades. Accordingly, he found that there is a constant shift towards schwa instead. Likewise, the findings of Gimson (1984) study reveal that, after the examination of RP speech by 20 native speakers, /ə/ is widely being replaced by /ɪ/.

It can be argued now that being /ə/ or /ɪ/ suggests that there could be some degree of prediction with regard to spelling that represents each of these vowel sounds. Very often, the vowel sound /ɪ/ is either spelt as a letter “e” or “I” in unstressed syllable (Roach,1983). On the other hand, /ə/ can be represented by each of the letters “a”, “o” and “u”, while the letter “e” is reported to represent both of /ə/ or /ɪ/ (Wells, 1990). Similarly, Beol’s (1999) contends that as opposed to the pronunciation of the letter “e” and “I” in a word, the letters “a”, “o” and “u” are historically known to be pronounced as schwa sound. One explanation of this seems to lie in the fact that the nature of a reduced vowel is originally a full vowel. Ladefoged and Johnson (2014) illustrate this premise with the words that have the same stem, e.g. political and politics. They indicate that the letter “o” as representative of schwa is derived from the vowel /ɔ/. The same thing goes for the case of certain words where it is acceptable to have schwa used interchangeable with a full vowel,e.g. the two possible pronunciations of the word direction /də'rekʃən/ and /dai'rekʃən/ where the full vowel (the diphthong) /ai/ is used interchangeably with schwa.

To conclude this discussion, Tasker (2020) in her PhD thesis arrived at the conclusion that the vowel sound /ɪ/ can be used interchangeably with /ə/ but the opposite is not possible. Thus, since each of the letters “i” and “a” are commonly the most frequent representatives of the vowel sounds /i/ and /ə/, a caveat should be made concerning the degree to which the production of unstressed vowels, particularly /ə/, is influenced by orthography. Along the same lines in a study conducted by Lilley in 2012, front full vowels are generally found to be proxies for spellings that deemed frontier. It is safe to assume at this point that the sound variations represented by spelling should be considered as a good tool to analyze the patterns that schwa defines as unstressed.

3. Methodology

3.1 Participants

A total of 53 EFL students comprise the subjects of this study. With the vast majority of female participants (46), males are only eight. The subjects’ ages range from 18 to 45 years old with the average age of 18. These participants are first year EFL students at the Department of English at Si El Haoues University Center of Barika south-east Algeria. Arabic is spoken as the mother tongue and French is spoken as a second language in Algeria. English is a foreign language that is taught as an obligatory school subject for four years at Middle School and three years at High School. Thus, the participants of this study are homogenous in terms of age and the formal exposure to English, i.e. adult intermediate EFL students.

Before the examination of these students pronunciation via a test ,an informed consent was verbally obtained from them to assure these participants that the results of test they take is just meant for research purposes only and not related to any official summative or formative evaluation.

3.2 Data collection

To find answers to the main research questions in the present study, quantitative data was obtained using a pronunciation test. The latter generally aims to examine the participants’ ability to recognize the different orthographic representations of schwa in words and, correspondingly, the extent to which these participants are able to transcribe such schwa-containing words accurately. The test was painstakingly devised by the author himself. Using Oxford Advanced Learners’ dictionary (8th edition), the transcriptions adopted in this test is based on the Received Pronunciation (RP).

Two activities comprise the test and each one serves a particular purpose (see appendix). The first activity is focused on accurate transcribing of schwa-containing words where schwa can be orthographically represented in different ways (by the different vowel letters a,e,i,o and u) and , at the same time , such representations can occur in several positions (initial , middle and final) in words.

The aim of this activity is to measure the participants' level of awareness of the different vowel letters that represent schwa sound which can occur in the different aforementioned positions. The second activity is meant to test the participants' ability to distinguish schwa sound from the rest of the short vowel sounds where the schwa sound is orthographically represented by different graphemes.

The pronunciation test was administered at the beginning of December 2024. The participants had to do the test within a span of 50 minutes. Under some instructions given to the participants, the test was invigilated and overseen by the researcher himself. The presence of the researcher giving the instructions did not yield any visual or verbal clues that would affect the participants own answers.

3.3 Procedure

To assess the participants' performance in the transcription test, the authors self-designed a scoring system to process and judge the transcription of the participants. Each word transcribed by the students was juxtaposed with its corresponding transcription found in the aforementioned Oxford Dictionary. Each correct transcription in both activities was sored one point.

Since the test includes two activities that are meant for different purposes, the results were processed as follows. To start with, the items in the first activity were grouped into three categories that each specifies one of the initial, middle and final position in which schwa occurs in the words respectively. Furthermore, each group also defines the vowel letters that represent schwa in the aforementioned positions. For example, the first group represents the occurrence of schwa in the initial position where schwa sound is orthographically represented by one of the letters *a, e,i,o* and *u* .The same process was applied to the rest of the groups that indicate the remaining positions with the aforementioned orthographic representations.

The second activity, on the other hand, has its items grouped according to the short vowel sounds that the learners confuse with the schwa sound .For example, the possible orthographic representations of the schwa sound are contrasted with the possible orthographic

representations of the following short vowel sounds /æ/, / ʊ/, / ə/, / ɪ/, / ɔ/, / e/, / ʌ/ that EFL learners are very likely to mistake the schwa sound with.

4. Results

The findings obtained reveal a lot about the performance of the students in the different activities of the pronunciation test. In the first activity, where the aim is to assess the participants awareness of the different orthographic letters that represent schwa occurring in different positions in words, each of the vowel letters *a*, *o*, *u* and *e* represents schwa sound in the initial position of words.

Table 1. Students transcription of words with initial-position schwa

| Vowel letter representing /ə/ | Frequency | Percentage |
|-------------------------------|-----------|------------|
| a | 63 | 59.43 % |
| o | 10 | 09.43 % |
| u | 08 | 07.54 % |
| e | 07 | 06.60 % |

As table (1) shows, the vowel letter “a” for instance is transcribed as schwa in the majority (59.43 %) of the students responses. The transcription accuracy in this case denotes the participants’ awareness of the possible occurrence of schwa sound in initial position where it is orthographically represented by the letter “a”. However, if we compare this with the rest of the possible orthographic representations of schwa in initial position we can notice that only few students could accurately transcribe the words given in the test. Thus, as low as 09.43 % represents the students’ accurate transcription of words with initial-position schwa that is spelt with the letter “o”. Similarly and in percentage terms, 07.54 % and 06.60 % represent the accurate transcription of words with initial-position schwa that is spelt with either of the vowel letters “u” or “e” respectively. On the whole, the inaccurate transcriptions revealed in the findings of the transcription test of words with initial-position schwa clearly show that the participants can only transcribe words whose initial -position schwa is orthographically represented by the vowel letter “a”.

Table 2. Students transcription of words with mid-position schwa

| Vowel letter representing /ə/ | Frequency | Percentage |
|-------------------------------|-----------|------------|
| e | 06 | 05.66 % |
| a | 13 | 12.26 % |

Considering the results in table (2), the transcription of mid position schwa- containing words reveals different facts about the participants’ ability to recognize schwa sound that is represented by different vowel letters. For instance where schwa sound could be spelt with the vowel letter “e” in the middle of a word, only 06 words were accurately transcribed by the participants in the test. This can indicate the students’ lack of awareness of the possible phonotactic considerations that an unstressed syllable could occur in the middle of a given word. Equally important, such unstressed syllable can be defined by the vowel letter “e” that represents the schwa sound. Evidently, the participants were able to accurately transcribe only 13 words whose mid-syllable includes schwa sound that is represented by the vowel letter “a”. Once again this means that the participants are unaware of the fact that, likewise, the vowel letter “a” can represent

the schwa sound that defines an unstressed syllable occurring in mid-position.

Table 3. Students transcription of words with final-position schwa

| Vowel letter representing /ə/ | Frequency | Percentage |
|-------------------------------|-----------|------------|
| a | 43 | 40.56 % |
| e | 08 | 07.54 % |
| o | 06 | 05.66 % |
| u | 10 | 09.43 % |

What can be noticed in table (3) is the varying levels of performance by the participants in the transcription of words with schwa occurring at the final position. Schwa in this case is defined by various vowel letters. Thus, a significant percentage (40.56 %) of such words, where the schwa sound is orthographically represented by the letter “a”, is accurately transcribed. What can be inferred from this is the participants’ awareness that the vowel letter “a” can represent the schwa sound when it occurs at the end of a word as such syllables are usually unstressed in English. By contrast, if we consider the rest of the orthographic representations of the schwa sound occurring in final position (final syllable) we can notice a declining performance in the students accurate transcription. For example, a low percentage (07.54 %) represents the students’ accurate transcription of words with final position schwa that is spelt with the vowel letter “e”. Surprisingly, the lowest percentage (05.66 %) refers to the small number of the accurately transcribed words with final position schwa that is spelt with the vowel letter “o”. Only 09.43 % represents the accurately transcribed words with schwa sound that is represented by the vowel letter “u”. Taken together, these results indicate that the low ability of the participants to transcribe schwa-containing words accurately is related to the kind and position of vowel letters representing the schwa sound.

Table 04. Students confusing vowel sounds with vowel letters representing schwa

| Vowel letter(s) | Transcribed as /ə/ (frequency) | Percentage | Transcribed as other vowel sounds | Frequency | Percentage |
|-----------------|---------------------------------|------------|-----------------------------------|-----------|------------|
| a | 16 | 30.18 % | / e/ | 13 | 24.52 % |
| e | 18 | 33.96 % | / e/ | 19 | 35.84 % |
| o | 11 | 20.75 % | / ɔ/ | 31 | 58.49 % |
| i | 05 | 09.43 % | / ɪ/ | 42 | 79.24 % |
| iou | 10 | 18.86 % | / ʊ/ | 16 | 30.18 % |
| io | 08 | 15.09 % | / ɔ/ | 27 | 50.94 % |
| u | 09 | 16.98 % | / Λ/ | 18 | 33.96 % |

The analysis of the results of the second activity in the transcription test shows that the participants' production of the schwa sound is, to a great extent, affected by their perception of the nature of the various graphemes that represent certain short vowel sounds. Thus, the statistics in the table above demonstrate that, in the transcriptions of the participants, the schwa sound is confused with short vowel sounds that have similar orthographic representations.

If we consider the vowel letters that are correctly transcribed as schwa we can find that the highest available percentage (33.96 %), among the rest of transcriptions, refers to the words where the vowel letter "e" is pronounced schwa. The latter, at the same time, was wrongly perceived as / e/ for 35.84 % of the cases. Similarly, in one of the cases (30.18 % of the words) the vowel letter "a" was correctly transcribed as schwa but mistaken for the sound / e/ in 24.52 % of answers. Each of the low percentage of 16.98 % and 20.75 % respectively represent the instances where each of the vowel letters "u" and "o" were correctly transcribed as schwa sound. However if we consider the erroneous forms of transcription we can clearly notice that the aforementioned vowel letters respectively were wrongly transcribed as / Λ/ for 33.96 % of the cases and as /ɔ/ for more than half of the rest of the instances (58.49 %). On the other hand, the digraphs "iou" and "io" were correctly transcribed as schwa in only few cases (18.86 % and 15.09 % respectively) and wrongly transcribed as /ʊ/ (in 30.18 %) and as /ɔ/ in half of the instances (50.94 %). Lastly, the lowest percentage (09.43 %) refers to the only few words where the vowel letter "i" was correctly transcribed as

schwa. Strikingly, the latter was, to a great extent, wrongly perceived as / ɪ / in the majority of the words (79.24 %).

5. Discussion

The results of assessing the participants' performance at the different stages of the transcription test can be taken to inform us a lot about many issues. How EFL students produce schwa and how much they are aware of the phonotactic behavior of this sound can all be discussed from different dimensions.

As far as the students' transcription of the words with initial position schwa is concerned, it is evident that their ability to accurately transcribe such words is only limited to words that start (or has its initial syllable starts) with the vowel letter "a", e.g. amazing, balloon ...etc. This could be attributed to the fact that such EFL students, since they are intermediate, are exposed more to words of such nature. Their unawareness of the rest of the orthographic representations of schwa results in inaccurate transcription of words with initial vowel letters (e.g. oblige, upon ...etc.), which reflects mispronunciation at different levels. This suggests that the pronunciation competence of intermediate EFL students is to a large extent affected by their increased exposure to French (as a second official language in Algeria) where students base their pronunciation of English words on phonological features related to French. Along the same lines, in a study conducted by Yin (2009), it was concluded that EFL students problems in schwa production is related to the way the place and manner of articulation differ in the target and source language. Similarly, Rahal (2014) attributed the same pronunciation problem to the impact of the phonological specificities in French language.

A clear picture emerges if we consider the poor performance of the students in the transcription of words with mid-position schwa. Though students could correctly transcribe only few words, the accuracy here features the vowel letter "a" as the most frequent proper grapheme representing the schwa sound in words such vitamin, keratin...etc. This, to some extent, might be due to the students' knowledge of certain phonological constraints where certain vowels (in this case represented by the letter "a") are reduced to schwa to mark unstressed syllable.

Another area that deserves our closer attention is the poor performance of the students in the transcription of words ending in schwa or having schwa in their final syllable. Surprisingly, most of the

successfully transcribed words reported earlier feature the letter “a” (representing schwa) in those word endings. Again, this can be interpreted as learners’ tendency to perceive the final letter “a” as schwa (e.g. cinema, panda...etc.), since it is a common feature that most words in English end in an unstressed.

It is wise to acknowledge that since the vowel letter “a” proved to be perceived, by EFL intermediate students, as a frequent representative of schwa sound in unstressed syllable, this sends us back to confirm what we hypothesized earlier. In other words, EFL transcription accuracy depends, to a great extent, on the position of schwa in a given word. Equally important, this is easy to notice by EFL students when such position is labeled as initial unstressed syllable. These findings are echoed in what Volín, Weingartová and Skarnitzl (2013) claim as the pattern of stress that suggests to the speakers the position which include either a full vowel or schwa.

At this point it is safe to acknowledge that students’ perception of the nature of the different vowel graphemes in English affects their ability to recognize the various occurrences of schwa in English words. Strikingly, in most of the test results demonstrated earlier, the schwa sound is wrongly replaced by a number of short vowel sounds whose representative symbols seem to correspond to the same form (grapheme) of certain vowel letters. This evidence confirms our hypothesis that EFL intermediate students assume that spelling corresponds to sounds. As a result, they confuse vowel letters with vowel sounds in particular schwa. This premise lends support to what Rahal (2014), Ocal and Ehri (2017) and, more recently, Kapranov (2021) point out concerning the fact that the non-correspondence between grapheme and phoneme misleads EFL students about correct pronunciation.

6. Conclusion

Being the most prevalent vowel sound in English, the ability to recognize and produce schwa in proper place reflects a native-like English accent. The main objective of this paper is to examine the ability of EFL freshmen to recognize the different orthographic representations of schwa in words. Correspondingly, we tested the extent to which these students are able to transcribe, matching the RP accuracy, schwa sound that is identified in different positions in words. In the light of these study findings, it can be concluded that EFL freshmen confuse vowel letters with reduced vowel sounds in particular the schwa sound. The latter has proved to be a missing

sound in the students' transcriptions, and if any, it is mistakenly substituted for another reduced short vowel mainly / ɪ/. It is also confirmed through the results of this study that the transcription accuracy reported is limited to the occurrence of schwa in initial position. The deviant forms of pronunciation, reflected in the transcription of words, carry the connotation of sounding foreign. Since any schwa-containing syllable is technically unstressed, then altering schwa with other vowel sound results in misplaced primary stress and, thus, it deforms the expected original accent.

The reported performance of EFL freshmen highlights some pedagogical implications for the different parts in the teaching process. First, the teaching of the sound system of English should be focused on raising EFL learners' awareness of the difference between L1 and L2 stressed and unstressed syllables. Classroom activities based on contrastive analysis would increase EFL ability to notice how schwa can be orthographically represented in a way that is different from the behavior of its counterpart sound in the L1 of learners.

Pronunciation competence in a foreign language learning setting reflects a native-like accent where every pronounced word is expected to be demonstrated through accurate transcription. However, basing the assessment of schwa production solely on accurate transcription may not give a definitive answer. Students may exhibit different performance when they actually articulate words in the target language. Hence, judging the actual sound production of EFL students in general would yield more informative results.

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Appendix

Activity 01: Transcribe these words accurately

- Amazing
- Balloon
- Oblige
- Potato
- Upon
- Suppose
- Perception
- Heroic
- Cinema
- Panda
- Carrot
- Translator
- Virus
- Circus
- Sensible
- Tangible
- Tablet
- System
- Keratin

- Vitamin
- Biology
- Psychology
- Secular
- Cellular
- Obesity
- Policy
- Cinematic
- Systematic

Activity 02: Use the following list to provide the missing sound in order to complete the transcription of every word (add only one sound to each word):

æ, ʊ, ə, ɪ, ɔ, e, ʌ

1. Chocolate /tʃɔkl.....t/
2. Interesting /ɪntr.....stɪŋ /
3. Information /ɪnf.....meɪʃn /
4. Suspect /s.....spekt /
5. Impossible /ɪmpɒs.....bl /
6. Anxious /æŋkʃ.....s /
7. Idiot /ɪdi.....t /
8. Suspected /s.....spektɪd/

Social Media Influencers and the Shaping of Cultural Awareness among Algerian Youth

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Received: 17-07-2025

Accepted: 10-10-2025

Published: 01-12-2025

Abstract:

This research underscores the significance of a profound understanding of the role of social media influencers and investigates how their impact on the cultural awareness of youth in Algeria, as well as the shaping of their cultural values and attitudes, can be enhanced. This is achieved through observations and a review of multiple prior studies. The findings indicated that these influencers possess the capability to disseminate knowledge and interact with young audiences in ways that foster dialogue and critical thinking. The study concludes by presenting a set of recommendations that emphasize the necessity of guiding the role of social media influencers towards positively enhancing cultural awareness and directing them to provide more valuable content. Furthermore, it highlights the importance of channeling efforts to encourage youth to develop critical thinking skills to understand the true impact of the information they receive via social media.

Keywords: Algerian Youth, Critical Thinking, Cultural Awareness, Cultural Values, Social Media Influencers

1. Introduction

The world is currently experiencing an era of advanced digital communication, wherein social media platforms have become essential for individual lives and societal interaction (Kaplan & Haenlein, 2010). These platforms influence personal, social, cultural, and economic domains, and have created opportunities for individuals and institutions alike (Kietzmann et al., 2011). Social media has evolved from personal communication tools to crucial instruments for marketing, brand development, and rapid dissemination of

information and ideas (Kietzmann et al., 2011; Boyd, 2014). Users now actively engage in shaping cultural and political conversations and enhancing awareness of social and environmental issues (Livingstone, 2019).

The role of social media influencers (SMIs) has become particularly prominent. Influencers, with their reach and credibility, are powerful agents in inspiring, educating, and shaping the attitudes and behaviors of their audiences (Abidin, 2016; De Veirman et al., 2017). By disseminating diverse content and advocating for relevant societal topics, SMIs offer models for youth and contribute to knowledge, learning, and cultural awareness (Casaló et al., 2020; Lou & Yuan, 2019). The effectiveness of their influence depends not only on their follower counts but also on their authenticity and constant engagement, which help form stronger connections and trust (Freberg et al., 2011; Lou & Yuan, 2019).

Algeria, as an Arab nation with increasing statistics on social media usage, constitutes a rich environment for addressing the role of social media influencers in building cultural awareness among youth. These influencers disseminate diverse cultural content through their digital platforms, thereby positioning them as influential elements in shaping the consciousness of rising generations.

Thus, this research seeks to explore how social media influencers impact young people's cultural awareness, the benefits and issues involved, and effective ways to ensure their positive contribution to culture and society, by posing the following main research question: What is the role played by social media influencers in building cultural awareness among Algerian youth?

This main question gives rise to a set of sub-questions:

1. What is meant by social media influencers?
2. What is meant by cultural awareness among youth?
3. What is the nature of the relationship between social media influencers and cultural awareness among Algerian youth?

1.1. Significance of the Research

This research is conducted within the context of increasing scholarly and public interest in the role of social media platforms in shaping the consciousness of youth and their impact on their respective societies. With the escalating use of these platforms in Algeria, it becomes paramount to comprehend how social media influencers can play a positive role in building cultural awareness and fostering social understanding among the youth demographic

2. Social Media Influencers

Among the most significant phenomena currently pervading social media is that of "influencers," also known as "bloggers," or "content creators." These individuals present their lifestyles on these platforms and have emerged as prominent figures occupying a distinct position within society, playing an increasingly significant role over time. They have become magnets for attention, sought after in various fields, particularly in humanitarian and marketing contexts. The rapidly increasing numbers of their followers serve as evidence of the significance of this phenomenon.

2.1. The Digital State in Algeria in 2023

The following are the key headlines regarding the adoption and use of digital technology in Algeria at the beginning of 2023:

- There were 32.09 million internet users in Algeria at the start of 2023, with an internet penetration rate of 70.9%.
- There were 23.95 million social media users in Algeria in January 2023, equivalent to 52.9% of the total population.
- There was a total of 48.53 million active mobile cellular connections in Algeria at the beginning of 2023, a figure equivalent to 107.2% of the total population.

These key statistics provide an overview of the "digital state" in Algeria. However, to understand how digital trends and behaviors are evolving, a deeper dive into the data is necessary.

2.2. Social Media Statistics in Algeria in 2023

There were 23.95 million social media users in Algeria in January 2023. Indeed, analyses of various data points from reliable third-party sources such as GWI and data.ai indicate that there has been no discernible decline in overall social media usage; in most countries, social media use continues to increase. Consequently, readers should regard any such discrepancies as "corrections" in the data, rather than as evidence of a decline in social media adoption.

The number of social media users in Algeria at the beginning of 2023 was equivalent to 52.9% of the total population.

Simultaneously, data published in the advertising planning tools of major social media platforms indicate that there were 22.10 million users aged 18 and above using social media in Algeria at the beginning of 2023, which is equivalent to 75.4% of the total adult population during that period.

Overall, 74.6% of Algeria's total internet user base (regardless of age) used at least one social media platform in January 2023.

At that time, 41.9% of social media users in Algeria were female, while 58.1% were male. (DataReportal 2023)

2.3. Definition of Social Media Influencers

Influencers are micro-celebrities who gain a following by sharing aspects of their personal lives online in ways that facilitate product and service promotion (Abidin, 2016). These influencers often cultivate relationships with their audiences through consistent content creation and engagement on platforms such as Instagram, YouTube, and TikTok (Khamis et al., 2017). Unlike traditional celebrities, today's influencers emerge primarily through their activity on social media rather than previous fame in entertainment or other domains (Marwick, 2015).

With the democratization of content creation tools and the speed at which social media distributes content, everyday individuals now have the opportunity to become influential figures—a phenomenon that has significantly changed the dynamics of advertising and branding (Freberg et al., 2011). Hennessy (2018) argues that influencers should be distinguished from traditional celebrities since the former build their personal brands primarily through social media presence, not via mainstream fame. Despite often lacking formal qualifications or elite career status, many social media influencers generate lucrative incomes from their online presence, thus transforming influencing from a mere activity into a profession (Cotter, 2019).

Indeed, platforms themselves compete to attract and support these content creators, as they drive traffic, user engagement, and platform loyalty (Barker, 2022). Influencing is no longer a side hustle but an established career path for many individuals, facilitated by the algorithms, monetization models, and brand partnership structures developed by major platforms like Instagram, TikTok, and YouTube (Duffy, 2017) (Jaafari 2022).

2.4. The Phenomenon of Social Media Influencers

Social media is defined as a means of content creation by users, commonly abbreviated as User Created Content (UCC) (Kaplan & Haenlein, 2010)¹. The proliferation of these media is attributed to the vast expansion of communication technology and the technological leap that has affected communication means in general (Kaplan & Haenlein, 2010). This is in addition to the ease of use and low cost of these social platforms, alongside the existence of an entire generation of youth possessing computer and technology skills from a young age (Prensky, 2001).

Among the most significant impacts of social media platforms is their profound influence on the views of young users, particularly through their engagement with individuals known as Social Media Influencers (SMI) (Freberg et al., 2011); (Khamis et al., 2017). These are individuals who exert online influence over a large number of people; these influencers market themselves and possess the ability to attract further attention. Most of these influencers rely on various social platforms, primarily Instagram, followed by Facebook, Snapchat, Twitter, and YouTube (Khamis et al., 2017).

It can be asserted that Social Media Influencers (SMI) are those who shape public trends through various blogs, tweets, Facebook posts, Instagram comments, or other social media channels (Freberg et al., 2011); (Marwick, 2015).

Previous studies have demonstrated that individuals most influenced by social media influencers are those born after 1980, termed Digital Natives (Prensky, 2001), due to their significant immersion in modern technology. These individuals were raised and matured in a digital era and became accustomed to using social media platforms. Consequently, they acquire a familiar interaction on such digital sites without needing to be taught or compelled to do so. Therefore, most influencers themselves are Digital Natives (Khamis et al., 2017), which has facilitated their ability to establish connections between themselves and their younger followers (Abd Al-Maqsoud 2019).

2.5. Classifications of Influencers

Influencers are classified according to multiple criteria. Scholars such as Kapitan & Silvera (2016) and Vrontis et al. (2021) commonly classify influencers based on their number of followers and sphere of influence into:

- **Nano-influencers:** They have a relatively small audience on social media platforms and limited experience in branding. The number of followers on Instagram or YouTube ranges from 1k – 10k (Kay et al., 2020).
- **Micro-influencers:** They have a slightly larger following on social media compared to nano-influencers and typically possess some experience in collaborating with brands. The number of followers on Instagram or YouTube ranges from 10k – 50k (Kay et al., 2020).
- **Mid-tier influencers:** This type of influencer represents the middle segment. They are skilled in brand collaborations; therefore, they are difficult to secure as they are in demand, and their advertising rates are relatively low compared to the next two types. The number of

followers on Instagram ranges from 25k – 100k, and the number of followers on YouTube ranges from 50k – 500k (Vrontis et al., 2021).

- **Macro-influencers:** This type of influencer is considered professional in product marketing. However, increased efficiency is met with inflated marketing costs. The average number of followers on Instagram ranges from 500k – 1m; the average number of followers on YouTube ranges from 500k – 1m (Vrontis et al., 2021).
- **Mega-influencers (Celebrities):** These are celebrity influencers with a very high impact. This category includes influencers with more than one million followers. They are usually highly professional on social media and include singers, actors, entrepreneurs, and fashion models. The number of followers on Instagram or YouTube: >1m (Schouten et al., 2020).

The study by Singh & Diamond (2012) also classified influencers according to the nature of the influencer's specialization into:

- **Referent Influencer:** These are multi-field influencers who cover various consumer interests and maintain significant congruence with their followers. Followers typically accept their recommendations due to their perceived expertise and authenticity.
- **Specialist Influencer:** These are influencers specialized in a specific field, whom the audience considers experts in that domain. Audiences consult them when planning to purchase a product within their area of expertise.
- **Positional Influencers:** These are influencers whom their followers view as friends or as part of their families. Regardless of their expertise, the audience trusts their opinions and recommendations for products and brands (Abu Abah 2021).

2.6. Following Social Media Influencers

The act of following social media influencers can be attributed to various motivating factors, such as inspiration, entertainment, knowledge acquisition, sense of community, social interaction, personal influence, fashion, emotional connection, and access to news and information (Djafarova & Rushworth, 2017; De Veirman et al., 2017; Lou & Yuan, 2019).

- **Inspiration and Encouragement:** Social media influencers inspire and motivate individuals to achieve personal and professional goals by providing advice in areas like fitness, business, and travel (Lou & Yuan, 2019).
- **Entertainment and Leisure:** Social platforms offer entertainment and leisure; followers enjoy content that helps them relax and escape daily pressures (Djafarova & Rushworth, 2017).

- **Learning and Knowledge Acquisition:** Influencers share expertise, making influencer content a source of learning and development (Casaló et al., 2020).
- **Belonging to Communities:** Following influencers fosters a sense of belonging to communities of shared interests and values (De Veirman et al., 2017).
- **Social Interaction and Networking:** Social media enables interaction and networking with others who share similar interests (Boerman, Willemsen, & Van Der Aa, 2017).
- **Influence on Personal Choices:** Influencers' recommendations affect followers' choices and behaviors (Lou & Yuan, 2019).
- **Fashion and Beauty:** Fashion influencers guide followers on trends and appearance (Djafarova & Rushworth, 2017).
- **Emotional Connection:** Followers can develop emotional bonds with influencers, strengthening their loyalty (Casaló et al., 2020).
- **Source of News and Information:** Influencers serve as news and information sources, becoming knowledge resources for their audiences (De Veirman et al., 2017).

3. The Relationship between Social Media Influencers and Electronic Word of Mouth (EWOM):

The significance of social media influencers is seen in how they shape eWOM, referring to any positive or negative statements made by current, former, or potential consumers about products or services through online platforms (Cheung & Thadani, 2012). Influencers frequently function as opinion leaders and prior consumers, whose recommendations are regarded as trustworthy and credible by their followers (Freberg et al., 2011; Lou & Yuan, 2019). This peer-to-peer communication facilitates consumers' ability to share experiences and evaluations, with WOM recognized as a highly trusted information source in marketing (Ismagilova et al., 2020).

Brands and companies increasingly capitalize on the popularity of influencers by encouraging them to highlight the positive aspects of their offerings. Influencers' ongoing, interactive relationships with followers enable them to subtly communicate product features, fostering consumer trust and loyalty (Boerman et al., 2020). Followers, influenced by this relationship, are often persuaded to try products or services recommended by influencers (Lou & Yuan, 2019). As studies suggest, eWOM on social media not only raises awareness and knowledge but can also prompt further information search and actions like liking, sharing, or purchasing, ultimately

impacting purchase intention and trial (Ismagilova et al., 2020) (Abd Al-Maqsoud 2019).

4. Impacts of Following Social Media Influencers

Following social media influencers is a widespread phenomenon among youth and can influence attitudes, consumption patterns, mental health, ethical behaviors, and educational inspiration (Djafarova & Rushworth, 2017; De Veirman et al., 2017).

- **Influence on Attitudes and Beliefs:** Social media influencers significantly shape followers' attitudes and beliefs in areas such as fashion, health, politics, and lifestyle (Freberg et al., 2011; De Veirman et al., 2017).
- **Influence on Consumption Patterns:** Influencers can reinforce consumption patterns by showcasing products or services, thus shaping followers' preferences and shopping habits (Lou & Yuan, 2019; Djafarova & Rushworth, 2017).
- **Influence on Mental Health:** Comparisons with influencers' "perfect" lives may lead to mental health issues such as anxiety and low self-esteem among youth (Casaló et al., 2020; Sherlock & Wagstaff, 2019).
- **Ethical and Legal Challenges:** Undisclosed sponsored content or misleading endorsements by influencers can present ethical and legal issues (Boerman et al., 2017).
- **Educational Opportunities and Inspiration:** On the positive side, influencers can offer educational support, advice, and motivation in fields like education, sports, and entrepreneurship (Abidin, 2016). Therefore, critical thinking and cultural awareness are imperative among youth when following social media influencers. They must exercise caution and appropriately utilize these platforms and their content, and always seek reliable information and sources to ensure they make informed and responsible decisions.

5. Cultural Awareness

Cultural awareness is widely defined as the ability to understand personal and societal values, beliefs, and perceptions, as well as those of other cultures, enabling individuals to recognize the cultural values that shape behavior and identity (Spitzberg & Changnon, 2009). This awareness involves not only understanding and preserving one's own cultural heritage and authentic principles but also safeguarding them from external influences (Deardorff, 2006; Bennett, 2009).

Developing cultural awareness equips individuals with the skills to observe, interpret, and adapt to prevalent cultural ideas, values, concepts, and beliefs in their society, making them more perceptive

and conscious (Byram, 1997). This, in turn, encourages the formation of cultural structures that guide personal behavior and social interactions while fostering openness, acceptance of difference, comprehension of internal and external dynamics, and critical insight into political and societal contexts (Arasaratnam, 2016; Deardorff, 2006). Such awareness is especially important in multicultural and interconnected societies, where understanding diverse identities and perspectives is key to reducing intolerance and promoting resilience (Al-Ruwaili & Al-Yahya 2017).

5.1. The Importance of Developing Cultural Awareness

The importance of developing cultural awareness among university students has grown with the expansion of technology and global communication, which has increased integration and sometimes led to the erosion of certain local cultural elements (Byram, 1997; Deardorff, 2006) (Fahmy, 1996). Globalization contributes to the dominance of certain aspects of Western culture, which may cause cultural homogenization, loss of identity, and challenges to youth's sense of belonging and social responsibility (Sorrells, 2016; Arasaratnam, 2016).

Educational institutions play a vital role in fostering cultural awareness as a key component of modern curricula, offering both a defense against negative aspects of cultural globalization and a means of empowering youth to develop resilient, inclusive identities (Bennett, 2009; Deardorff, 2006). Developing cultural awareness helps equip students to navigate and adapt to cultural diversity, understand societal values, and approach social challenges with a critical and open-minded perspective (Byram, 1997; Spitzberg & Changnon, 2009).

5.2. Manifestations of the Spread of Cultural Awareness

Many manifestations reflect the spread of cultural awareness, including:

- Emphasis on reading, book clubs, and the availability of electronic resources increases cultural knowledge and linguistic skills among students at various educational levels (Bennett, 2009; Byram, 1997).
- Organization of numerous cultural competitions across age groups supports cultural exchange and appreciation (Byram, 1997).
- Rapid access to information through technological development and the internet accelerates cultural learning and broadens perspectives (Deardorff, 2006).
- The proliferation of cultural magazines, newspaper sections, and satellite channels dedicated to cultural topics aids in widespread

knowledge dissemination and the promotion of creativity (Arasaratnam, 2016; Sorrells, 2016).

- Support for creative individuals and clubs helps refine young talents, reinforcing creative contributions to society (Bennett, 2009).
- The growth of volunteer work, international exchange campaigns, and participation in cultural activities empower youth to learn from other cultures and promote intercultural competence (Byram, 1997; Spitzberg & Changnon, 2009).
- Educational institutions focused on language, leadership, and communications are central to building globally competent youth (Deardorff, 2006; Bennett, 2009) (DZ bit ,2023).

5.3. Cultural Awareness and Technology

Modern technology and the rapid advancement of communication tools have significantly expanded human perspective and increased awareness, particularly in the realm of cultural awareness (Sorrells, 2016; Deardorff, 2006). The ongoing pursuit of innovation through technology creates new pathways for transmitting and evolving cultural knowledge, making art and language dynamic rather than static resources (Bennett, 2009). Digital platforms and advanced communication means play a vital role in deepening and disseminating cultural awareness, as they allow individuals to access, create, and share cultural content beyond traditional barriers of time and geography (Arasaratnam, 2016; Byram, 1997). In such a technological context, humans become active producers and innovators of culture, embodying heightened awareness in the continuous creation of new artistic and social expressions (Sorrells, 2016).

6. New Media and Youth Culture

New media is a communication phenomenon that has significantly transformed youth culture by altering communication, identity, learning, and the relationship with heritage (Livingstone, 2019; Boulianne, 2015) (Bousbat & Laouira 2019/2020, 85).

- **Changing Means of Communication and Social Interaction:** Young people rely on social media platforms to interact with the world, leading to rapid changes in communication and social interaction (boyd, 2014; Livingstone, 2019).
- **Shaping Identity and Values:** New media shapes youth identities and values, serving as a platform for self-expression and reinforcing beliefs (Buckingham, 2008; boyd, 2014).

- **Learning and Professional Development:** Youth use new media for skill-building and career advancement, often benefiting from online learning resources (Greenhow & Lewin, 2016).
- **Social and Psychological Challenges:** Continuous exposure to digital content can introduce stress, anxiety, and other mental health concerns among youth (Keles, McCrae, & Grealish, 2020).
- **Influence on Political and Social Decisions:** New media empowers youth political participation, letting them campaign and express views (Boulianne, 2015).
- **Challenges in the Field of Culture and Heritage:** Growing engagement with digital culture sometimes undermines traditional cultural practices and can lead to assimilation or cultural replacement (Cohen & Mihailidis, 2013; Livingstone, 2019).

7. The Relationship Between Influencers and Raising Cultural Awareness Among Youth

Social media influencers play a pivotal role in shaping youth cultural awareness due to their capacity to communicate with large audiences, deliver messages authentically, and foster engagement around key social issues (Abidin, 2016; Lou & Yuan, 2019; De Veirman et al., 2017).

- **Addressing Important Topics:** Influencers help disseminate information on contemporary youth concerns such as mental health, education, technology, human rights, and social awareness, making them valuable conduits for information and catalysts for action (Abidin, 2016; Casaló et al., 2020).
- **Authentic Communication:** Building genuine relationships based on transparency and honesty increases trust and positions influencers as role models and sources of motivation (Lou & Yuan, 2019).
- **Support and Inspiration:** By sharing personal stories and challenges, influencers inspire and motivate youth to set and achieve their own goals (Casaló et al., 2020).
- **Dialogue and Discussion:** Organizing live discussions on important topics encourages participation, exchange of viewpoints, and deeper awareness (Boerman et al., 2017).
- **Participation in Awareness Campaigns:** Influencers play a key role in spreading awareness on issues such as diversity and inclusion by joining or leading social campaigns (De Veirman et al., 2017).
- **Motivation and Social Change:** Influencers can mobilize youth for social initiatives that promote and preserve cultural heritage, helping bridge tradition and modernity (Abidin, 2016).

- **Challenging Old Concepts:** Influencers use their platforms to question outdated cultural norms and promote creativity and cultural renewal among youth (Lou & Yuan, 2019).

8. Findings

Social media influencers have emerged as cultural actors in the Algerian digital landscape, contributing to shaping behaviors, values, and norms among youth.

- Digital platforms have reshaped how Algerian youth communicate and interact with their surroundings, with influencers playing a key role in delivering cultural messages in a simplified and relatable way.
- Influencers present a blend of local and global cultural elements, leading to the formation of hybrid cultural identities among youth that combine tradition with openness to new patterns.
- Influencers vary in type based on their follower count and content focus—such as fashion, comedy, religion, civic engagement, and digital entrepreneurship—each contributing differently to cultural influence.
- The extent of cultural influence is closely tied to the influencers' perceived credibility and authenticity; “relatability” is seen as a core factor in building trust and impact.
- Young people do not engage with influencer content passively; rather, they actively participate in its production, sharing, and interaction, making them co-creators of digital culture.
- Social media platforms have become alternative spaces for cultural production and identity construction, especially as traditional institutions such as family, school, and state media lose their influence in guiding youth culturally.

9. Recommendations

9.1. At the Level of the State and Decision-Makers

- Develop a comprehensive national strategy to enhance cultural awareness in the digital environment, taking into account the role of influencers in shaping youth orientations.
- Support youth initiatives that produce committed cultural content, and provide targeted funding for purposeful media projects.
- Strengthen the legal frameworks regulating digital content without undermining freedom of expression, and impose oversight on content that undermines national values.
- Integrate concepts of digital literacy and media citizenship into school curricula starting from early educational stages.

9.2. At the Level of Family and Society

- Promote a culture of dialogue within families regarding the digital content consumed by children, and encourage critical thinking about the impact of influencers.
- Reinforce the family's role in instilling cultural and national values through continuous guidance in children's digital practices.
- Involve local associations in organizing awareness campaigns on the safe and value-conscious use of social media platforms.
- Create alternative cultural spaces within society that allow youth to engage with their cultural heritage in modern and attractive ways.

9.3. At the Level of Media and Digital Platforms

- Encourage public and private media outlets to produce youth-oriented, interactive content that highlights Algerian cultural diversity.
- Build partnerships between digital platforms and cultural institutions to promote national values through influential and engaging means.
- Optimize platform algorithms to favor meaningful local content and reduce the spread of misleading or value-empty messages.
- Strengthen the presence of positive influencers in traditional media as digital role models for the youth.

9.4. At the Level of Universities and Scientific Research

- Support academic research focused on studying the influence of digital influencers on the cultural and social behaviors of Algerian youth.
- Integrate courses on new media and digital influence into university curricula, especially for students in media and social sciences.
- Establish digital research centers that monitor and analyze influencers' content and their cultural implications.
- Link academic research outcomes to public policy decisions through participatory consultation mechanisms between universities and state institutions.

9.5. At the Level of Influencers Themselves

- Encourage Algerian influencers to produce meaningful cultural content that resonates with youth and reinforces national identity.
- Raise awareness among influencers about their ethical responsibility in shaping their audience's awareness and attitudes.
- Organize training programs on digital media and professional ethics for active influencers on social platforms.
- Promote the image of the exemplary influencer who combines creativity with commitment, serving as a positive role model in the digital space.
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10. Conclusion

In summary, influencers possess the capacity to shape the opinions and behaviors of youth by providing useful, inspiring, and interactive content on social media platforms, which contributes to raising awareness and directing youth towards positive pathways. Conversely, they can also exert an opposite effect; consequently, it is incumbent to establish laws and regulations for the optimal utilization of these influencers on social media platforms.

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Syntactic Inversion Use among EFL University Students in Academic Essay Writing

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Received: 25-07-2025 Accepted: 10-10-2025 Published: 01-12-2025

Abstract:

This study investigates the use of syntactic inversion in academic essays written by English as Foreign Language (EFL) university students. Combining both quantitative (corpus of 60 essays) and qualitative data tools (interview with eight students), findings reveal that despite its occurrence in their writings, students report their unawareness and less reliance on syntactic inversion. Additionally, noun phrase inversion is the most frequently used type followed by verb and adjective phrase inversions, while adverb and prepositional phrase inversions are less common. Moreover, students perceive inversion use positively as it adds more clarity, formality, and variety to their writing. Students also allude to some drawbacks that disrupt the overall flow, clarity, and cohesion of the essay when used inappropriately. They, therefore, suggest explicit instruction, guided practice, sufficient time for practice, and awareness of inversion drawbacks as key measures to improve the effective use of inversion in academic writing.

Keywords: Academic essays, academic writing, EFL, syntactic inversion, university students

1. Introduction

Writing is often viewed as a difficult language skill as it consists of interwoven aspects of grammar, vocabulary, spelling, and punctuation. These aspects interplay coherently and cohesively to enhance students' ability and active role in producing meaningful and valuable piece of writing. Writing, as a productive skill, requires that language learners in general, and English as a foreign language (EFL) learners in particular generally write for two main purposes: formally (essays, articles, reports), or for informal situations (social relationships). While the later does not require particular format to

follow, the former is banned by certain aspects related to format, content and structure of the sentence. Therefore, in an academic context, guided principles and controlled conventions of, mainly, displaying a particular language structure are of utmost importance. The use of varied sentence structures, and not only sticking to the commonly used subject-verb word formation (order), would therefore seem to be a definite need for more quality to the text. This change in the typical word order is maintained through the use of a rhetorical device known as inversion. This later is defined as the reversal use of the word order in sentence construction for more emphasis, cohesion, and formality (Dorgeloh & Wanner, 2023). Despite its role in academic writing, very little is known about inversion frequent use by EFL students, the most commonly types applied, and the challenges that many EFL students encounter with its nuanced and appropriate use. Therefore, this study seeks to obtain data, which would help to address this research gap by asking three main questions:

1. To what extent is syntactic inversion frequently used by EFL students in their academic essays?
2. What type of inversion structures are commonly used?
3. How do Algerian EFL university students perceive the effectiveness of inversion in essay writing?

2. Literature Review

2.1. An Overview of Academic Writing

In an EFL setting, students' mastery of the language through the four skills (reading, speaking, writing and listening) is a key factor. Writing; however, needs more attention since its mastery is a desirable goal in education and nurturing its quality is vital. Being among the most difficult language tasks for many native or non-native learners to master, writing requires more effort, time, and practice (Jozef, 2001; Nunan, 1989) as it "is much more than an orthography symbolization of speech; it is more importantly a purposeful selection and organization of expression" (Brooks ,1960, p. 167). In this regard, Richards and Miller (2005) argue that students are required to craft a piece of writing that aligns with the requirements of the

situation being it formal or less formal. While the later is a more personal and less structured style, the former follows a more specific style known as academic style. It includes research papers, reports, articles, dissertations, and essays, and should conform to a more formal style and standards of clear structure, formal tone, and precise content. Academic essays as an academic writing type is the most commonly piece of writing that students produce in their academic journey before they develop their abilities in writing dissertations and research reports. Students first organize ideas logically and coherently in the paragraph level, then elaborate on them by writing an essay that should have a formal tone, precise particular ideas in the sentence, or even add more focus and variety. This is generally achieved through the so-called ‘syntactic inversion’.

2.2. Syntactic Inversion

Mastery of writing necessitates proficiency in the diverse mechanisms of grammar, vocabulary, layout, spelling, and punctuation. Yet sometimes when a sentence within a particular piece of writing should have a certain structure within through the use of ‘cohesive ties’ (Yule, 2022), some writers prefer to violate the typical order of subject-verb construction, or put it simply inversion. The later might be deliberately used or sometimes obligatory in written discourse (Warner, 2007) to fulfil certain functions of formality, clarity, emphasis, and variety. Nevertheless, when used inappropriately inversion may negatively impact the overall quality of the production.

Overall, as the positioning of the verb phrase pre to the subject, researchers such as Dorgeloh and Wanner (2023), and Quirk et al. (1972) suggest that depending on the type of phrase within a given sentence, inversion is sub-categorized into:

2.2.1. Prepositional Phrase Inversion (PP inversion)

As parts of speech, prepositions hold a privileged position in academic writing. They help in the construction of phrases and sentences, by strengthening relationships among their constituents. They generally refer to words that express locations, conditions, and time that should be positioned near to the word that they describe or

modify. PP inversion may sometimes appear in a sentence by reversing the typical syntactic order. To illustrate:

A number of recent publications is on the top shelves (Typical order)
On the top shelves is a number of recent publications (PP inversion)

2.2.2. Noun Phrase Inversion (NP inversion)

The syntactic construction of a noun phrase is generally a noun (as a head) with one or without modifiers or qualifiers. For the inversion formation pattern, the subject is postposed as illustrated in the following:

An important addition to this is the clarity of ideas (NP inversion),
instead of: The clarity of ideas is an important addition to this.

2.2.3. Verb Phrase Inversion (VP)

While the head in a noun phrase is a noun, the verb is the head in a VP. For VP inversion, VP appears in another position which reverses the ordinary structural pattern as shown in the example below: *Standing next to the headmaster were the teachers of English*

2.2.4. Adjective Phrase Inversion (AdjP inversion)

An adjective phrase as a whole acts as an adjective to modify a noun. The word order is reversed in the AdjP inversion by placing the phrase at the beginning of the sentence, then followed by the inverted subject-verb order such as: *More interesting than the content is the cover page itself.*

2.2.5. Adverb Phrase Inversion (AdvP inversion)

This type of phrase is generally built around head words (mainly adverbs) of frequency, time, place, direction. AdvP inversion is formed by placing the adverbial phrase at the beginning of a sentence, and the reversed usual subject-verb word (typically the verb before the subject). *Here is a good example* is a good illustration of AdvP inversion.

2.3. Related Studies on the Use of Inversion in Academic Writing

In EFL contexts, functions of inversion as the rearrangement of the normal subject-verb pattern of a sentence in academic writing have been a target of increasingly attention. Much of the current available literature on inversion pays particular attention to students'

difficulties, inaccurate, and inappropriate use of inversion in their writing. That is, EFL learners face difficulties in the deployment of inversion despite its potential to add clarity, emphasis and stylistic variety in their academic written discourses. An example of this is a study conducted by Yen (2018) in which he concluded that third- and fourth-year English major students at Thai Nguyen university of education (TUE) rarely use inversion in their writing because of the difficulties that they encounter. Those challenges are mainly related to students' lack of understanding of this linguistic phenomenon of inversion, lack of practice, and finally lack of materials about the accurate and concrete use of inversion. Another example is the study of Al-Azzawi (2009) carried out with EFL Iraqi university students. Findings demonstrate that the targeted students do not fully master the use of inversion in their academic writing so that they use it inaccurately and incorrectly.

In contrast, very little is known about the use of syntactic inversion in academic essay writing among EFL university students in Algeria. Therefore, the aim of this study is to shine new light on the views of EFL Algerian university students on the effectiveness of inversion in their essay writing, in addition to an analysis of their commonly used types of inversion in their academic essays.

3. Research Methodology and Design

3.1. Data Collection Tools

This study followed an exploratory mixed method approach, in which both quantitative and qualitative research designs were adopted to provide in-depth data about the phenomenon under investigation. As the corpus of the present study, 60 randomly selected essays of Master one students majored in English Linguistics and Applied Language were analysed. Frequencies and percentages of inversion use and inversion types were generated.

Qualitative analysis was based on the data gathered from the semi-structured interview. This would supplement and extend the quantitative measures and gain more insights about students' awareness of inversion, their frequent use (as well as the commonly

used types), and also their views about inversion effectiveness in the development of their academic writing productions.

4. Discussion and Analysis of Results

4.1. Quantitative Results (Corpus Analysis)

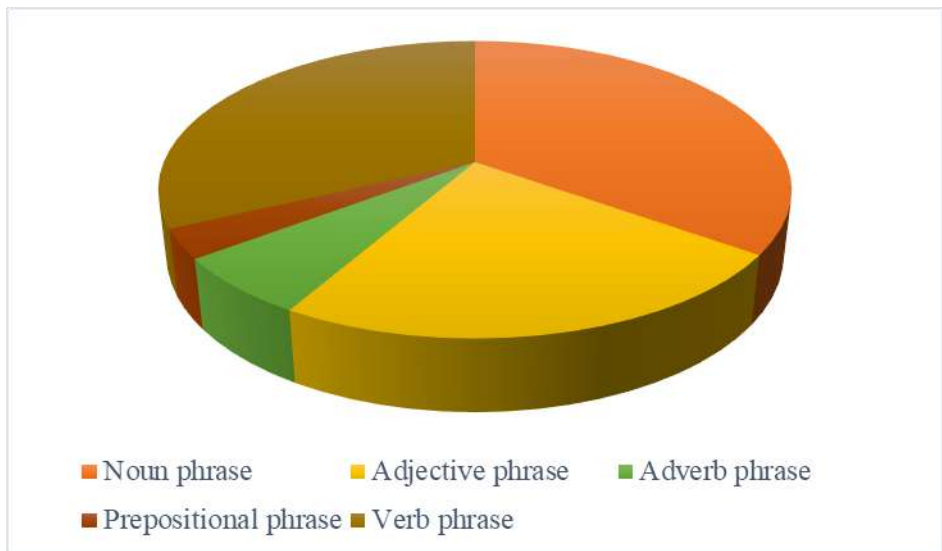
In order to identify the frequency and types of inversion structures, samples of students' essays were randomly selected. All the essays were of the same length and included an introduction, a conclusion, and only one body paragraph. The content of the essays was mainly related to the syllabus of teaching English as a foreign language (TEFL) module taught to Master one students. The teacher first provided the question with the instructions and students developed their essays on the following:

1. There was a gradual movement away from rather narrow language teaching methods towards broader integrated approaches in language teaching.
2. Teaching focuses on the manifestation of learning rather than on the internal processes.
3. Total Physical Response (TPR) espoused delayed production through actions as prompted by the imperative

After deciding on the essays, there was a manual annotation, in which the researcher read each essay and highlighted all the types of inversions included for each part of the essay separately. After that, the frequency (occurrences) and the distributions of each type were counted. That is, how many times each inversion type occurred in the introduction, the body, and the conclusion and in how many essays each type occurred. The results obtained are presented in the subsequent tables and figures.

Table 1. Most Frequent Types of Inversion Used in Students' Essay

| Type of inversion | Frequency | Number of essays | Examples |
|-------------------|-----------|------------------|---|
| NP | 163 | 50(83.33%) | A good example of this is the audiolingual method |
| AdjP | 110 | 10(16.66%) | More important than repetitions drills is the correction of grammar mistakes |
| AdvP | 30 | 20(33.33%) | Here is a brief summary of the principles of the method |
| PP | 15 | 05 (8.33%) | Next to their teacher are students standing and listening carefully to the audiotapes |
| VP | 150 | 40(66.66%) | Creating good language habits is the main focus of the audiolingual method |

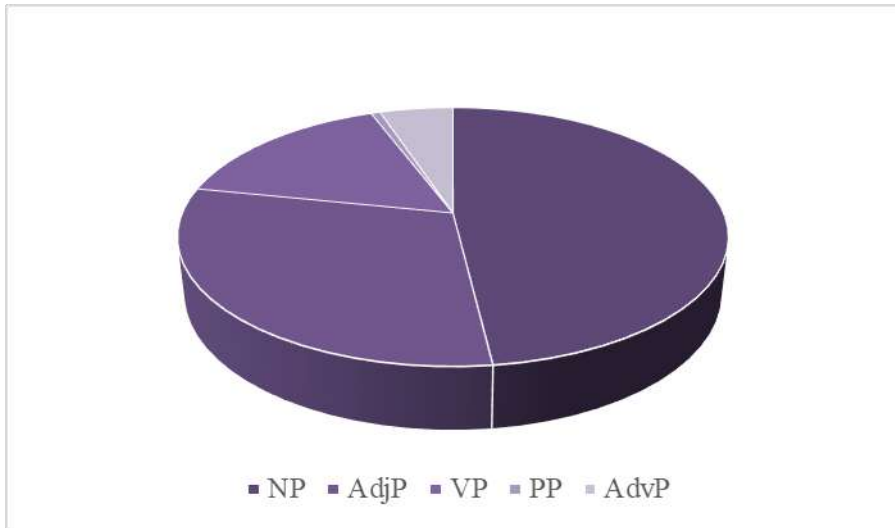
Figure 1. Types of Inversion in Students' Essays

As can be seen from the table and the pie chart above, noun phrase inversion is the most commonly and frequently used by students. It was repeated 163 times in 50 essays (83.33 % of the essays) followed respectively by verb phrase inversion which represents 66.66% of the essays and adjective phrase inversion (110 times). While only a small portion of students' essays contain adverb phrase inversion (33.33%) and prepositional phrase inversion (8.33%). Overall, these results suggest that adverb phrase and prepositional phrase inversions are less common in academic writing for EFL students for their less formality and conventionality. Students might find it more difficult and less stylistic to refer to prepositional and adverb phrases in general, and inversion more particular in their academic writing productions.

Table 2. Use of Inversion Types in the Essays' Introduction

| Introduction | | | | | |
|--------------------------|-----------|-------------|-----------|-----------|-------------|
| Type of inversion | NP | AdjP | VP | PP | AdvP |
| Frequency | 75 | 47 | 25 | 01 | 08 |
| Number of essays | 48 (80%) | 10 (16.66) | 27 (45) | 01 (1.66) | 04 (6.66) |

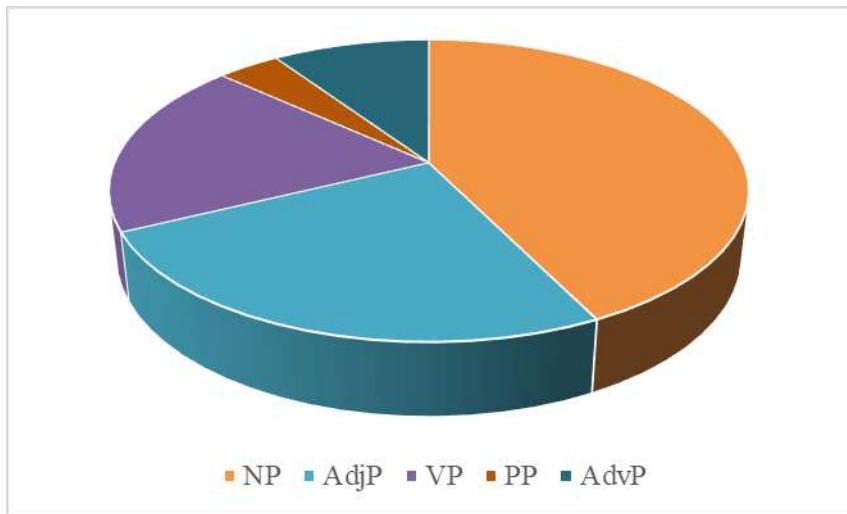
Figure 2. Frequent Use of Inversion Types in the Introduction Part



In table 2 and figure 2 above, there is a clear trend that noun phrase inversion is the most frequent in students' introductions with 75 occurrences in 48 essays. That is, 80% of the essays contained noun phrase inversion in their introductions. While adjective phrase inversion is ranked the second (47 occurrences) and identified in 10 essays representing 16.66%, verb phrase inversion has 25 occurrences in 27 essays. Adverb phrase and prepositional phrase inversions are rarely used with eight (08) and one (01) occurrence in four (04) and one (01) essay respectively.

Table 3. Use of Inversion Types in the Essays' Body Paragraph

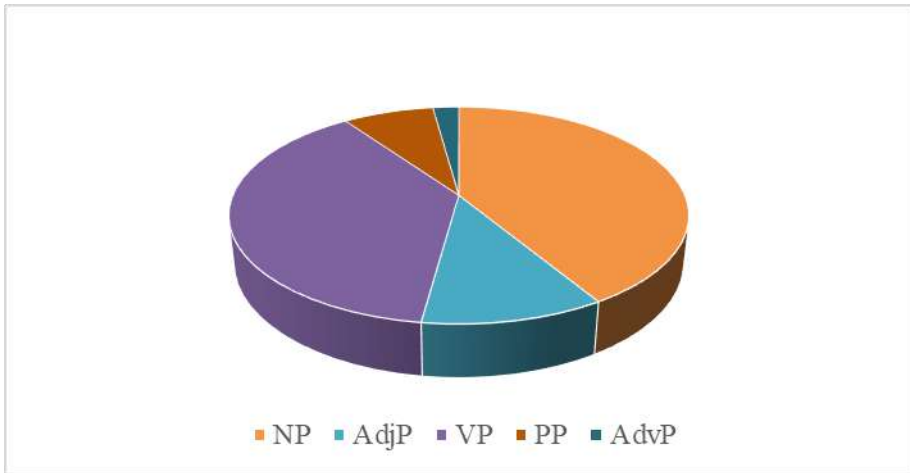
| Body | | | | | |
|--------------------------|------------|-------------|-----------|-----------|-------------|
| Type of inversion | NP | AdjP | VP | PP | AdvP |
| Frequency | 90 | 53 | 40 | 08 | 20 |
| Number of essays | 50(83.33%) | 39(65%) | 08(13.33) | 04(6.66%) | 15(25%) |

Figure 3. Use of Inversion in the Body Part

For the use of inversion in body paragraph of the essay, the vast majority of students (50) used noun phrase inversion. It appeared 90 times in the 50 essays representing 83.33% of the total number of essays, compared to adjective phrase inversion which has 53 occurrences in 39 essays. One fourth (1/4) of the essays used adverb phrase inversion representing 25% and was repeated 20 times as opposed to verb phrase inversion and prepositional phrase inversion which were found respectively in eight (08) and four (04) essays.

Table 4. Use of Inversion Types in the Essays' Conclusions

| Conclusion | | | | | |
|-------------------|-----------|-----------|-----------|-------------|-----------|
| Type of inversion | NP | AdjP | VP | PP | AdvP |
| Frequency | 38 | 10 | 35 | 07 | 02 |
| Number of essays | 10(16.66) | 10(16.66) | 20(33.33) | 03 (11.66%) | 02(3.33%) |

Figure 4. Use of Inversion in the Conclusion Part

As shown in table and figure 4, noun phrase inversion is the most commonly type of inversion used in the conclusion part of the essays. It appeared 38 times in 10 essays followed by verb phrase inversion which occurred 35 times in 20 essays. Similar to noun phrase inversion which was found in ten essays, adjective phrase inversion had only 10 occurrences in the ten essays. Prepositional phrase and adverb phrase inversions had the lowest frequency with only seven and two frequencies respectively in just three and two essays.

Taken together these results suggest that noun phrase inversion is the most commonly type used in written academic essays, along with verb phrase and adjective phrase inversion. Yet, the latter appeared in fewer essays but with a relatively 110 occurrences. Only a small number of essays used adverb and prepositional phrase inversion. Therefore, there are several possible explanations for these results. It may be that these students preferred noun and verb phrase inversion and benefitted from them for their familiarity and easiness to use. Students may either find them easy to use and apply, or they perceive adverb and prepositional phrase inversion as less formal, hard to use, or inappropriate in academic discourse.

4.2. Qualitative Results (Interview Analysis)

Data obtained from the semi-structured interviews were analysed qualitatively using thematic analysis. Students' responses to the questions were first audio recorded and transcribed before coding them using words and short phrases. The different codes were created and grouped into different themes related to students' awareness, use, views, and future insights on syntactic inversion in academic writing.

4.2.1. Students' Awareness of Syntactic Inversion in Academic Writing

When asked about the use of standard word order or other structures like inversion of the subject and verb, a common view amongst interviewees was their unawareness of the latter. Of the eight students interviewed, only two indicated that they are aware of the existence of the inversion structure in writing. As one interviewee indicated, *"My passion to read different types of academic products such as articles, dissertations and essays made me aware of the phenomenon of inversion in academic reading"*

The other students added that *"Having studied grammar and linguistics mainly syntax raised my thoughts and awareness that varying sentence structures may add more value to the work at hand. Here I would say inversion as the best example"*

4.2.2. Students' Frequent Use of Inversion in Essay Writing

Whilst a minority (two students) mentioned that they use inversion, all agreed that they do not frequently rely on syntactic inversion in their academic writing. As an illustration one interviewee reported *"I do not feel comfortable with sticking all the time to one sentence structure, thus I find myself unconsciously move to the unusual word order construction"*.

For the other student who also commented that she used inversion in writing essays, she argued that this structure would make the reader feel that the writer sound more professional. She put it *"I, myself, when engaged with a text which focuses on using inversion structures become overwhelmed with the feeling that the writer produces the text"*

with high standard of professionalism and academic integrity. So, I decide to apply the same in my pieces of writing”.

4.2.3. Students’ Views about the Effectiveness of Inversion in Academic Writing

Two divergent and often conflicting discourses emerged in response to the question "How effective do you think it is for EFL students to use inversion in their academic writing?". That is, while five students supported its use, seeing it as a valuable resource for more formality and clarity, three students were hesitant. Therefore, both positive and negative attitudes were elicited as summarized below.

a. Positive Attitudes (Benefits)

Students agreeing on using syntactic inversion referred to its promising effects highlighted as:

- It helps to draw readers’ attention to key important information in the text.
- Inversion adds more cohesion by linking different ideas in a more stylistic way.
- It is also used for a more rhetorical function by making the writer sound more formal.
- When often encountered any piece of academic writing, inversion signals the writer’s mastery and proficiency in the language.
- It makes writing more powerful when used accurately and appropriately.
- It raises the reader attention and focus to scan the text for its cohesion, flow, and well formation.

b. Negative attitudes (Drawbacks)

For the interviewees alluded to the drawbacks of inversion, they commented that:

- It is sometimes misleading for the reader especially when it is not used properly and appropriately.
- It requires the writer to be highly qualified and native-like in the use of the target language which is not always the case for EFL students.

- The writer should not take inversion as a priority as this may not be easy for the reader to understand.
- While readers may quit reading a passage when encountered with particular sentence structures which are hard to understand, they simply persist reading when they feel comfortable with the form or the structure of the text.
- Instead of creating a more formal tone, readers may perceive inversion as distracting the overall flow and consistency of the passage.

4.2.4. Future Insights on the Use of Inversion in Academic Writing

a. Explicit Instruction on Syntactic Inversion

Students were asked to suggest ways to benefit from the use of syntactic inversion in academic writing. Three interviewees recommended **explicit and guided instruction** on the different types and functions of inversion in academic contexts. As an illustrated one interviewee commented “*If I have to encourage inversion in writing, I highly recommend that there should be clear and systematic guidelines on its definition, types, and functions. Having known that I then decide whether this would help in improving or diminishing the quality of my writing*”

b. Sufficient Time Devotion for Practice with Teachers’ Scaffolding

Five students felt a need for much time to practise the inversion construction in their written productions through practical activities, and with assistance from the teacher. One interviewee stated that “*It’d be of great importance for the teacher to give a chance to practise inversion with different activities and samples of works*”. And another commented “*Inversion really requires scaffolding of the teacher within a sufficient time for practise and hence mastery of the process of inversion*”

c. Raising Students’ Awareness about Inversion Pitfalls

All the interviewees expressed the belief that teachers are responsible for making their students aware of the many risks that inversion may cause. Inversion when not used appropriately and

correctly may result in grammatical inaccuracy and inappropriate rhetorical functions. To illustrate an interviewee stated “*All above, the teacher is the first who can help students use inversion appropriately and hence producing a sound-academic piece of writing*”.

Together these results provide important insights into students’ lack of awareness and infrequent use of inversion with divergent opinions on its value in academic writing. That is, on the one hand, where most students acknowledged their limited awareness and frequent use of inversion in their essay writing, they reported that it can enhance the quality and the clarity of their writing if used accurately and appropriately. On the other hand, if misused, inversion may have a detrimental effect by distracting the overall flow and consistency of the academic writing passage. Furthermore, data gathered from the interview also provide some future insights to effectively deploy syntactic inversion in the development of academic discourse productions. Explicit instruction, guided practice, sufficient time for practice, and awareness of potential inversion pitfalls are the essential steps recommended by students to use inversion more properly, effectively and accurately.

To sum up, in contrast to earlier quantitative findings which indicated students’ frequent use of syntactic inversion in their academic essays, however, qualitative findings demonstrated students’ less reliance on inversion. It is difficult to explain this result, but it might be related to students’ unawareness of the use of inversion. Students might have applied inversion when writing without being aware of this linguistic phenomenon.

Conclusion

In summary, the results of the present study indicate students’ preference for noun phrase inversion in academic essay writing, followed by verb and adjective phrase inversions. Adverb and prepositional phrase inversions were remarkably uncommon and avoided for either their complexity, inappropriateness, or students’ unfamiliarity. Additionally, although the introduction and the body parts of the essays contained more noun and adjective phrase

inversions, verb phrase inversion was relatively more common with noun phrase inversion as the most frequent type. Moreover, the qualitative data from interviews offers more insight into students' familiarity, use, attitudes, and future insights about inversion in academic writing.

The overall findings of the interview suggest that students are less familiar and less aware of the syntactic structure of inversion in essay writing. They do not frequently apply inversion in their written productions though they hold positive views in the sense that inversion adds more clarity, formality, and variety to the piece of writing. Students also referred to some drawbacks of inversion if misused which may negatively impact the overall flow, clarity, and cohesion of the essay. Furthermore, students felt that explicit instruction on the types and functions of inversion, guided practice, sufficient time for practice, and awareness of inversion drawbacks are the key to improve the effective use of inversion in academic writing.

These results would seem to suggest that there is a definite need for a systematic teaching of inversion in academic writing (when, why, and how to apply inversion) to enhance the clarity and the quality of the piece of writing. Additionally, teacher and peer feedback are an essential part of the scaffolding of the process of teaching and practising inversion in writing. It is through feedback that learners might raise their awareness of the appropriate way to use inversion in their writing. Another possible recommendation is that teachers should provide sufficient and supplementary resources on the use of inversion for students to rely on. Detailed description of the process of inversion including its definition, types, function, benefits and pitfalls might assist students in their further productions.

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The Crime of Cyber Piracy in Algeria

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Received: 31-08-2025

Accepted: 10-10-2025

Published: 01-12-2025

Abstract:

Cyber piracy is considered one of the modern crimes due to its close connection with the technological and digital developments currently witnessed worldwide, which have facilitated and accelerated the circulation of information and data. Cyber piracy constitutes an act of trespass and aggression against such information and data. Given its particular nature and seriousness, the Algerian legislator has sought to confront this crime by enacting a set of laws aimed at combating and limiting its spread.

Keywords: Algerian law, combating, crime, cyber piracy, sanctions

1. Introduction

It is clear that modern technology, which is shown by the widespread use of advanced computers, sophisticated software, and communication networks, has brought millions of people closer together. It has made it easier to get and share information, to the point where our time is often called the "Age of Information." But this technology has also had bad effects, in addition to the good ones. One of the worst things about advanced technology is that it leads to computer-related crimes. These crimes attack important values that affect people, organizations, and governments in areas like security, culture, and the economy. They have also made people feel unsafe and untrustworthy, which is a threat to their safety and health.

This study is particularly significant due to the increasing diversity in the methods of execution of such crimes and the escalating severity of associated risks and losses. They are now a major threat to the economy and national security, especially in countries where technology in general and information technology in particular are very important to their interests. The world has moved to an information-based economy that depends on knowledge and

communication instead of just labor and people since the start of the information age. For instance, banks and other financial institutions now rely almost entirely on automated systems to run their businesses and keep track of their money. The same goes for people's privacy, financial integrity, and intellectual property. Because of this, these crimes have gone from being one-time attacks on the security of systems, networks, and data to a widespread problem that many people with the technical skills to use computers, run software, and navigate communication networks are getting involved in.

Algeria has always been one of the countries most affected by cyber piracy. In 2022, it was the third best in the Arab world and the 24th best in the world. By 2024 (Ministry of Post and Telecommunications, 2025), it had moved up to 19th place in the world.

The term "cyber piracy" itself may be unclear, especially since the word "piracy" used to mean people who attacked ships at sea to steal their money. In the field of information technology, however, the word has taken on a new meaning: it now means copying, taking, or using works or information without the owner's permission and without paying the rights owed. (Khalifa, 2009).

Cyber piracy crime or information technology crime is what computer crime used to be called. Back then, the only tool used was a computer. This change in language shows how electronic tools like smart computers, smartphones, electronic cards, and other advanced technologies have grown.

The treatment of this subject may be framed around the following central problem:

- What is meant by Cyber Piracy crime?
- What extent are the legal provisions in Algeria effective in combating it?

Since cyber piracy is so different from other types of crime, especially in terms of its ideas and terms, we need to start with a basic study that explains this new type of crime and what it is. Next, we will talk about two main things: first, the parts and methods that make up cyber piracy, and second, the Algerian legislator's point of view and the legal principles that Algerian law is based on. For this purpose, the following outline is suggested:

1. Definition and Characteristics of Cyber Piracy Crime:

1.1 Definition of Cyber Piracy crime:

It is challenging to create a complete and clear definition of computer-related crimes because they do not fit neatly into any one category (Shawa, 1994, p. 5). This difficulty arises from their ongoing evolution, the variety of methods used in their execution, the incessant emergence of new forms, and the diverse perspectives from which scholars and practitioners strive to delineate them.

These definitions may be classified into four principal approaches:

1.1.1. Based on the means of committing the crime:

Supporters of this approach base their definition of computer crimes on the means of committing the crime, requiring that the crime be carried out through the computer.

The jurist Tiedeman defines computer crimes as: "All forms of unlawful (or socially harmful) conduct that are committed through the use of a computer."

Similarly, Tom Forester defines them as: "A criminal act carried out using the computer as the principal instrument."

Both definitions necessitate the utilization of a computer as the principal method of perpetrating the offense, thereby categorizing it as a computer crime.

1.1.2 based on the Object of the Crime

Proponents of this approach characterize computer crimes by stipulating that the computer itself must be the subject of the offense. In other words, the illegal act must be aimed at the computer or its system. Rosenblatt is one of those who hold this view. He defines a computer crime as "an illegal act aimed at copying, changing, deleting, or getting to information that is stored on or sent through a computer."

Dr. Huda Qashqoush embodies this viewpoint within Arab legal scholarship. She contends that computer crimes are offenses intrinsically linked to informatics (Qashqoush, 1992, p. 05). She says that these are basically crimes that hurt information assets, which include the computer's programs, hardware, and other parts.

1.1.3 Based on the Perpetrator's Knowledge of Information Technology

This method uses a subjective standard, which means that the person who commits these crimes must know about computers and how to

use one. The act cannot be classified as a computer crime in the absence of this component of expertise.

For example, David Thompson says that computer crime is "a crime in which the perpetrator must possess knowledge of computer technology in order to commit the offense." In the same way, the jurist Stein Schiölberg defines it as "any unlawful act in which knowledge of information technology is essential for its commission, investigation, and judicial prosecution."

1.1.4 The Fourth Approach: Based on Multiple Criteria

Other scholars adopt a composite approach, relying on several criteria rather than a single standard. Multiple definitions have emerged under this perspective.

Cybercrime is defined as "any act or omission that infringes upon material or immaterial property, resulting directly or indirectly from the intervention of information technology," according to Belgium's 1982 response to the OECD's (Organization for Economic Cooperation and Development) questionnaire on computer fraud.

The French jurist Masse described it as: "Legal infringements that can be committed through informatics with the aim of financial gain."

Based on what has been said so far, computer crimes can be defined as "any act or omission that violates intangible assets (computer data) as a direct or indirect result of the use of information technology".(Abayneh, 2004, p. 19).

1.2 Characteristics of Cyber Piracy crime

Modern criminal policy necessitates the identification of the unique characteristics of cyber piracy to distinguish it from other forms of crime. This is necessary to create the right laws to deal with these new crimes that have come up with the rise of electronic computing and other technological and intellectual advances in the modern world.

Cyber piracy shares some characteristics with other crimes, but it also possesses unique features of its own.

1.2.1 Shared Characteristics

One of the most important things about cyber piracy is how dangerous it is and how much damage it can do. Cybercriminals today often go after banks and other financial institutions because they rely almost entirely on electronic funds transfer systems (Abayneh, 2004, p. 19).

Cyber piracy also damages scientific, cultural, and economic systems, making it much harder for them to grow. It also has a lot of risks, like making people less trusting of technology, putting intellectual property at risk, and stopping people from being creative and coming up with new ideas.

1.2.2 Distinctive Characteristics of Cyber Piracy

Computers, software, and communication networks—particularly the Internet—have rendered intellectual production inherently global. Literary and artistic works are no longer confined within the boundaries of a single state; rather, they are accessible to, and benefit, humanity at large.

In a parallel manner, the illicit use of computers has emerged as a global issue. Cybercrimes transcend territorial borders. For instance, cyber piracy may occur when an individual unlawfully accesses computers located in another country or destroys data stored abroad. Consequently, an attack might originate in one state while producing effects in another (Abayneh, 2004, p. 20).

In this respect, cyber piracy bears resemblance to other transnational crimes, such as drug trafficking and money laundering. However, it differs fundamentally in that its commission does not necessarily require physical cross-border movement. Cyber piracy can be carried out remotely, from a personal computer or other electronic devices such as smartphones. By contrast, drug-related crimes inevitably involve the transfer of physical goods across state lines.

The commission of cyber piracy presupposes both access to a computer and the requisite proficiency in its use. The computer thus becomes an indispensable tool in the perpetration of the crime. Moreover, such offenses require considerable knowledge in technical and specialized domains, including programming, computer systems, and data processing. Research and statistical evidence suggest that the majority of offenders are highly skilled in information processing. In particular, the rapid advancement of software development has played a critical role in the proliferation of these crimes.

Scholars generally distinguish between two principal categories of offenders (Batali, 2005, p. 15):

- Amateurs (Hackers): This category consists of individuals who gain unauthorized access to computer systems, typically for personal reasons or to cause disruption. They often take pride in their computer science knowledge and their ability to infiltrate networks without formal guidance. Hackers are predominantly teenagers or young adults.
- Professionals (Crackers): This category is largely composed of individuals over the age of 25 who possess advanced knowledge of computing, high levels of technical skill, and

considerable intellectual capacity. Their actions reflect greater danger and more deliberate criminal intent than those of amateurs. Many crackers are employed in organizations heavily reliant on computer systems, which grants them continuous and privileged access to networks and sensitive data. Their professional experience and technical expertise enable them to perpetrate highly sophisticated and damaging cybercrimes ((Batali, 2005, p. 16).

2. Constituent Elements and Techniques of Cyber Piracy crime

Like any crime, cyber piracy must satisfy certain fundamental elements.

2.1 Constituent Elements of Cyber Piracy crime

2.1.1 The Legal Element

Legal thought has come to an agreement on the need to make specific laws to deal with cybercrime and electronic piracy, especially since the Internet has made these crimes more common. As a result, states have begun to write laws to control this new kind of crime. But they have had trouble figuring out how to legally define it and where it fits into the traditional criminal law system. This makes me wonder: where should these kinds of crimes be put, and what kind of crime should they be?

In this regard, diverse hypotheses and viewpoints have surfaced. Some contend that it can be assimilated into the current classifications of the penal code. Some scholars propose categorizing it as a crime against property, since both the tangible and intangible elements of computers can be regarded as "property." Others suggest that it should be classified as a separate and distinct category of cybercrime or information crime, due to its unique economic value and characteristics (Amal, 2005).

Some people think that each type of cybercrime should be linked to its closest equivalent in traditional criminal law. For example, they think that forgery of documents on a computer should be treated as forgery of documents in general, and that attacks on data should be treated as destruction of property.

Law No. 04-15 of 27 Ramadan 1425 (corresponding to 10 November 2004) made this type of crime officially recognized in Algeria. It changed and added to Ordinance No. 66-156 of 18 Safar 1386 (corresponding to 8 June 1966), the Algerian Penal Code. Article 12 of Law 04-15 says: "A new Section Seven bis is added to Chapter Three of Part Two, Book Three of Ordinance No. 66-156, entitled 'Attacks on Automated Data Processing Systems'.

Articles 394 bis to 394 bis 7 are included in this section. Law No. 24-06 of 28 April 2024 (Official Gazette No 30 of the People's Democratic Republic of Algeria, 2024) made the most recent changes to these rules. It changed Ordinance No. 66-156 of the Penal Code even more.

Terminology is a problem that keeps coming up in this field. Cybercrime is inherently technical, introducing concepts that are not part of traditional legal language, which makes it hard to understand. Different legal systems have dealt with this issue in different ways. Anglo-Saxon legal systems typically utilize the approach of offering clear definitions of technical terms within the legislation itself (Amal, 2005, p. 32). In contrast, the French method gives the courts the job of figuring out and defining technical terms. The Algerian legislator has emulated the French model by abstaining from delineating these terms within the legislative text. Because technology in computing changes so quickly, the penal code can't keep up with it very well, so this method is thought to be better.

As mentioned earlier, Law No. 04-15 introduced Section Seven *bis* of the Penal Code, which specifically addresses attacks on automated data processing systems. This section criminalizes several acts, including:

- Unauthorized access, whether successful or attempted, to all or part of a data processing system;
- Aggravated offenses where such access results in the deletion or alteration of system data;
- The fraudulent input of data into a system, as well as the fraudulent deletion or modification of existing data;
- Attempts to commit any of the aforementioned crimes, in addition to conspiracies to carry them out.

It is evident from the foregoing that the Algerian legislator did not provide an explicit definition of cyber piracy within the Penal Code itself. However, Article 2 of Law No. 09-04 of August 5, 2009—establishing specific provisions for the prevention of crimes involving information and communication technologies ((Official Gazette No 47 of the People's Democratic Republic of Algeria, 2009)—offers a broader definition. It characterizes such offenses as “crimes committed or made possible by an information system or electronic communications network, including offenses against automated data processing systems as specified by the Penal Code.”

Thus, although the law does not employ the term *cyber piracy* explicitly, the legal element of this offense is affirmed by its implicit

inclusion within the general definition provided by Article 2 of Law No. 09-04.

2.1.2 The Material Element

Cyber piracy offenses may take a variety of forms, depending on how unlawful acts are directed against information technology systems. According to the Penal Code, these acts can be summarized as follows:

Article 394 *bis* criminalizes unauthorized access to automated data processing systems. The offense consists of entering or remaining within such a system unlawfully. The aggravated form of the crime, set out in Article 394 *bis* 2, applies when such access results in the deletion or alteration of system data.

It is important to note that “access” does not imply physical entry into a location. Rather, it should be understood more broadly as the act of engaging with the system’s logical or intellectual processes (Amal, 2005, p. 39). The legislator does not specify the means by which access may occur; hence, the offense exists regardless of the method used—whether direct or indirect. Common techniques include:

- Trap doors (backdoors): hidden pathways intentionally left by developers in software, later exploitable for manipulation, sometimes discovered during system maintenance;
- Dumpster diving: retrieving sensitive information from discarded materials;
- Shortcut methods;
- Disguise techniques (Rosé, 1992, p. 49).

The crime is committed whether access involves the entire system or only part of it. Breaking into even a small section is sufficient. The crime is also complete even if no further action is taken: the offender does not need to steal, use, or alter the information. Even if the perpetrator does not know how to operate the system, the crime is still established (Mahmoud, 2002, p. 36).

The material element of cyber piracy may also consist of unauthorized presence in a data processing system against the wishes of the legitimate controller. This can occur independently or in conjunction with unlawful entry (Mahmoud, 2002, p. 38) (Mahmoud, 2002, p. 38).

- Staying as an independent offense: This occurs when the initial entry is lawful (for example, by accident, mistake, or negligence). In such cases, the person must leave immediately. If they remain, they are liable for unlawful presence, provided the required intent exists.

- Remaining as an extension of unlawful access: If someone knowingly enters a system without authorization, that constitutes unlawful access. If they then begin moving within the system, the crime of unlawful presence starts at the moment of this exploration, since they remain inside despite knowing they should not.

For example, if someone is authorized only to view data but prints a copy, they commit the crime of unlawful presence. The same applies if they continue navigating the system after their authorized time has expired.

To commit this crime, it is enough to remain in the system, whether in whole or in part. The mere act of remaining inside fulfills the material element (*actus reus*) of the crime; theft of information or causing damage is not required.

Article 394 bis 1 criminalizes using fraud to input data into an automated data-processing system, or to delete or alter data already in the system.

There are three ways the crime of intentional interference with data can occur:

- Insertion
- Deletion
- Modification

It is not necessary for all of these forms to occur at once; committing any one of them is sufficient for the crime to be complete. Inputting, deleting, or modifying data all involve altering the contents of an automated data-processing system, either by adding false data or by removing or changing existing data. The crime, in this case, targets a specific object: electronically processed data or information. It applies not only to information yet to be entered but also to information already stored.

Placing data into a storage medium, whether empty or already containing data, is considered *inputting*. This occurs, for example, when the lawful holder of a magnetic withdrawal card uses it at an ATM by entering their private code to withdraw an amount greater than their account balance. The same applies when the lawful holder of a credit card uses it to make payments exceeding their authorized limit (Batali, 2005, p. 30).

More broadly, inputting occurs whenever a credit or debit card is used abusively, whether by the lawful holder or by another person who has stolen, lost, or forged the card (Jaddi, 2013, pp. 64-63).

Inputting also includes introducing a foreign program (such as a virus, Trojan horse, or logic bomb), thereby adding new data.

- Deletion means removing some of the data stored in the system, destroying the storage medium, or moving or saving data into a reserved memory area (Jaddi, 2013, p. 65).
- Modification means altering existing data by replacing it with new data. Malicious software designed to modify data often deletes or changes it in some way. These actions may include using a logic bomb, erasure software, or viruses.

Article 394 bis 2 criminalizes designing, researching, collecting, providing, distributing, or selling data stored, processed, or transmitted through an information system if that data could be used to commit any of the crimes listed in this section.

The same article also criminalizes possessing, sharing, publishing, or using data obtained through any of the crimes in this section, for any purpose.

2.1.3 The Mental Element

Fraudulent access to or presence within an automated data-processing system is only punishable when executed through deceit.

The crime of unauthorized access or presence is a deliberate act, and the mental element is criminal intent (*dolus*). Criminal intent consists of knowledge and will; for the mental element to be present, the offender's will must be aimed at accessing or remaining within the system, while simultaneously being aware of their lack of legal entitlement to do so.

Consequently, the mental element is lacking if the perpetrator's access to or presence within the system was permitted or otherwise lawful. It is also absent when the perpetrator operates under a misconception of fact, such as unawareness of an access limitation or the erroneous belief that access was allowed (Jaddi, 2013, p. 71).

When criminal intent is present—through the interplay of knowledge and will—it is not influenced by the perpetrator's motive. So, intent is there even if the only reason is to show off skill or prove that you can get around the system's defenses.

General intent is inadequate; a specific intent, specifically fraudulent intent, is necessary. This idea does not mean that someone wants to hurt someone else, because that would create a conflict between the material element, which does not require a harmful result, and the mental element (Rabhi, 2018, p. 167).

The concept of fraudulent intent as defined in legal doctrine and jurisprudence is as follows:

“When the agent knew they were acting without permission, were unauthorized, or were going against the owner's wishes, access or continued presence is fraud (Vivant, 1991, p. 1551).”

Fraudulent intent in instances of unauthorized access is generally inferred from the security mechanisms safeguarding the system, whereas fraudulent presence is derived from the activities performed within the system. It is important to note that fraudulent access or presence does not always mean that the security device was literally broken; instead, it is shown by the person staying in the system without permission. The security device is only proof that access was not allowed by law.

The crime of interfering with an automated data-processing system assumes that the person who did it wanted to either disrupt or corrupt the system. The perpetrator must also know that their actions will cause this kind of disruption or corruption and that they are doing it without the permission of the person who owns the system. This crime is therefore considered an intentional crime (Rabhi, 2018, p. 168).

However, just doing something on purpose isn't enough; there also needs to be fraudulent intent. This necessity stems from the inherent nature of insertion, deletion, and modification as fundamental components of legitimate information-processing activities. So, the crime only happens when these actions are done with the intent to commit fraud and are not allowed (Rabhi, 2018, p. 169).

2.2 Techniques Used in the Commission of Cyber piracy crime

Cybercriminals use a lot of different methods to commit crimes. The following account describes the most common ways to break into a system without permission and to commit sabotage and corruption.

2.2.1 Techniques for Unauthorized Access

Use of emergency bypass: programs Some visible programs are made to get around technical protection systems in case of an emergency. Data processing needs security features to keep people from getting into systems without permission. However, when computers break down, administrators may need programs that let them get around these security features to keep computers running and safe. SUPERZAP is a well-known example. It is used a lot in IBM computing centers and works like a master key, letting you into all parts of the system. If these kinds of programs get into the wrong hands, they can be very dangerous because they can let people get into

even the most secure systems and do things they shouldn't be able to do (Amal, 2005, p. 50).

- Trapdoors During: software development, programmers often leave hidden points of access called "trapdoors." These let them change or change the program later on. Many times, these trapdoors are used as a normal part of making final adjustments, but they can also be used to allow illegal manipulation.
- Searching through dumpsters: People who work in computing units throw away carbon papers, regular sheets with data on them, and even magnetic tapes. These can be found and used to get information that criminals can use (Amal, 2005, p. 51).
- The shortcut method: This technique exploits vulnerabilities within internal control systems.
- Disguise method: Here, the hacker deceives the computer into recognizing them as an authorized user.
- Asynchronous act: This method takes advantage of weaknesses inherent at the level of the operating system.

2.2.2 Techniques of Sabotage and Corruption

We shall attempt to address the most important and prominent of these techniques (Batali, 2005, p. 40):

- Changing the input This means putting wrong or misleading information into the system, sending valid data somewhere else, or both. The first step in processing data, preparing the input, changes the data into a form that computers can read. This makes it very easy to fake. By giving false information or leaving out some entries, criminals can change the results. People think that more than half of all cybercrimes happen this way.
- Changing programs Unauthorized changes can happen when software is regularly fixed or updated. These changes could hide scams, like stealing money. One example is the "rounding trick," where changes are made to make small amounts of money disappear in repeated transactions, which adds up to a lot of illegal money.
- Malware: Not long after computers became common, bad software started to show up. They come in many forms and serve many purposes, from fraud and stealing money to showing off technical skill. Trojan horses, logic bombs, worms, and viruses are some of the most dangerous.

- A Trojan horse: is a type of malware that looks like a useful program but actually has harmful commands hidden inside it. It may, for example, present itself as a utility for organizing or compressing files, while its hidden function is to delete those files or manipulate stored financial data. The Trojan horse first showed up in the US in the late 1970s, around the same time that electronic bulletin boards were becoming popular. One early version, called ZAXOON, looked like a game at first, but when you ran it, it wiped out system disks (Amal, 2005, p. 60).
- Another program called FILER seems to organize file data, but it actually deletes them. There are also hidden instructions in programs that send periodic checks by mail to beneficiaries, like pensioners. These hidden instructions change the notification that is entered into the computer about the death of a beneficiary, which would normally stop the issuance of more checks. Instead, the instructions change the beneficiary's address for three months in a row. During this time, the computer keeps sending checks to the fake address. At the end of this time, the hidden instructions bring back the original data, including the notice of the beneficiary's death. This makes it very hard to find
- Logic or Time Bombs: Logic bombs, also known as time bombs, are programs designed to remain hidden and inactive for long periods, sometimes even years. They are usually triggered by a time flag, such as a specific date, after which the program activates and causes destruction (Amal, 2005, p. 65).

There are also worm and virus programs written in a way that allows them to control other programs (Batali, 2005, p. 68).

3. Combating Cyber Piracy in Algerian Legislation

This section addresses Algerian laws for dealing with and combating cybercrime. It focuses on the penalties provided in the Penal Code (as amended by Law No. 24-06) and in intellectual property law, since data is treated as intellectual property and therefore protected under that law.

3. Combating Cyber piracy crime in Algerian Legislation

This section talks about the laws in Algeria that deal with and fight cybercrime. It focuses on the punishments that are set out in the Penal Code (as changed by Law No. 24-06) and in intellectual property law.

This is because data is considered to be intellectual property and is therefore protected by that law.

3.1 Penalties for Cyber piracy crime under the Algerian Penal Code

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Law No. 04-15 adds a new Section Seven bis to Book Three, Chapter Three, Title Two. "Offenses against Automated Data Processing Systems" is the name of this section. It has Articles 394 bis to 394 bis 7 and lists punishments like jail time and fines. The most recent change, Law No. 24-06, made these punishments worse. Article 394 bis says that anyone who illegally accesses or stays in an automated data-processing system, in whole or in part, or tries to do so, will be punished with six months to two years in prison and a fine of 60,000 to 200,000 Algerian dinars (DZD). Before this change, the penalties were a fine of 50,000 to 100,000 DZD and three months to a year in prison.

Law No. 24-06 says that if someone commits fraud by deleting or changing system data, they can go to jail for one to three years and pay a fine of 100,000 to 300,000 DZD. If these actions stop the system from working, the same punishment applies.

Anyone who fraudulently adds, deletes, or changes data in an automated processing system can be sent to prison for one to three years and fined between 500,000 and 2,000,000 DZD, according to Article 394 bis 1.

Article 394 bis 2 goes even further. It says that anyone who intentionally and fraudulently designs, researches, collects, provides, distributes, or sells stored, processed, or transmitted data through an information system can get one to five years in prison and a fine of 1,000,000 to 5,000,000 DZD. This applies because the data could help people commit the crimes listed in this section.

If you have, share, give away, or use data that you got from these crimes, the same punishments apply. Law No. 24-06 raised the minimum and maximum penalties by a lot. The minimum prison sentence went from two months to one year, and the maximum fine went from 1,000,000 DZD to 5,000,000 DZD.

If the crime is against national defense or public institutions that are subject to public law, the penalties are even worse. This does not prevent the imposition of harsher penalties when warranted. Article 394 bis 4 says that if a legal person (like a corporation) breaks these

rules, they will have to pay five times the maximum fine that a natural person would have to pay.

The law also punishes people who take part. Article 394 bis 5 says that anyone who helps plan one or more of these crimes with other people will get the same punishment as the crime itself, as long as the planning is shown by actions.

Article 394 bis 6 says that the tools, programs, and devices used to commit the crime can be taken away and the websites used for the crime can be shut down. If the owner of the property where the crime happened knew it was being used illegally, they may also be ordered to close the premises, as long as the rights of third parties acting in good faith are respected.

Lastly, Article 394 bis 7 says that attempts to commit misdemeanors under this section are punishable in the same way as completed offenses.

Law No. 24-06 made the punishments much worse, that's for sure. The amendment made prison sentences and fines higher than they were before. The reason for this rise is the sharp rise in cybercrime and the fact that earlier punishments weren't enough to stop the quick spread of these crimes.

3.2 Combating Cyber Piracy under Algerian Law on Literary and Artistic Property

The Copyright Law protects computer software by explicitly listing it as one of the protected works. Thus, infringing the economic or moral rights of a software author constitutes counterfeiting.

In this regard, the Algerian legislator, through Ordinance No. 03-05, explicitly acknowledged in Article 151 the crime of counterfeiting, which can appear in three main categories:

3.2.1 Offenses Related to the Author's Moral Rights

- Unlawful disclosure of a literary or artistic work (Article 22, Ordinance No. 03-05).
- Violation of the integrity of a literary or artistic work (Article 25, Ordinance No. 03-05).

3.2.2 Offenses Relating to the Author's Economic Rights

- Reproduction of a work in any form, such as making counterfeit copies. This type of offense is the most common in the digital world, particularly regarding the copying of computer programs.
- Unauthorized communication of a work: anyone who shares a work or artistic performance with the public through representation, public performance, audiovisual broadcasting,

distribution, or by transmitting signals carrying sounds, images, or both, or through any information system, commits the crime of counterfeiting.

3.2.3 Offenses Analogous to Counterfeiting

These include:

- Importation or exportation of counterfeit copies.
- Sale of counterfeit copies of a work (program).
- Rental or circulation of a counterfeit work (program).
- Assisting or participating in violations of the author's rights, as well as willfully failing to pay the author royalties owed under the law.

It is evident from these three categories that counterfeiting is a violation of the author's economic or moral rights without their consent. Moreover, criminal intent in counterfeiting is presumed.

A. Infringement of Economic Rights

- Violation of the Right of Reproduction (Articles 41, 46, 53, and 54 of Ordinance No. 03-05): Reproduction of a work means exploiting it, in its original or altered form, by fixing it on any medium or by any process that allows communication of the work and the creation of one or more copies, whether of the entire work or part of it. Reproduction rights therefore cover a broad scope, both regarding what is reproduced and the method used. A computer program may be included in the copied work.
- Violation of the Right of Communication to the Public (Article 150 of Ordinance No. 03-05): When communication occurs outside the family, it is considered "public." The right of communication covers all forms of communication, direct or indirect, including through fixations such as discs, films, or video recordings.
- Violation of the Right to Modify the Program: This refers to the author's exclusive right to use their work and authorize derivative works, such as adaptations, translations, or modifications (Mohieddine, 2007).

B. Infringement of Moral Rights

- Violation of the Right of Disclosure: The author of a program has the exclusive right to decide when and how it will be made public. Any unauthorized disclosure constitutes a violation.

- Violation of the Work's Integrity: The law protects the author's right to preserve the integrity of their work. If someone alters, transforms, deletes, or adds to the program without the author's permission, this constitutes infringement.

Any of these acts constitute the criminal conduct required to establish the offense of counterfeiting.

4. Conclusion

The examination of this topic leads to the conclusion that electronic piracy is distinct from other criminal behaviors due to its unique legal characteristics. This specificity arises from the fact that the safeguarded interest is information itself, the legal classification of which remains disputed. A lot of legal doctrine says that information can't be seen as having a material nature; instead, it recognizes that information is intangible. So, the kind of legal protection it gets must be different from the kind that applies to things that can be touched.

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The Degree of Availability of Quality Standards in the Textbook from the Point of View of Middle School Teachers

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Received: 20-08-2025 Accepted: 10-10-2025 Published: 01-12-2025

Abstract:

The current study aimed to identify the extent to which quality standards are applied in textbooks from the point of view of middle school teachers. The researcher used the descriptive approach. The textbook was highly rated in terms of (introduction, general form and style of output, content and method of presentation of the material, while the study did not indicate that there were statistically significant differences due to the experience variable in the teachers' estimation of the quality of the textbook from their point of view.

Keywords: Middle school teachers, curriculum, effective teaching, quality standards, textbook

1. Introduction:

Quality in education refers to a set of standards and procedures aimed at continuously improving educational outcomes. It also refers to the specifications and characteristics expected in these outcomes and in the processes and activities through which these specifications are achieved, with the availability of integrated tools and methods that help educational institutions achieve satisfactory results. This has necessitated the adoption of the concept of quality in the education sector in many ways, First and foremost among these is the curriculum, which reflects the quality of the educational system, which can only be developed by developing textbooks,

as they are the primary reference relied upon by teachers and students to obtain information. Textbooks are a key and fundamental tool in the educational process, as their role is not limited to providing knowledge and information to learners, but also instilling values, attitudes and principles that help build the learner's personality and modify their behaviour for the better.

The quality of textbooks is a fundamental requirement that educational institutions strive to achieve. This requires a distinctive design for the book based on selecting the best alternatives for its structure, introducing essential elements, and organising its content in a way that is consistent with the intended educational aspirations and objectives. If quality is to be achieved in textbooks, it is necessary to examine the conditions and characteristics that a good textbook must have, and then derive indicators and standards of quality by which the quality of books can be judged.

2. Statement of the Problem:

Textbooks are a key part of the educational process. They are the main source of info for teachers and students, and they help both of them learn. They help teachers teach and explain lessons in a way that is organised, easy, and interesting. They attract students' attention to learning and help learners refer to them at any time. They are printed educational documents that embody the official program of the Ministry of National Education to transfer knowledge to learners, equip them with certain skills, and help both teachers and learners activate the learning process (Hassan and Louhidi, 2014, pp. 195-196). It serves as a link between the curriculum and the teacher, as it contains specifications related to its content, scientific material, method of composition, language, style, and teaching methods to be used, in addition to the book's form and artistic production. Therefore, a set of educational, pedagogical, scientific, and aesthetic specifications were taken into account in its preparation so that it would be an effective tool in the hands of learners.

The basic education stage is of great importance in the educational system as it precedes and lays the foundation for the secondary stage and develops the learner's personality in its integrative aspects, where 'the book plays a fundamental role in satisfying the needs of this age group and works to achieve their growth and stability and address their problems.' (Khalifa and chablak, 2007, p 32)

Therefore, striving to improve textbooks is an urgent necessity if we want to develop and upgrade educational curricula. (abidat, 199, p45). The

quality of textbooks is one of the elements of the quality of educational material that, in turn, is one of the most important elements of the quality of the educational process. Bbawi (2009, p256) emphasises that the design of textbooks must be based on local and international standards, so that the objectives, content, teaching strategies, and assessment methods included in them are linked to constructive thinking in accordance with age, life, social, and global needs. This is in order to prepare a generation capable of dealing with the developments of the modern era and its rapid scientific and technological advances .

Comprehensive quality in education has become an urgent requirement for interacting and dealing efficiently with the changes of the era by evaluating curricula and textbooks, and incorporating quality standards into them. Since then, the researcher felt that there was a need to know the degree to which quality standards are available in textbooks at the intermediate education stage and whether these standards and conditions are sufficient or need to be developed and updated due to their age or weakness. This study was an attempt to identify what we need in terms of developing and understanding textbooks and improving them. Accordingly, the research problem was defined in the following questions:

-To what extent are quality standards (in terms of overall form, content, evaluation, and presentation style) met in textbooks from the perspective of secondary school teachers?

-Are there statistically significant differences at the significance level (0.05) between the mean responses of the study sample regarding the availability of quality standards in terms of (general form, content, evaluation, presentation style) in textbooks attributable to the variable of seniority ?

3. Study Hypotheses:

-High quality standards are available in textbooks in terms of (general form, content, evaluation, presentation style) from the perspective of secondary school teachers.

There are no statistically significant differences at the significance level (0.05) between the mean responses of the study sample regarding the availability of quality standards in terms of (general form, content, evaluation, presentation style) in textbooks attributed to the variable of seniority.

4. Study Objectives:

The objectives of the current study are as follows:

- To identify quality standards in secondary school textbooks from the perspective of teachers;
- To develop a measurement and evaluation tool that includes quality standards that can be used to judge the quality of good textbooks at the basic education level;
- Identify differences in teachers' assessments of quality standards for textbooks at the intermediate education level and identify ways to improve textbooks at the intermediate education level in light of quality standard;
- Identify the comprehensive quality standards that must be met in the science textbook developed for the first intermediate grade;
- Determine the extent to which comprehensive quality standards are met in textbooks at the intermediate education stage in terms of their basic aspects: general form, content, evaluation, and presentation style.

5. Importance of the Study: The importance of this study lies in the following, by:

- Highlighting the importance of textbooks in general and in basic education in particular as one of the pillars of the educational process and a fundamental source of knowledge;
- Highlighting the most important criteria that teachers believe should be present in textbooks at the intermediate education stage in order for them to be considered high quality;
- The results of this research may contribute to the development of a tool that includes the desired quality criteria for textbooks at the intermediate education stage to ensure educational quality and its application in the field of education in general, and textbooks in particular.

6. Study terms:

1.6. Quality standards: Ali defined them as: ‘the specifications and conditions that should be met in the education system, which lead to quality outputs and meet the needs of beneficiaries’ (Ali, 2002, p27)

Procedurally, they are defined as a set of specifications that textbooks at the intermediate education level must meet from the perspective of teachers, based on their responses to the questionnaire .

6.2. Textbook: A component of the curriculum in the form of an educational document that is considered a basic reference from which learners derive their information. It is a means of systematically compiling materials,

content, methodologies, and tools for measuring, evaluating, and assessing learners' achievements.

6.3. Secondary school teachers: These are teachers who are responsible for teaching one subject according to their specialisation in accordance with the programme assigned to that subject.

1. Introduction and Previous Studies:

1.1. Justifications for Implementing a Comprehensive Quality System :

The implementation of a comprehensive quality system in education has become a major concern at present due to several reasons, mentioned by Saeed Al-Amiri (2010; p112), in relation to quality, productivity and comprehensiveness in all fields, in addition to the successful application of the total quality system in many institutions in most countries of the world, in accordance with the philosophy and cultural and social factors surrounding those countries and based on methodologies and mechanisms appropriate to their economic, social and political conditions and circumstance.

2.2. The importance of applying total quality standards in education:

Many challenges and issues facing the educational process have necessitated a new approach that is compatible with and addresses these challenges in a way that achieves development in the outcomes of the educational process. Several countries around the world have focused on various mechanisms to bring about this change and development in the field of education, and the majority of countries have focused on achieving a comprehensive quality approach in education. This stems from the importance of comprehensive quality and the positive aspects of its application that serve the educational process. It greatly helps to transform educational thinking for the better through continuous improvement and development, not only of the educational and pedagogical process, but also of the administrative aspect (Al-Badi, 2011, p. 33)

3. The importance of textbooks:

Textbooks are an important means of presenting the selected content of a particular subject, which forms an important part of the comprehensive curriculum for that subject. Textbooks are considered one of the most important educational tools at any stage of education, as they have a strong impact on the educational and learning process and are highly effective in shaping students' attitudes and values and developing their aptitudes and abilities (Ministry of National Education, 2013, p13). Therefore, a good textbook is one whose authors recognise the importance of providing

students with opportunities that stimulate their thinking about the topics covered in the textbook, where students are presented with problems related to specific topics and solutions to problems according to agreed scientific methods. This motivates students towards textbooks and learning (Alian, 1999, p249)

4. Textbook quality:

Al-Hariri (2008) believes that textbook quality is determined by how well it responds to cognitive and technological variables. The content should be logically organised in terms of topics, so as to encourage students to engage with and study it. It should include educational activities that make the student the focus of the teaching and learning process, taking into account the intellectual and skill-based abilities of students. It is essential that the topics covered in the content are relevant to the students' surroundings and do not conflict with their beliefs and social traditions. (Al-Hariri et al., 2008, p280)

5. Reasons for evaluating textbooks:

-Increased cognitive growth worldwide and the abundance of knowledge on which textbooks are based, requiring a new approach that keeps pace with scientific progress and selects knowledge of importance .

-Identifying positive and negative aspects in order to determine and address them by informing the evaluator about the use of methodological materials, observing the behaviour of teachers and learners, and reviewing existing problems and how to address them.

-Developing a comprehensive plan for addressing weaknesses and arranging them in the textbook or rewriting or composing it.

Keeping pace with reality and social, economic and technological developments. Therefore, researchers and experts believe that textbooks should be evaluated every five or ten years in various aspects and scientific fields.

6. Characteristics of a successful textbook:

Given the importance of textbooks in the educational process, care must be taken with regard to their form and content. The Ministry of Education has therefore decided to establish and define the conditions and characteristics that textbooks should meet, which are as follows:

- 1.The textbook must adhere to the curriculum and its broad outlines.
2. It must be appropriate for the number of classes scheduled during the semester or academic year.

3.It must take into account modernity and scientific accuracy in its presentation style.

4.It must take into account integration and continuity in the presentation of concepts and scientific material.

5. Consideration of the conditions for good production of the book in terms of form, printing, paper type, font size, binding, and appropriate spacing between lines (Ministry of National Education, 2013,p15). It is the main tool for preserving and transmitting the heritage of society, through which students receive their first lessons about the culture of their environment and society, facilitating their interaction and proper adaptation to it. It plays a prominent role in preserving heritage on the one hand and leading cultural change on the other (Ministry of National Education, 2013,p13)

8. Previous studies:

There have been numerous studies that have addressed the evaluation of textbooks for various subjects, some of which were comprehensive, covering the entire book, while others focused on its content, presentation, and organisation. The most important previous research and studies related to the current study are as follows:

8.1 Bouzid's study (2020): The study aimed to determine the quality of history textbooks for the fourth year of secondary education from the perspective of social studies teachers in some secondary schools in the province of M'Sila. The study concluded that the quality of the history textbook was rated by social studies teachers as average level, and there are no statistically significant differences in the assessment of social studies teachers regarding the quality of history textbooks for fourth grade of secondary education, which is attributed to gender and experience variables. (Farah, 2020, p11)

8.2. Al-Laban study (2020): The study aimed to evaluate the Arabic grammar book for the first intermediate grade according to comprehensive quality standards from the perspective of Arabic language teachers. The most important results of the study were: The Arabic grammar book for the first intermediate grade did not meet quality standards. The book lacks an introduction explaining the purpose of teaching the book, the content of the book suffers from many weaknesses and shortcomings, the examples and exercises are not at the required level, and the language of the book needs to be modified and reworded (Al-Laban, 2020, p 9)

8.3. Asilan study (2011): The aim of the study was to identify the comprehensive quality standards that must be met in the science textbook

developed for the first intermediate grade in the Kingdom of Saudi Arabia. The study found that the quality standards were largely met in the areas of book production quality (2.72), the quality of objectives (2.65), and the development of scientific skills (3.00), and to a moderate degree in the following areas: the quality of scientific content (2.27) and relevance to the environment and society (2.00) (Asilan, 2011, p 7)

8.4. Bashiri study (2015): The study aimed to determine the quality level of the Arabic language textbook prescribed for fourth-grade elementary school students from the perspective of supervisors and teachers at that level. The results of the study showed a quality level of 22.45% above average (Bashiri, 2015, p. 10)

8.5. Khamas study (2016): The study aimed to evaluate the sixth-grade social studies textbook in light of comprehensive quality standards. The study concluded the following results: (The introduction of the book is appropriate for its content, the quality of the activities and teaching aids is related to the content of the book, the technical production of the book is good in terms of cover design and layout, and the quality of the assessment and questions in the book are related to the students' experiences and linked to the educational objectives). (Khamas, 2016, p22)

8.6. Khalifa and Shublaq study (2007): This study aimed to reveal the criteria for applying quality in the field of textbooks, to build a measurement and evaluation tool that includes quality criteria, and to use it to judge the quality of the new Palestinian curriculum books for the four grades, from the perspective of the supervisors of this stage. The results showed that the field of textbook preparation and authorship ranked first, while the field of psychological and educational foundations of textbooks ranked sixth and last (Khalifa and Shublaq, 2007, p 24)

8.7. Diab's study (2006): The study aimed to develop a tool to measure the quality of textbooks and use it to measure the quality of Palestinian curriculum books in terms of the competence of their authors, content, scientific material, book format, production, and the specificity of mathematics material. The results showed that many sections were below the acceptable level, and the quality standards of the textbooks under study were rated at 62%, which the researcher classified as average. (Diab,2006,p 28)

Comments on previous studies:

A review of previous studies shows that most of them aimed to determine the quality of textbook content, while others dealt with textbook evaluation.

while this study aims to determine the quality level of textbooks for secondary education in relation to the standards set in terms of content and organisation. There is agreement between previous studies and the current study in revealing the characteristics and specifications that must be present in textbooks, which are an important tool for teaching and learning, confirming that they must be of the highest quality the highest quality standards to be useful to teachers and learners. The current study benefited from previous studies in presenting some theoretical concepts, preparing its tools and methodological procedures, and interpreting and discussing the results. The researcher benefited from these studies in designing a tool that includes criteria for a good textbook in order to develop and use it in measuring the quality of prescribed textbooks.

9. Presentation of methodology :

9.1. Study methodology:

Since the purpose of the current study is to explore the views of secondary school teachers on quality standards in textbooks, the descriptive methodology is appropriate for this study, as it was used to investigate these views.

9.2. Study population and sample:

The study population consists of all secondary school teachers in the city of Saida for the 2020/2021 academic year who teach at the secondary level, numbering 370. The study sample consisted of 100 teachers, representing about 28% of the original population, who were selected randomly and distributed according to the study variables, as shown in Table 1 .

Table 1: Distribution of study sample members according to variables

| Variables | Categories | Number | Percentage |
|----------------------------|-------------------|---------------|-------------------|
| Gender | Male | 40 | 40% |
| | Female | 60 | 60% |
| Total | | 100 | 100% |
| Years of experience | 0-10 years | 50 | 50% |
| | years or 10 more | 50 | 50% |
| Total | | 100 | 100% |

The table shows that males accounted for 40% of the study sample, while females accounted for 60%. The variable of years of experience was evenly distributed, with 50% having less than 10 years of experience and 50% having more than 10 years of professional experience.

9.4. Study tools:

1. To achieve the objective of the study, the researcher designed a questionnaire as a study tool, reviewing the literary heritage and referring to previous studies, including those by Bouzid (2020), Al-Laban (2020), Bashiri (2015) and Khamas (2016). The questionnaire questions focused on a set of criteria that can be used to judge the quality of the book, including (general form, content, evaluation, and presentation style).

9.4.1. Validity and reliability of the tool:

The researcher presented the tool to a group of expert reviewers (university professors and inspectors) to verify its apparent validity and asked them to modify, delete, or add any paragraphs. The majority opinion of the reviewers was taken into account in the final version of the questionnaire. The stability of the tool was verified using Cronbach's alpha equation for overall internal consistency, where we obtained a stability coefficient for the overall scale of 0.81, which is an acceptable value indicating that the tool has a high degree of stability, making it suitable for conducting the study.

A Likert scale was used as the criterion for judging the questionnaire (high, medium, low), and values from 3 to 1 were assigned to each option, as shown in the following table:

Table 2: Likert's three-point scale

| Response | High | Medium | Low |
|----------|------|--------|-----|
| Grade | 3 | 2 | 1 |

Then, calculate the arithmetic mean of the responses, which determines the direction of the sample individuals' responses to the questionnaire items using the following formula: $3 : 1-3$

3- Refers to the number of alternatives in this scale.

1- Is the relative weight in this case, specific to the alternative.

3- Are the descriptive values (high, medium, low).

Table 3: Shows the corrective scores for the study tool

| Corrective grade | Descriptive values |
|-------------------|--------------------|
| From 1 to 1.66 | Weak |
| From 1.67 to 2.33 | Average |
| From 2.34 to 3 | High |

10. Presentation of results:

10.1-Presentation of the results of the first hypothesis, which states: 'The quality standards in textbooks are high in terms of (general form, content,

evaluation, presentation style) from the point of view of secondary school teachers.'

To answer the hypothesis, the arithmetic means and standard deviations of the sample's responses to the questionnaire items were calculated, as shown in Table 4.

Table 4: Arithmetic means and standard deviations of the sample's responses to the extent of quality standards (general form, content, evaluation, presentation style) in textbooks from the perspective of secondary school teachers

1.The included axis: Quality standards in the general form of textbooks:

| Number Paragraph | Phrase | Arithmetic mean | Standard deviation | Grade |
|------------------|---|-----------------|--------------------|-------|
| 12 | The printing is clear and clean. | 2.90 | 0.25 | High |
| 6 | The external design of the book is consistent with the content of the material. | 2.88 | 0.22 | High |
| 8 | The introduction includes general educational objectives. | 2.88 | 0.12 | High |
| 13 | The images and figures are attractive and exciting. | 2.77 | 0.92 | High |
| 19 | The textbook includes the following elements: vocabulary, concepts and terminology, facts and ideas, generalisations, values and attitudes. | 2.68 | 0.95 | High |
| 22 | Its content is consistent with the content of other study materials. | 2.67 | 0.88 | High |
| 15 | It focuses on clarifying terminology and concepts. | 2.67 | 0.90 | High |
| 2 | The book's image is consistent with its content. | 2.65 | 0.92 | High |
| 4 | It links theoretical information with practical applications. | 2.64 | 0.33 | High |
| 11 | The font size and colour are appropriate. | 2.53 | 0.44 | High |

| | | | | |
|--------------|--|-------------|-------------|-------------|
| 1 | It includes an index explaining its contents. | 2.49 | 0.21 | High |
| 5 | It is free of typographical errors | 2.44 | 0.76 | High |
| 3 | Uses punctuation marks correctly. | 2.38 | 0.51 | High |
| 10 | Includes illustrations, pictures, and diagrams. | 2.35 | 0.26 | High |
| 18 | Includes a targeted introduction (for teachers, parents, students). | 2.32 | 0.33 | Average |
| 7 | Main and subheadings are highlighted. | 2.28 | 0.13 | Average |
| 9 | The paper is of high quality. | 2.25 | 0.18 | Average |
| 23 | The content of the books is interesting, increasing learners' motivation to learn. | 2.23 | 0.17 | Average |
| 14 | The content of the books organises the subject matter logically and psychologically. | 2.21 | 0.38 | Average |
| 21 | The presentation method progresses from easy to difficult and from concrete to abstract. | 1.78 | 0.36 | Average |
| 16 | The material is presented in a sequential and coherent manner | 1.64 | 0.57 | Weak |
| 20 | It is free of spelling and grammatical errors. | 1.60 | 0.48 | Weak |
| 17 | The book includes a list of sources and references that help learners search for information | 1.58 | 0.40 | Weak |
| Total | | 2.38 | 0.23 | High |

The table shows that most of the study sample are satisfied with the book in terms of its overall form and artistic design, as indicated by the arithmetic mean of the total score for the axis, which was 2.38. Teachers believe that some criteria received high scores, namely paragraphs (12, 6, 8,

13,19,22,15,2,4,11,1,5,3,10). The quality criteria that were met in the overall form of the textbook were clear and clean printing and the external design of the book, which is consistent with the content of the material. The introduction included the general educational objectives, with attractive and exciting pictures and shapes, and the content of the textbook was consistent with the study materials, with attention was paid to clarifying terms and concepts, linking the images in the book to its content, connecting theoretical information with practical applications, including an index clarifying its contents, and ensuring that the book was free of typographical errors and used punctuation correctly. However, some paragraphs did not receive an acceptable rating, as they believe that the book does not present the material in a coherent sequence, contains spelling and grammatical errors, and does not include a list of sources and references to help learners search for information.

2. The included theme provides quality standards in the content of the textbook:

| Number Paragraph | Phrase | Arithmetic mean | Standard deviation | Grade |
|------------------|--|-----------------|--------------------|-------|
| 3 | The information is presented in clear, easy-to-understand language. | 2.54 | 0.52 | High |
| 9 | The content is appropriate for the objectives of the course. | 2.52 | 0.40 | High |
| 2 | The educational activities include instructions that specify the requirements for carrying out the activity. | 2.47 | 0.38 | High |
| 1 | The assessment of activities provides learners with immediate and frequent feedback. | 2.42 | 0.41 | High |
| 6 | The educational material is sequenced psychologically from the known to the unknown. | 2.40 | 0.33 | High |
| 5 | The content includes different presentation sources (written presentation, such as | 2.38 | 0.55 | High |

| | | | | |
|--------------|--|-------------|-------------|-------------|
| | pictures, diagrams and tables). | | | |
| 7 | The book links its content to educational activities. | 2.33 | 0.61 | Average |
| 4 | The content includes questions that are an important part of the presentation of the educational material. | 2.28 | 0.50 | Average |
| 8 | The assessment methods are appropriate for the level of the learners and take into account individual differences. | 2.26 | 0.18 | Average |
| 10 | The topics in the book contribute to the achievement of the objectives of the material. | 2.24 | 0.11 | Average |
| 11 | Appropriate for the level of maturity and experience of the learner. | 2.19 | 0.09 | Average |
| Total | | 2.43 | 0.21 | High |

With regard to the availability of quality standards in textbook content, the overall arithmetic mean for this axis, which was 2.43, indicates that the availability of quality standards in textbook content was high, with teachers giving high approval ratings to certain standards, namely paragraphs (3, 9, 2, 1, 6, 5), while some criteria received a moderate degree of approval from teachers, namely paragraphs (7, 4, 8, 10, 11) Therefore, it can be said that the quality criteria in the textbook content are met in terms of the use of correct, easy and clear language in presenting information and the suitability of the content to the objectives of the subject matter, in addition to the use of educational activities for instructions that specify the requirements for implementing the activity and that the evaluation of activities for the learner allows for immediate and repeated feedback. The educational material is also presented in a logical sequence from the known to the unknown, and the textbook content includes various presentation sources (written presentation, such as pictures, diagrams and tables).

2. The embedded axis provides quality standards in the assessment:

| Number Paragraph | Phrase | Arithmetic mean | Standard deviation | Grade |
|------------------|---|-----------------|--------------------|-------------|
| 3 | The books include a variety of assessment methods. | 2.56 | 0.52 | High |
| 9 | The assessment methods cover different generalised experiences (knowledge, skills, values and attitudes). | 2.55 | 0.40 | High |
| 2 | The questions in the books stimulate learners' thinking skills. | 2.47 | 0.38 | High |
| 1 | The questions are consistent with the content and objectives of the course | 2.47 | 0.41 | High |
| 6 | The questions in the book measure the student's ability to know, understand, interpret and analyse. | 2.40 | 0.33 | High |
| 5 | The book includes exercises and homework assignments for continuous assessment. | 2.38 | 0.55 | High |
| 7 | Use of self-assessment methods for students. | 2.33 | 0.61 | Average |
| 4 | Questions are well formulated. | 2.28 | 0.50 | Average |
| 8 | Assessment activities are related to the educational objective. | 2.26 | 0.18 | Average |
| 10 | The type of assessment appropriate to the educational objective is selected | 2.24 | 0.11 | Average |
| 11 | Assessment of students' acquired skills. | 2.19 | 0.09 | Average |
| Total | | 2.48 | 0.37 | High |

It is noteworthy that the included focus on quality standards in textbooks in the field of assessment has been highly appreciated by teachers, who seem convinced that the textbook meets quality standards in various areas of assessment. The researcher believes that the textbook has paid great attention to including a variety of assessment methods that cover different generalised experiences (knowledge, skills, values, and attitudes). The questions in the book stimulate learners' thinking skills and are consistent with the content

and objectives of the course. The questions in the book measure students' ability to know, understand, interpret and analyse by providing exercises that help students review the main ideas in the units. The variety of exercise types (essays, topics, applications, practical exercises) may have an impact on this, in addition to the availability of exercises as explicit or implicit feedback.

The embedded axis provides quality standards in the presentation style :

| Number Paragraph | Phrase | Arithmetic mean | Standard deviation | Grade |
|------------------|--|-----------------|--------------------|---------|
| 3 | The language of the book is appropriate for the students' level in terms of vocabulary and syntax. | 2.54 | 0.52 | High |
| 9 | The language of the book is easy and eloquent | 2.52 | 0.40 | High |
| 2 | The book is free of grammatical errors. | 2.47 | 0.38 | High |
| 1 | The book presents the material in the form of interconnected units. | 2.42 | 0.41 | High |
| 6 | The style of presentation of the scientific material helps to identify and understand problems. | 2.40 | 0.33 | High |
| 5 | The book includes an introduction and index that give the student a general idea of the objectives of the lesson. | 2.38 | 0.55 | High |
| 7 | The material in the book is modern, in-depth and comprehensive. | 2.33 | 0.61 | Average |
| 4 | The topics and chapters are organised and appropriate. | 2.28 | 0.50 | Average |
| 8 | The concepts and terms contained in the book are appropriate for the intellectual, social and linguistic levels of the students. | 2.26 | 0.18 | Average |

| | | | | |
|--------------|---|-------------|-------------|-------------|
| 10 | There is a summary at the end of each study unit. | 2.24 | 0.11 | Average |
| 11 | The pictures and drawings feature colours that are appealing to students. | 2.19 | 0.09 | Average |
| Total | | 2.43 | 0.21 | High |

Teachers estimate that the textbook's presentation style meets quality standards, with most sections receiving high marks, reflecting the attention paid to ensuring that the language used in the book is appropriate for the students' level in terms of vocabulary and syntax, with the use of simple and eloquent language and the absence of grammatical errors. In addition, the material is presented in the form of interconnected units, which helps students to identify and understand problems. The introduction and index helped give students a general idea of the lesson objectives. However, the sample group expressed that the textbook material was not modern, in-depth, or comprehensive, that the topics and chapters were not organised or appropriate, and that the concepts and terminology contained in the book were not suitable for the academic and social levels of the students. and linguistic levels and linguistic levels. They also said that the textbook did not have a summary at the end of each unit and that the pictures and drawings were not detailed enough for the students. The researcher attributes this to the fact that teachers consider the textbook to be the primary scientific reference for teachers and students. It is the starting point for students to enter the world of research, knowledge, organised thinking and learning, and it provides students with a certain amount of of information and facts that achieve the desired goal in their behaviour. Therefore, it is necessary to take into account the style and method of presentation in accordance with quality standards..

10. 2-Presentation of the results of the second hypothesis, which states :that 'there are no statistically significant differences at the significance level (0.05) between the mean responses of the study sample regarding the availability of quality standards in terms of (general form, content, evaluation, presentation style) in the textbook attributed to the seniority variable.' '.

To answer the hypothesis, an independent t-test was applied to two independent groups, as shown in Table 6.

Table 6: Shows the results of the t-test for testing the differences between the two groups for the seniority variable.

| Field | Years of experience | Number | Average Arithmetic | Standard deviation | (T) Calculated | Significance level |
|--------------------|---------------------|--------|--------------------|--------------------|----------------|--------------------|
| the general form | 0-10 years | 50 | 5.61 | 5.61 | -1.934 | 0.431 |
| | 10 years or more | 50 | 5.22 | 5.22 | | |
| Content | 0-10 years | 50 | 6.97 | 6.97 | 1.832 | 0.576 |
| | 10 years or more | 50 | 6.30 | 6.30 | | |
| Evaluation | 0-10 years | 50 | 4.87 | 4.87 | 1.287 | 0.087 |
| | 10 years or more | 50 | 4.41 | 4.41 | | |
| Presentation style | 0-10 years | 50 | 2.66 | 2.66 | -1.381 | 0.329 |
| | 10 years or more | 50 | 2.88 | 2.88 | | |

The results shown in the table indicate that there are no statistically significant differences at the 0.05 level from the teachers' point of view regarding the availability of quality standards in middle school textbooks in terms of (general form, content, assessment, presentation style), which is attributed to the seniority variable, as the professional experience variable does not affect the sample's assessments of the availability of quality standards in middle school textbooks in the following areas. It appears that teachers are convinced that their years of experience do not affect their assessment of the quality standards in middle school textbooks in terms of general form, content, evaluation, and presentation style, as there are no apparent differences between the study sample in their assessment of quality standards.

11. Discussion of results:

The results of the first hypothesis showed that the quality standards in textbooks are highly available from the perspective of secondary school teachers, as it is clear that most teachers are convinced of the quality of textbooks in terms of overall form and content, assessment, presentation style. However, they believe that for a textbook to be good and suitable for students and teachers, it must feature up-to-date information and sources, and include illustrative forms and

methods, with the need to provide sufficient information in the textbooks prescribed for middle school students because of their importance in improving the level of understanding and learning, with attention to applying the proposed model to all textbook texts. This can be explained by the new reform of school curricula, which was accompanied by a change in textbooks to suit the pedagogy of competencies, which was adopted as a new pedagogy responsive to the requirements of achieving quality in education. Comparing the results of this study with other studies, we find that they agree with the studies of Asilan (2011), Bashiri (2015), Khamas (2016), Khalifa and Shablaq (2007). This is logical because the criteria addressed in these studies are all consistent with the general standards for the quality of textbooks approved by educators specialising in this field. The agreement between the results of this study and the results of previous studies may be due to the fact that most studies based their assessment of textbook quality on the opinions and views of teachers, as is the case with the current study. However, it differs from the studies by Diab (2006), Bouzid (2020), and Al-Laban (2020) These studies indicated that the responses of the study sample were lowest in the following areas: textbook content and presentation, vocabulary and linguistic structures, and illustrations, with the exception of textbook production, which received a higher rating than the other areas

The study also showed that there were no differences in the teachers' views on the availability of quality standards in middle school textbooks attributable to seniority. Despite differences in the teachers' professional seniority, most of them were satisfied with the quality of middle school textbooks. The researcher attributes these results to the fact that teachers' contact with each other, despite their different levels of experience, does not affect their view of quality standards, and therefore their views on the quality of textbooks, which are an important component of the curriculum as the main source of learning and the first thing that teachers and students encounter, in addition to other sources and means. These results are consistent with the findings of Bouzid (2020), Asilan (2011), and Bashiri (2015), which indicated that the presentation of educational material in textbooks is appropriate, formulated in clear language, well organised, and with pedagogical skill that not only facilitates the teacher's work but also improves their teaching methods, facilitates the learning process for their students, and trains them to think systematically.

Conclusion :

This study addressed the issue of quality standards in textbooks for intermediate education from the perspective of teachers. The results concluded that the

quality of these textbooks is acceptable, with a very high percentage, which indicates the extent to which international standards are met in textbooks in terms of introduction, general format and layout, content, and presentation of material. The quality of textbooks is one of the elements of educational material quality, which in turn is one of the most important elements of the quality of the educational-learning process. To achieve this, we propose the following:

- The need to pay more attention to textbooks in terms of authorship, quality and content.
- Periodic review and continuous evaluation of textbooks at all stages of education.
- Involving experts in the evaluation process (researchers, educational inspectors, teachers)
- Involving actors in the field of education in the design of textbooks and educational curricula.
- Hold training courses on textbook design in light of quality requirements.

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The Ecological Approach to Understanding the Nature of the Amazigh Symbol of the rug from the Khenchela Region

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Received: 19-07-2025

Accepted: 10-10-2025

Published: 01-12-2025

Abstract:

This article's content discusses the influence of the environment on the emergence of symbols placed on cultural products, especially traditional crafts. These symbols carry meanings and connotations, belonging to an art form that expresses and achieves social, cultural, and religious dimensions. Furthermore, these symbols are distinguished by a specific style in their production process, accompanied by a series of symbolic rituals during their creation. If art is a human characteristic, explaining its presence across diverse cultural groups worldwide, then Amazigh art exhibits other distinguishing features. Its surrounding environment plays a crucial role in highlighting its feelings towards it. Ultimately, this article aims to emphasise the meaning and essence of the most significant symbols on certain art pieces, the colours employed, the extent of the environment's influence on the emergence of Amazigh art, and the dimension it achieves by revealing topics related to daily social life.

Keywords: Amazigh, art, ecology, embodiment, meaning, symbol

1. Introduction

Scientific studies and research in the social and human sciences, based on their theoretical foundations, aim to raise issues related to human life and attempt to understand both its material and immaterial intellectual outputs by developing theoretical frameworks to

investigate a specific topic. The goal of the research process is to arrive at answers to questions, starting from uncovering the role that human activity leaves as a global cultural legacy. It is clear that cultural products are characterized by a set of features and attributes that carry human dimensions within the comprehensive concept of culture, which achieves harmony between human life and its surrounding environment, capable of activating the process of communication and expression within an integrated system of knowledge where individuals share their common feelings, The continuation of this human production, which arose under certain conditions, must have been influenced by key factors that contributed to the development of symbolic art methods.

One of the most important of these factors is the environment, due to its direct impact on shaping its character and cultural appearance in general. The development of various methods of expression and communication by humans has created the ability to convey their feelings from sensory levels to a level of artistic formation that blends the purpose of utility with the fulfillment of their psychological desires and expressing them as products with messages and meanings that require further decoding and uncovering their contents and implications.

The continuous interaction of humans with their environment generates a torrent of complex emotions: fear of the unknown, sorrow for loss, and hope for tomorrow. According to psychology, these emotions are not merely isolated internal states, but rather deep and interconnected responses to external and internal stimuli. This immense quantity of emotions drives humans to attempt to understand nature, leading them to symbolism as a means to achieve that. The person translates their feelings and emotional experiences from an intangible sensory level to a tangible one, such as artworks or forms with symbolic meanings and connotations, thereby transforming their abstract emotions into material or visible entities that can be contemplated and interpreted. This creative process not only helps him process what he feels, but also allows him to connect with others,

share his experiences, and leave a mark that expresses his existence and interaction with his inner and outer world.

Humans translate their emotional feelings and intangible emotional experiences into a material level, such as artworks or forms with symbolic meanings and implications. Thus, their abstract feelings transform into tangible or visible entities that can be contemplated and interpreted. This creative process not only helps them process what they feel but also enables them to communicate with others, share their experiences, and leave a mark that reflects their existence and interaction with their internal and external worlds. From this perspective, the relationship between the environment and symbolism, and the approach to this topic, allows us to pose the following question:

-To what extent has the environment influenced the formation of symbols on traditional products in the Khenchela region?

1.1. Sub-questions:

In order to cover the aspects of the issue, we decided to formulate the sub-questions as follows :

- What is meant by ecology, and what is the concept of a symbol?
- What are the theoretical and conceptual frameworks that the methodology uses to understand the nature and function of symbols?

1.2. Importance of the study:

The topic opens a field of knowledge in the process of documenting symbols as a cultural heritage for the local community, enhancing traditional industries and crafts by highlighting the historical depth that the symbol carries.

1.3. Objectives: To obtain interpretations and meanings of symbols from within the community itself and to understand the living aspect of symbolic heritage and how it continues or evolves.

This study adopts an ecological semiotic approach to analyze the nature of the symbol in Amazigh art through a purposive sample targeting a set of distinctive symbols. These symbols vary to include environmental symbols directly inspired by the surrounding nature, religious symbols that reflect spiritual beliefs, natural symbols with cosmic connotations, and astronomical symbols such as celestial bodies like stars. The analysis aims to reveal how the environment influences the creation of symbols and to highlight the pivotal role of the artist's interaction with their environment in shaping these symbols and their meanings, In order to answer the problem.

1.4. Methodological Procedures for the Study:

- This study relied on the following methodological procedures: The anthropological approach: with a comprehensive view of the ethnographic and ethnological anthropological approach using participant observation tools.
- Interview guide, in interpreting the symbols on the Lamamsha carpet. And the colors that are used as symbolic indicators in the Khenchela region.
- The interview guide covers three main topics: the first topic addresses the general concepts of ecology and symbolic anthropology, the second topic discusses environmental symbols in the carpet (Khenchela rug) and colors inspired by nature. In order to

2. The First Axis in Defining Concepts:

2.1. Ecology:

Literally: the science of the relationship of animals to their environment (Meanings, 2025). According to Jamila Saliba definition, it is "the home and the state, and in terminology, it refers to the

collection of things and phenomena that surround the individual and affect them." The environment in this context refers to time and place, as they are the frameworks that surround natural phenomena". (gamila, 1982, p. 211)

As for the concept of the environment according to the Lalande Encyclopedia, it means (surrounding, social environment, intellectual milieu)This is the text of the article (Lalande, 2001, p. 806)

But if this concept is linked to a specific field, its perception must be defined within the theoretical context of the sciences. Dictionaries and lexicons agree that the term "environment" is synonymous with ecology. Ecology, or the science of ecology, is the study that specializes in the relationship between plants, animals, and humans, their relationships with each other, and their relationship with the environment in which they exist. (soulayman, 2009, p. 08)

Terminologically: The term is derived from the Greek origin "oikos," which means what surrounds something and becomes its living place. As for "logia," it means science, study, logic, or law. Thus, it is the study of the interactions between living organisms and their environment, "the science of habitat" or "the science of conditions of life." Ecology is defined as the science that studies the reciprocal relationship between living organisms and their environment (HD, 1981, p. 1)

3.1 The Environment as a Determinant of Symbolic formation:

A- Symbolism: The concept of the symbol varies among thinkers and philosophers, which is attributed to the long-standing use of the word "symbol" itself in various fields, The symbol, according to Claude Lévi-Strauss and Roland Barthes, has taken on its clear functional meanings and scientific presence in various sciences and arts at the beginning of the twentieth century, coinciding with the emergence of the humanities in the field of psychology with Freud, Jung, and Lacan. Look at picture number 1.

In the field of linguistics with Saussure and Jakobson, and then with most linguists and etymologists, in history by Begbie and in the history of religions by Dumézil, in anthropology by Lévi-Strauss, and in sociology in the works of Barthes and Lefebvre, despite the importance of using the concept of the symbol with its threefold branches and its wide application in various scientific fields, the contemporary human scientific movement today witnesses the emergence of intellectual currents and critical trends that reject the classical formulations of the concept of the symbol. This critical current is still in the process of formation and has not yet reached its full development to take on a scientific form capable of presence in the conceptual field. (France, Encyclopædia Universalis, 2025)

Fig 1. The Symbol of the Lion's Paw

(Source: Bouzidi Fouad (2023), PhD Thesis, Appendices.)

Charles Chadwick says that through analyzing the works of symbolist poets, we can reach a great deal of knowledge about the symbol as something that evokes multiple meanings when we connect it to the artwork, enriching its aspects and adding new dimensions that release it into the realms of infinity. We find that the artwork does not refer to the thing directly, but rather indirectly, through a third medium that might be called the symbol.

And Cassirer found other scholars who revealed this symbolic function of language, and then it occurred to him that the term "symbol" might apply to all human activities and that it is not limited to the field of science. Rather, it is correct to expand the science of knowledge so that it extends from the sciences to other areas (Cassirer, 1961, p. 55)

The artist was influenced by the cultural-religious environment:

The cultural environment, including religious beliefs (such as Islam and its influences), spiritual heritage, and popular legends, has affected the artist and craftsmen. Despite the age of this craft, it has

clearly adapted to ancient religious periods. Islam, for instance, is suited to creating prayer rugs without exaggerating the use of symbols, relying instead on symmetrical geometric shapes that impart an aesthetic spirit. The repeated geometric patterns reflect a spirit of tolerance and the craftsman's commitment to expressing the religious dimension.

-Connection to origin: These symbols originated from the Amazigh person's need to express their relationship with the metaphysical, and to affirm their spiritual identity, using the shapes available in their cultural environment to imbue them with religious significance.

Semiotics of the four colors.

- The significance The color red (Azouqagh):

It is no coincidence that the Lamamcha throne is called the Red Throne, or that the region of Tazougah is derived from the name Azouqagh (red), which is the area where the Lamamcha throne is centered. This derivation of the name indicates strength, bravery, and a large number of individuals belonging to this throne. Additionally, the use of the color red predominates in the carpets, with shades ranging from light red to dark red, symbolizing the fertile red land.

But the research into the use of this color in other rituals and customs and its connection with its application in carpet making shows that "two skulls dating back to the Neolithic period (the Stone Age) were found near Oran, Tebessa, and the Aurba cave dating back to the same period." (Faidherbe, 1867, p. 312)

The significance of the color blue: (Azizaw):

The color blue is sometimes used in the Khenchela region to exemplify and describe a brave, noble, clever, and strong man, saying: "This is a blue man - Arqaz Azizaou," to indicate the strength of the blue color present in the community's mind. According to Ms. Noura Salmi, president of the Association of Authenticity and Creativity in Babar, Khenchela, she stated that the color does not need to be used excessively in carpets and rugs because it is present in the blue of the sky, which occupies a large area and has a dominant visual effect on

the space where individuals live. The rugs will not be the same color to avoid becoming pieces overwhelmed by blue, losing their beauty. (noura, 2024)

The significance of The color yellow (Oragh):

-The color yellow is one of the most beloved colors, and its presence in carpets is associated with some elements of nature such as sunlight and gold. It is rarely used in abundance in carpets, as the color represents everything precious and valuable. It reflects the weaver's vision in balancing the use of colors in carpets in accordance with their value and proportions in nature.

The significance of the color black (Aghqal or Abrakan):

Considering that the colors of the spectrum are seven and do not include white and black as colors, the region of Lmamcha has produced carpets of various known types in different parts of the world. It is noteworthy that no carpets, mats, or rugs dominated by the color black have been recorded. Its nature and strong presence are highlighted through the white spaces interspersed with black wool, revealing the details of the subject to be depicted. Some opinions consider black to be an omen of misfortune in carpets, and its use is ordinary and does not carry any significance.

The significance of the color White: (amlal):

The white dye is not extracted from any material since the wool is originally white, and it is sufficient to wash it and remove impurities by washing it with white soapstone. It is also not filtered or wrung out, making the wool more vibrant and pristine for as long as possible. And white, assuming it symbolizes purity and clarity in many civilizations in terms of belief, is good to be, from an artistic perspective, a background for a subject in the carpet adorned with black wool.

The (Tisdia) loom as a female-specific environment:

Many important family-related topics are present during the preparation and adjustment of the weft (Azta). The predominant topics are those related to family life and the personal life of women. Such topics require women, through their responsibilities, to arrange the future of their family members. Central topics include choosing a wife for sons, discussing dowries, and other family-related matters. (khadidja, 2024)

In societies that value weaving, women often serve as the custodians and transmitters of this knowledge and skill from generation to generation. This distinguished economic and cultural role grants her symbolic and social authority within the family and society. The ability to produce carpets, which are semiocultural texts, places her in a position to control other aspects of family and social life, including arranging marriages that ensure the continuity of lineage and the transmission of heritage (Weiner, .(1987), p. 409)

Visions of public institutions:

During the events of the carpet exhibition at the Babaar Youth House, or the insights of institutions and experts: Analyzing interviews and media sources forms the official and expert perspectives, providing a qualitative addition to understanding the reality and prospects of the traditional carpet industry. In this regard, several interviews were conducted:

Directorate of Tourism and Traditional Industries in Khenchela

Interview with Mr. Hadari Ridwan, Inspector in the Traditional Industries and Crafts Department at the Directorate of Tourism and Traditional Industries in Khenchela, on February 20, 2023, at 3:00 PM. During this interview, Mr. Hadari emphasized the great importance that the state attaches to the traditional industries sector, especially regarding the preservation of carpet trademarks. He pointed out that the product is subject to a set of precise laws and standards in

the field of manufacturing, which aim to preserve the style, shape, symbols, and natural materials to ensure quality, in accordance with the laws and legislative regulations governing this vital sector. Mr. Hadari also explained the mechanisms of periodic monitoring, which include attending carpet festivals (such as the first and second editions) and exhibitions held at the Cultural Center and Youth House in Khenchela. In the course of his speech, he pointed out the inspection stops and examination operations that take place on various occasions, which include monitoring the recorded violations of products not adhering to the specifications set by the relevant authority, particularly concerning the Lmamsha carpets in the Khenchela region, in terms of the quality and authenticity of the raw materials as well. (hadhri, 2023)

Regional Radio Khenchla:

In the context of documenting the reality and prospects of this industry, a radio program was broadcast on the local airwaves in Khenchela on February 20, 2024, at 11:00 AM. A distinguished group of specialists and officials participated in this session, titled "The Carpet," including a representative from the National Institute for the Protection of Industrial Property (INAPI), the head of the Traditional Industries and Crafts Chamber in Khenchela, representatives from the Directorate of Culture and the Regional Museum in Khenchela, as well as a representative from the Babar Youth House. The discussion focused on the reality of carpets in the Khenchela region, the prospects and future of this industry, and the challenges facing the advancement of this sector. The discussants also addressed the difficulties and obstacles faced by artisans and craftsmen in ensuring the future of this craft. The participants highlighted the importance of intellectual property protection for traditional products, the role of institutions in supporting and encouraging artisans, and the necessity of creating effective marketing mechanisms to ensure the continuity of the Lmamshia carpet as an integral part of the region's cultural heritage.

Insights from the Employment Office in Khenchela:

on the role of social entrepreneurship in promoting the carpet-making craft In the context of monitoring the efforts of official institutions in supporting and developing the traditional industries sector, an official interview was dedicated to Mr. Hamidi Ahmed, head of the local employment office in Khenchela and an accredited trainer with the International Labour Organization of the United Nations in social entrepreneurship. This interview took place on 17/05/2024, where we were provided with all the facilities to inquire about the reality of artisans in the city of Khenchela, specifically those practicing the craft of carpet weaving.

Mr. Hamidi's answers were direct and focused, as he confirmed that the state's efforts are aimed at creating job opportunities and providing training courses for the owners of emerging enterprises in this sector. These courses aim to guide artisans towards effective marketing operations and production directed at the tourism sector, in addition to promoting and supporting rural girls in this field. (ahmed, 2024)

The National Public Museum of Antiquities khenchela:

In an interview with Mr. Bouzidi Haroun, Heritage Conservator and Head of the Conservation, Inventory, and Restoration Department at the National Public Museum of Bouaziz (for Antiquities) in Khenchela, a highly significant perspective was shared regarding the meanings of some common symbols. The silver buckle: a living testament to the continuity of the symbol.

This concept is reinforced by an important observation regarding the silver buckle (TaPzimit) that the elderly women wear as ornaments to fasten the traditional "Tabkhenouqth" dress. This buckle, which often bears traditional engravings and symbols, resembles in some of its forms the tattoos that elderly women place on their bodies. This similarity between tattoos on the body and engravings on jewelry, and the presence of these symbols on ancient funerary monuments, provides conclusive evidence that there is a cultural continuity of the

symbol from the pagan era, when these symbols were used for protection, bringing fertility, or affirming identity, which has been transmitted and rooted in arts and crafts today.

When many questions were raised regarding the symbols, especially the "Tanith" symbol which may refer to femininity or fertility, Mr. Bouzidi Faris confirmed that the pottery pieces found in the region, dating back to 300 BC, are rich in many Amazigh symbols. Interestingly, as the heritage curator pointed out, these ancient symbols closely resemble those used in modern pottery. This is the text of the article.

Field visits to museums and exhibitions

The National Public Museum of Cirta as part of deepening our understanding of the roots of Amazigh symbols and their historical significance, we conducted a field visit to the Cirta Museum in Constantine on March 18, 2024. Our visit focused on the wing dedicated to the pagan period, where strong visual evidence was found confirming the symbolic continuity of this civilization to this day. What caught our attention the most was a collection of ancient funerary monuments that commemorate the gods worshipped in North Africa. These monuments, according to the museum guide and some historical references, provide tangible evidence of symbols with deep and inherited meanings.

The Symbol in the Oral Heritage of Khanchla: Insights from Professor Onissi Mohamed Saleh, We met on May 5, 2025, with Professor Onissi Mohamed Salah, a distinguished researcher in the field of oral heritage of the region, an expert in the Amazigh language, and the author of numerous works on oral heritage. He also created an Amazigh-Arabic-French dictionary. Symbols form a profound cultural language that expresses the experiences and beliefs of communities throughout the ages. To understand the dimensions of meaning that the symbol carries in the Khenchela region. In conclusion, Professor

Onisi Mohamed Saleh summarized the urgent need for significant efforts in the documentation process.

The vision of the Association of Authenticity and Creativity for the municipality of Babar, Khenchela Province.

Professor Samlmi noura strives to document the signs and symbols on the Babar carpet through academic works. This point constitutes the essence of scientific research in the field of heritage. Documenting the symbols is not just a formal recording; it is an analytical process aimed at understanding the meanings of these symbols and their cultural and social functions. This academic documentation will contribute to:

-Intellectual property protection: to ensure that these symbols are not exploited without acknowledging their cultural creator.
Enhancing identity: by deepening the local community's understanding of these symbols that are part of its identity.
Reference for researchers: To provide a knowledge database for those studying and interested in Amazigh art and folk heritage.
Raising awareness: Educating the public about the value of these symbols and the stories and history they carry.

-Researcher's note: Interactions with Professor Samia at the literary café in Khanshala Cultural Center, the carpet exhibition at the youth center in Babar, and the traditional crafts exhibition on April 4, 2024, which included 12 local and national associations specialized in the production of Babar carpets. In addition to obtaining a copy of her work titled "Guide to Babar Carpets."

4. Discussion and Analysis of the Findings:

The ecological approach significantly contributes to understanding aspects of human phenomena, and the semiotics of symbols cannot be understood outside the cultural or environmental context. As Clifford Geertz says, "man is an animal suspended in webs of significance he himself has spun." The symbol is the translation of human sensory

feelings into symbols whose meanings are easily accessible and understood as a cultural product.

Through field observation and interviews with cultural associations and insights from public institutions, the axis concerning the existence of specific references documenting the meanings of symbols is a clear indicator of the absence of cognitive sedimentation and the rarity of documentation. This makes the challenges of researching the symbol, despite the symbolic richness carried by the Lmamsha carpet, face a fundamental challenge in the explicit awareness of contemporary local populations. It is observed that weavers and practitioners of rituals may use these symbols or perform the rituals associated with them, aware of their direct functional meanings—such as bringing fertility or providing protection—yet they may lack full awareness of the historical or ancient mythical roots of these symbols, such as the possible connection to the goddess Tanit or other ancient beliefs. This lack of explicit awareness can be explained within the framework of Pierre Bourdieu's theory of practice, where he states: Symbols and rituals become part of the acquired 'habitus,' which directs actions without the necessity of full awareness of their deep historical roots. "Habitus is a system of durable and transposable dispositions, structured structures predisposed to function as structured structures, that is, as principles that generate and organize practices and perceptions that can adapt objectively to their outcomes without assuming the existence of a conscious goal or explicit mastery of the necessary processes to achieve it." (p.bourdieu, 1977, p. 78)

Conclusion:

Revealing the goals and purposes behind certain human practices is what studies and research aim to achieve by raising issues about human phenomena and the underlying dimensions of their existence. There is a need for scrutiny and investigation to reach rational interpretations based on scientific foundations. This is behind the emergence of many fields of knowledge and the establishment of sciences, such as anthropology, which focuses on delving into the depths of every human activity and exploring the role or function

played by their cultural practices to understand them in their correct context and relative to the environment in which these phenomena were produced and formed.

And as in the rest of the Berber ornamentation, the most common tattoos are very simple geometric shapes, such as dots, circles, formations with straight lines, crosses, sharp angles, triangles, diamonds, and combs. Some of these designs may have originally been borrowed from the plant or animal world. However, even the women who apply these designs mechanically and in various ways know nothing about them, due to the deep distortion and alteration they have undergone.

- Revealing the significance of the symbol, embedding it, and indexing it so that its meaning remains clear and does not require interpretation, while working on classifying it due to its social, cultural, psychological dimensions, and the quality and authenticity of carpet topics through their symbols, falls within the repeated calls for its classification under the UNESCO World Cultural and Natural Heritage Protection Convention adopted in 1972.

- The symbol represents a vast field of knowledge related to the culture of society, which can highlight the historical identity of the community and protect it from extinction.

Reviving the meanings of the symbols carried by cultural products, which achieve true significance from a communicative and social perspective, and their connection to national identity.

Promoting the culture of introducing local and national products through the responsible authorities: the Ministry of Tourism and Traditional Industries, the Ministry of Culture, the media, and universities through academic works that accompany these activities to frame and highlight the state's efforts to advance the traditional industries sector.

This knowledge gap highlights the utmost importance of anthropological and historical research. The researcher's task lies in reconstructing the 'missing link' of knowledge by uncovering these hidden connections, documenting them, and analyzing them. This effort aims to restore awareness of the authenticity of these symbols and their cultural depth, transforming what may today be viewed merely as a habit or decorative design into an expression of ancient universal and historical beliefs.

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The Impact of Financial Technology Implementation on Banks' Financial Performance: Case Study of Algerian People's Credit Bank (Cpa) from 2016 to 2020

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Received: 03-08-2025

Accepted: 10-10-2025

Published: 01-12-2025

Abstract:

The study aims to highlight the role of financial technology in improving the financial performance of the Algerian People's Credit Bank (CPA) during the period from 2016 to 2020. To achieve the objectives of the study, the descriptive-analytical approach was used. Data collection methods included interviews. The statistical analysis was conducted using the EViews software (version 13). The study concluded that there is a moderate level of financial technology application at the CPA Bank. It also found a statistically significant relationship between financial technology and the financial performance of the bank. Additionally, the study revealed that the dimension of financial technology, represented by the development of transactions using Electronic Data Interchange (EDI), has an impact on the financial performance of the CPA Bank.

Keywords: Algerian People's Credit Bank, financial performance, financial technology, FinTech, exploitation result

1. Introduction

Banks are considered the backbone of project financing and financial intermediation. This has led them to seek the optimal use of technology in financial management within their banking operations. This goal is pursued by intensifying investment efforts in the field of financial technology. As a result, banks are increasingly focused on improving their financial performance, which is measured through various performance indicators. The Banque de Crédit Populaire d'Algérie (CPA) is one of the banks that has witnessed changes in its financial indicators, possibly due to its use of financial technology. Based on this, the following research problem arises: **To what extent has financial technology contributed to improving the financial performance of the Banque de Crédit Populaire Algérie (CPA) during the period from 2016 to 2020?**

To answer these questions, we propose the following hypotheses:

- **There is an acceptable level of financial technology implementation at the Banque de Crédit Populaire d'Algérie (CPA).**
- **The application of financial technology has an impact on the financial performance of the Banque de Crédit Populaire d'Algérie (CPA).**
- **To highlight the extent of financial technology application across various services at the Banque de Crédit Populaire d'Algérie (CPA);**
- **To identify the level of financial technology implementation at the CPA bank;**
- **To assess the bank's reliance on financial performance indicators in evaluating the performance of the CPA bank;**
- **To determine the relationship between financial technology and financial performance at the Banque de Crédit Populaire d'Algérie CPA).**

2. Previous Studies:

Many researchers have addressed the topic of financial technology implementation in banks from various perspectives, resulting in diverse research findings. Therefore, we will present and discuss some studies that are relevant to the subject of this research.

2.1. Presentation of Previous Studies:

We will review some studies related to financial technology and financial performance in the banking and financial sector.

2.1.1. Study of Boukhari's (2022) "The Role of Financial Technology in Enhancing the Performance of Islamic Banks":

The study aimed to explore the role of financial technology in improving the performance of Islamic banks in Malaysia, Qatar, Kuwait, Bahrain, and the United Arab Emirates. It employed a descriptive analytical approach and reviewed the experiences of pioneering countries. The study concluded that financial technology effectively contributes to the sustainable development of the Islamic financial industry.

1.2. Study of Ben Zaid et al.'s (2022) "The Impact of Financial Technology Application on the Profitability of the Banking Sector in Algeria":

The objective of this study was to examine the actual application of financial technology services in Algeria, specifically the number of ATMs and issued bank cards, and their impact on the profitability of the banking sector, measured by return on equity (ROE) using annual data. A statistical and econometric analysis was conducted for the period 2010 to 2022, using EViews software. The study found a significant positive effect of financial technology indicators on ROE. It also noted that the COVID-19 pandemic played a major role in accelerating the adoption of financial technology in Algeria.

1.2.3 Study of Shahd & Abduraseel's (2021) "The Impact of Financial Technology on the Banking Sector in Iraq":

This study aimed to examine the effect of financial technology on the Iraqi banking sector during the period from 2017 to 2018. It adopted a

deductive approach and found that financial technology currently represents an opportunity rather than a threat for the Iraqi banking sector. It also concluded that improved security and trust indicators facilitate the adoption of financial technology and contribute positively by enhancing management quality, financial inclusion, and reducing non-performing loans.

1.2.4 Study of Ness' (2022) "Financial Technology as an Opportunity to Develop Financial Services":

This study aimed to highlight the importance of information and communication technology in financial services and to identify the impact of fintech on the economy. The researcher used a descriptive analytical method and found that the constraints faced by financial services performance contributed to the spread of financial technology. These constraints led to reduced reliance on traditional banking services. Furthermore, the study emphasized that many fintech users lack the necessary internet and ICT skills, and that the absence of legislative frameworks for startups in this field poses additional challenges.

1.2.5 Study of Boumoud et al.'s (2020) "The Role of Financial Technology Innovations in Enhancing the Performance of Islamic Banks":

This study aimed to demonstrate how fintech innovations can improve the performance of Islamic banks. It concluded that such innovations enhance the competitiveness and efficiency of Arab Islamic banks by providing digital tools that boost service quality, strengthen current successes, and increase their presence in international markets.

1.2.6 Study Mohamed Ibrahim's (2017) "The Impact of Financial Technology on the Financial Performance of Commercial Banks in Kenya":

This study sought to investigate the impact of financial technology on the financial performance of commercial banks in Kenya. It followed a descriptive methodology and targeted 35 commercial banks,

collecting primary data from employees via a questionnaire. The researcher used SPSS and multiple regression analysis to analyze the data. The study concluded that financial technology has a strong positive impact on financial performance and that there is a significant positive relationship between banks' profitability (measured by Return on Assets-ROA) and the adoption of financial technology in their operations.

2.2 Discussion of Previous Studies:

The reviewed studies, including the present research, share a common objective: to emphasize the importance and impact of financial technology on the performance of the banking sector. However, each study brings a unique focus. For example, Boumoud's study centered on Islamic banks, while Shahd and Abdulrasool addressed whether FinTech is an opportunity or a threat—an objective that closely aligns with the current research.

Most studies were conducted in Arab contexts, especially Algeria, which supports the relevance of their findings to the current study environment. Exceptions include the works of Boukhari (2022), Ness (2022), and Mohamed Ibrahim (2017), which examined either foreign or mixed environments.

Despite differences in methodology and sample size, all studies targeted the banking sector. While many adopted descriptive and analytical methods, some—such as Ben Zaid (2022)—used econometric and statistical models, and others, like Shahd and Abdulrasool, used a deductive approach.

In general, the studies concluded that FinTech significantly enhances financial performance by enabling a shift from traditional banking services to more innovative, technology-driven offerings. These advancements contribute to cost reduction and broader financial inclusion.

Nonetheless, certain obstacles persist. For instance, Ness (2022) highlighted that customers' lack of digital skills and the absence of regulatory frameworks hinder the full deployment of financial technologies.

3. Theoretical Framework of the Study Variables (Financial Technology and Banks' Financial Performance):

This section addresses the general concepts related to financial technology and the financial performance of banks, focusing on the relevant performance indicators.

3.1 . Financial Technology (FinTech)

Due to the increasing global reliance on knowledge-based economies and the emergence of knowledge networks, the world has witnessed a significant digital transformation. Accordingly, this section will cover the concept of financial technology, its importance, objectives, and components.

3.1.1 The Concept of Financial Technology

According to the Financial Stability Board (FSB), financial technology refers to financial innovations using modern technological means. These innovations may result in the creation of new business models, applications, processes, or products that significantly impact financial markets and diversify the delivery of financial services (Kerboua, 2018, p. 3). The International Monetary Fund (IMF) defines FinTech as technologies that have the potential to transform financial services by enabling new business models, applications, processes, and products (Baba Chikako, 2020, p. 12). Based on these definitions, financial technology can be defined as a new sector within the financial industry that provides services, applications, and innovative products through the use of information and communication technologies, with a tangible impact on financial markets and institutions.

3.1.2. The Importance of Financial Technology

FinTech is currently of great importance, which can be summarized as follows (Saihi, 2018, p. 93):

- Facilitating access to alternative financing sources for enterprises;
- Enhancing financial stability through compliance with regulatory requirements and risk management;
- Diversifying economic activities by enabling access to financial services for unbanked populations;
- Improving the efficiency of government operations through electronic payment methods, prompting the need for reforms in consumer protection and data security;
- Facilitating international trade and remittances by providing efficient and low-cost cross-border payment mechanisms.

3.1.2 Financial Technology Services

FinTech services can be summarized in the following categories:

3.1.3.1 Access to Electronic Banking Services:

- Data entry, electronic signatures, and remote transfer orders (single or bulk);
- Real-time account monitoring;
- Tracking the status of transfer orders sent to the bank;
- Allowing customers to download and send their RIB (Bank Identification Statement) electronically;
- Requesting and sending checkbooks;
- Currency conversion through e-banking platforms.

3.1.3.2 Payment Services: These include a range of banking operations offered via FinTech, providing various payment methods (Allemawi, 2020, p. 186):

- Simplifying individual payments via mobile;
- Conducting low-cost international money transfers;
- Providing various online payment methods;
- Managing payment flows related to e-commerce;

- Currency exchange with reduced costs and simplified peer-to-peer payments.

3.1.3.3 Digital Lending: Digital lending platforms provide loans to individuals and SMEs online, offering quicker and easier access to funding compared to traditional banks. According to Narayan, such platforms support businesses that cannot access loans due to traditional banking constraints (Narayan, 2019, p. 89).

3.1.3.4 Investment and Financing: Attracting individual savings through simplified investment offers, offering crowdfunding and equity investment platforms and helping individuals analyze risk and manage their savings remotely through online tools.

3.1.3.5 Internet-Based Retail Banking Services: Bank and corporate services such as Blockchain (technology for secure transaction recording), solutions for information systems, risk, and tax management (Abdellat, 2000, p. 70), services based on (Big Data) to enhance customer relationship management (buying behavior, savings habits, creditworthiness) and detect fraud through geolocation, encryption, and behavioral analysis (Allemawi, 2020, p. 186).

3.1.3.6 Payment Orders via Electronic Data Interchange (EDI): This refers to remote data exchange between the company and the bank via the bank's e-platform.

3.1.3.7 (Mobile Payments and Digital Wallets: Smartphone-based payments and digital wallets continue to thrive, facilitating daily transactions and reducing reliance on cash. According to Chuen, these technologies allow individuals to make complex payments with minimal effort, fostering more seamless commercial environments (Chuen, 2017, p. 120).

3.1.3.8 Financial Analytics (Big Data & AI): Financial analytics and artificial intelligence are critical FinTech domains. AI helps analyze large volumes of financial data to provide insights that support financial decision-making. According to Brynjolfsson &

McAfee, AI enhances financial efficiency through improved forecasting and evaluation techniques (Brynjolfsson & McAfee, 2014, p. 35).

3.2 Banks' Financial Performance

Banks continually strive to achieve growth and generate results with optimal efficiency and effectiveness. This is done through the use of control and management tools that rely heavily on financial performance indicators. Performance evaluation is a continuous and systematic process aimed at measuring and judging the outcomes achieved, comparing them to past results and future objectives (Khalis, 2004).

3.2.1 Key Indicators for Measuring Bank Financial Performance:

The importance of performance evaluation in banks has grown in recent years, in line with the expansion of banking activities and financial transactions. These indicators have become crucial for decision-makers to verify the optimal use of resources.

3.2.1.1 Operating Profit (Exploitation Result / Operating Result):

This is a key indicator of a bank's performance in its core activities. It represents the profit or loss generated from basic operational activities before accounting for taxes and extraordinary financial expenses.

$$\text{Operating Profit} = \text{Total Operating Revenues} - \text{Total Operating Expenses}$$

Operating revenues include: Interest received on loans, Commissions (e.g., banking service fees), Profits from financial operations (e.g., money market, foreign exchange) and Investment income (Vernimmen, 2014, p. 145)

Operating expenses include: Interest paid to depositors, Staff salaries, Rent and administrative costs, Loan losses (provisions for doubtful debts)

This result excludes taxes and non-operating gains or losses and helps evaluate how efficiently the bank uses its resources to generate core income.

3.2.1.2 Net Financial Result (Net Profit): This refers to the bank's profit or loss after deducting all expenses, including taxes, operating costs, and provisions. It serves as a comprehensive indicator of the overall financial performance of a banking institution. (Al-Arabi, 2020, p. 112)

3.2.1.3 Return on Equity (ROE): ROE measures the return generated on shareholders' equity and reflects the bank's overall performance—both operational and financial. It assesses how well the bank achieves its goal of maximizing shareholder wealth. Banks typically aim to increase ROE relative to risk levels. (Khaled Mohammed Ahmed Al-Jabri, p. 9)

$$\text{ROE} = \frac{\text{Net Profit}}{\text{Total Shareholders' Equity Revenues}}$$

(Umer Iqbal & Muhammad Usman, 2018, p. 73)

3.2.1.4 Return on Assets (ROA): ROA provides insight into the average profit generated per unit of assets. It serves as a measure of how effectively the bank manages its assets.

$$\text{ROA} = \frac{\text{Net Profit}}{\text{Total RAssets}}$$

(Roy Badar & Asif Saeed, 2013, p. 82)

3.2.1.5 Asset Utilization (AU): This indicator reflects how efficiently the bank uses and manages its assets and financial resources. It also illustrates the relationship between asset investments and generated revenues.

$$\text{AU} = \frac{\text{Total Revenues}}{\text{Total Assets}}$$

3.2.1.6 Profit Margin: This metric measures the net income generated for each monetary unit of total revenue, reflecting the bank's efficiency in managing and controlling its costs.

$$\text{Profit Margin} = \frac{\text{Net Income}}{\text{Total Revenues}}$$

3.2.1.7 Liquidity Indicators: Liquidity indicators measure the bank's ability to convert its assets into cash without incurring significant losses.

$$\text{Current Ratio} = \frac{\text{Current Assets}}{\text{Current Liabilities}}$$

(El-Ghali, 2009, p. 179)

$$\text{Current Ratio} = \frac{\text{Current Assets} - \text{Inventory}}{\text{Current Liabilities}}$$

$$\text{Deposit Ratios} = \frac{\text{Demand Deposits}}{\text{Current LTime and Savings Depositsliabilities}}$$

4. Tools and Methodology:

Interviews, observation, and annual financial reports related to the Algerian Popular Credit Bank (CPA) were used to collect the study's data.

4.1. The study variables were as follows:

Dependent Variable: The operating result (REXP), which is considered one of the key indicators of financial performance measurement for banks.

Independent Variables: Elements of financial technology obtained from reports at the level of the Central Bank for the Algerian Popular Credit Bank (CPA), which include:

- Electronic Banking Services (SBD)
- Electronic Data Interchange (EDI) Transfer Order Services

The statistical software EViews version 13 was used to process the study data and obtain the final results.

The descriptive approach was adopted for the theoretical part, while the case study method was applied in the field study.

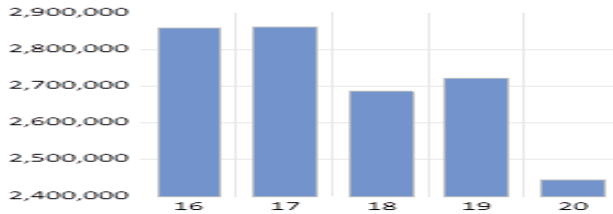
4.2. Discussion and analysis of results:

We will present and discuss the results obtained through the analysis of the data collected from the bank using the statistical software EViews version 13.

4.2.1 First Hypothesis "There is a moderate level of fintech application at the Algerian Popular Credit Bank (CPA) "

The results related to the volume of EDI services at the Algerian Popular Credit Bank were presented through the following Figure (1).

Fig 1. Level of SBD Services at the Algerian Popular Credit Bank (CPA)

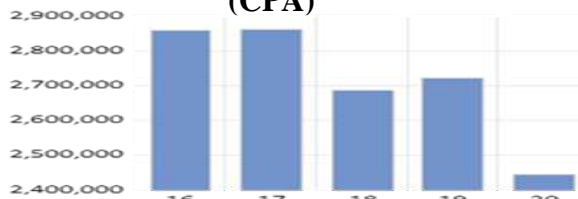


Source: Prepared by the researchers, based on the results of EViews 13 software.

From Figure1we observe that electronic banking services (SBD) were high in 2016, reaching a volume of 9,276 then decreased in 2017 to 5,716 and continued to decline significantly in the following year (2018) to 1,211However, they started increasing again in 2019, reaching 3,570, and then recorded a sharper rise in 2020, reaching 8,711.

This sudden increase can be explained by the partial limitation of traditional banking services and the shift towards remote banking services during the early period of the COVID-19 pandemic.

Fig 2. Level of EDI Services at the Algerian Popular Credit Bank (CPA)



Source: Prepared by the researchers, based on the results of EViews 13 software.

From Figure 02we observe that the volume of EDI servicesin 2016 reached 2,857,205, then declined in 2018 to 2,685,194A slight increase was recorded in 2019, with the volume reaching 2,721,698

but in 2020, there was a significant decrease, with the volume dropping to 2,444,886

From the above analysis, it is clear that the bank generally relies on financial technology services through SBD and EDI. However, there is a noticeable fluctuation in the volume of these services.

In conclusion, based on the above findings, the hypothesis stating that “There is a moderate level of fintech utilization at the Algerian Popular Credit Bank (CPA)” is confirmed.

2.5 Second Hypothesis “There is an effect of fintech elements on the financial performance of the Algerian Popular Credit Bank (CPA).”

To determine the effect of fintech elements on the financial performance of the Algerian Popular Credit Bank (CPA), it is necessary first to establish the existence of a relationship between financial technology and financial performance.

Then, the impact of the fintech dimensions on the bank's financial performance will be examined through the multiple regression model. The results obtained are presented in the following table.

Table 1. Results of the Improved Regression Model:

| Dependent Variable: REXP_B, Sample: 2016-2020, Included observations: 5 | | | | |
|---|-------------------|-----------------------|-------------|-------------|
| Variable | Coefficient | Std. Error | t-Statistic | Prob. |
| EDI | -33.311 | 9.836 | -3.386 | 0.042 |
| C | 149059914.826 | 26736272.288 | 5.575 | 0.011 |
| R^2 | 0.792 | Mean dependent var | | 58654744.2 |
| Adjusted R^2 | 0.723 | S.D. dependent var | | 6353016.965 |
| S.E. of regression | 3340288.323 | Akaike info Criterion | | 33.170 |
| Sum squared resid | 33472578250963.34 | Schwarz Criterion | | 33.013 |
| Log likelihood | -80.925 | Hannan-Quinn criter. | | 32.750 |
| F-statistic | 11.469 | Durbin-Watson stat | | 1.868 |
| Prob(F-statistic) | 0.042 | | | |

Source: Prepared by the researchers, based on the results of EViews 13 software.

From the table above, we observe the following:

- **R² (Coefficient of Determination):** The independent variables explain 90.4% of the variance in the dependent variable.
- **Pt (P-values):** The probability of error (significance level) for the two variables EDI and SBD are 0.052 and 0.285 respectively. Since both values are greater than 0.05, they are not statistically significant.
- **F (Fisher Test):** The overall model significance (general interpretation) is 9.4611.
- **PF (P-value of the F-test):** The overall model's statistical significance is 0.0955.
- **Durbin-Watson Statistic:** The value is 2.799, indicating the presence or absence of autocorrelation in the model residuals.
- We note that there is an effect of fintech elements on the operating result.

The estimated regression equation is:

$$\text{REXP} = -34.302 \times \text{EDI} - 624.528 \times \text{SBD} + 155,306,445.04$$

- **Improving the Regression Model:** This is illustrated in the following Table 2:

Table 2. P-values:

| Dependent Variable: REXP_B, Sample: 2016-2020, Included observations: 5 | | | | |
|---|-------------------|-----------------------|-------------|-------------|
| Variable | Coefficient | Std. Error | t-Statistic | Prob. |
| EDI | -33.311 | 9.836 | -3.386 | 0.042 |
| C | 149059914.826 | 26736272.288 | 5.575 | 0.011 |
| R² | 0.792 | Mean dependent var | | 58654744.2 |
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| Log likelihood | -80.925 | Hannan-Quinn criter. | | 32.750 |
| F-statistic | 11.469 | Durbin-Watson stat | | 1.868 |
| Prob(F-statistic) | 0.042 | | | |

Source: Prepared by the researchers, based on the results of EViews 13 software.

We observe that the p-value (PF) of the overall model significance equals 0.095, which is greater than 0.05. Also, the value of the Durbin-Watson statistic is 2.799, which is greater than 2, meaning the value falls within the ... region. To confirm this, we perform the Breusch-Godfrey test, and we obtain the following table:

Table 3. P-values:

| | | | |
|---------------|--------|---------------------|-------|
| F-statistic | 10.126 | Prob. F(1,1) | 0.193 |
| Obs R-squared | 4.550 | Chi-Square(1) Prob. | 0.032 |

Source: Prepared by the researchers, based on the results of EViews 13 software.

We find that the p-value associated with the variable SBD is 0.19, which is greater than 0.05 .

Therefore, we will eliminate the non-significant independent variables, namely the variable (SBD), from the model in order to obtain the results of the improved model, as shown in the following Table 4:

Table 4. Results of the Improved Regression Model:

| Dependent Variable: REXP_B, Sample: 2016-2020, Included observations: 5 | | | | |
|---|-------------------|-----------------------|-------------|-------------|
| Variable | Coefficient | Std. Error | t-Statistic | Prob. |
| EDI | -33.311 | 9.836 | -3.386 | 0.042 |
| C | 149059914.826 | 26736272.288 | 5.575 | 0.011 |
| Adjusted R ² | 0.792 | Mean dependent var | | 58654744.2 |
| S.E. of regression | 0.723 | S.D. dependent var | | 6353016.965 |
| Sum squared resid | 3340288.323 | Akaike info Criterion | | 33.170 |
| Log likelihood | 33472578250963.34 | Schwarz Criterion | | 33.013 |
| F-statistic | -80.925 | Hannan-Quinn criter. | | 32.750 |
| Prob(F-statistic) | 11.469 | Durbin-Watson stat | | 1.868 |
| Adjusted R ² | 0.042 | | | |

Source: Prepared by the researchers, based on the results of EViews 13 software.

From the previous table, we observe that the overall statistical significance of the model is $0.04 < 0.05$, which means that the model is statistically significant. We also notice that the p-value for the variable EDI is $0.04 < 0.05$, which indicates that the variable (SDI), related to financial technology, has a statistically significant impact on the bank's financial performance through the exploitation result. We obtain the following improved model:

$$\mathbf{REXP = -33.311 * EDI + 149,059,914.826}$$

Through this equation, we can predict one of the bank's financial performance indicators — namely, the bank's operating result — based on the financial technology element (EDI) used in the bank. This means that for every one-unit change in the volume of financial technology operations (EDI), the operating result, which reflects the financial performance of the Banque de Crédit Populaire Algérien (CPA), changes by 33.311 units.

Using this equation, we can also project future values for the time series over the next five years beyond the observed period and forecast the independent values.

Therefore, we accept the hypothesis stating that: "There is an effect of financial technology operations on the financial performance of the Banque de Crédit Populaire Algérien (CPA)."

5. Conclusion

The emergence of financial technology (FinTech) has significantly contributed to the financial development of financial institutions, including commercial banks—particularly Algerian commercial banks, such as the Banque de Crédit Populaire Algérien (CPA). Financial technology is considered an effective tool for improving fund management and organizing financial operations. It provides secure and convenient payment methods, such as mobile banking applications and digital wallets, enabling individuals and businesses to carry out financial transactions easily and quickly.

In addition, FinTech allows companies to analyze financial data more accurately and rapidly, enabling them to make better, data-driven

decisions based on financial figures and forecasts. It also helps companies improve financial risk management and reduce the probability of losses.

Furthermore, financial technology enhances transparency and financial inclusion, as it allows individuals and businesses to access financial services regardless of their location and at a lower cost. This contributes to promoting economic growth and achieving sustainable development.

The use of financial technology has a significant impact on financial performance across many sectors and companies. Through FinTech, financial operations are improved and accelerated, costs are reduced, and efficiency is increased. This is the conclusion reached through our research.

• **Study Findings:**

The Banque de Crédit Populaire Algérien relies more heavily on the EDI service compared to other electronic banking services (SBD).

There is a relationship between financial technology and financial performance at the CPA Bank.

The FinTech dimension, represented by the development of transactions using EDI, has an effect on the financial performance of the CPA Bank.

• **Recommendations:**

Work on providing the infrastructure necessary to achieve digital transformation at CPA Bank in order to adopt various FinTech services.

The bank should adopt FinTech solutions and modernize its procedures to keep pace with technological advancement.

Algerian banks, including the CPA Bank, should open up to research and development laboratories to enhance the integration of FinTech in banking operations, thereby improving the bank's financial performance.

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The Impact of Teachers' Cultural Background on the Quality of the Educational Process: a Field Study on Selected Primary Schools in the Municipality of Djelfa

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Received: 09-09-2025

Accepted: 01-10-2025

Published: 01-12-2025

Abstract:

This study aims to highlight the impact of teachers' cultural backgrounds on the quality of the educational process. A teacher's cultural background is a significant factor influencing classroom education, as the culture in which a teacher is raised plays a crucial role in shaping their teaching methods and interaction with students. The impact of cultural background manifests in various dimensions, including communication styles, understanding students' diverse needs, and classroom management strategies. It also influences how teachers address cultural differences among learners and determine appropriate teaching methods that accommodate such diversity. A teacher with broad cultural awareness can deliver educational content that aligns with students' backgrounds, fostering effective classroom interaction. Furthermore, it enhances mutual understanding and strengthens students' ability to engage actively in the learning process.

Keywords: Culture, Cultural Background, Educational Process, Learner, Quality, Teacher

1. Introduction

The educational process represents a comprehensive system of teaching methods, strategies, and learning techniques. It is a scientific study concerned with organizing learning environments where students interact to achieve specific cognitive goals. As a branch of educational sciences, the educational process relies on fundamental principles and theories related to curriculum components, teaching methods, classroom environment, and educational objectives.

Through cultural diversity, teachers can contribute to enriching students' understanding of various issues and linking knowledge to cultural and social realities. However, challenges may arise if a teacher's cultural background conflicts with students' needs or expectations, potentially negatively impacting the quality of education and the achievement of educational goals.

Based on this perspective, the study explores the issue of how teachers' cultural backgrounds influence the quality and effectiveness of the educational process.

Study Objectives:

- To explore the topic in-depth and comprehend its various dimensions as thoroughly as possible.
- To provide comprehensive answers to the research questions, supporting previous studies and shedding light on new aspects of the subject.
- To investigate and analyze the reality of teachers' cultural backgrounds in depth.

The Problem Statement

The educational process has long been a subject of interest for researchers and scholars, as human beings, created in the best form and endowed with intellect and willpower, strive to acquire knowledge. Knowledge serves as a powerful tool for nations in the modern era—a vast ocean explored by scientists and researchers to attain truth and understanding. It is the foundation of all advancements and developments witnessed globally.

However, the success of the educational process requires the adoption of effective teaching methods that align with contemporary needs and cater to learners' requirements. The teacher remains the central figure responsible for guiding the educational process and ensuring the effective achievement of its scientific objectives.

The teacher is the cornerstone of the educational system, entrusted with transferring knowledge to learners, simplifying concepts, and facilitating comprehension. However, their role extends beyond mere information delivery; they act as intellectual leaders who empower learners to solidify their acquired knowledge and apply it practically in their daily lives. This, in turn, enhances students' abilities to navigate real-world challenges and develop essential skills.

Learners are at the core of the educational process, with the teacher guiding them through various experiences within a continuous and integrated framework. Teaching is a dynamic activity designed to stimulate and facilitate learning. It involves a series of communicative actions and strategic decisions employed by the teacher within an educational context. Among the key competencies required for successful teaching is **effective communication**, which plays a fundamental role in achieving educational goals.

A teacher's cultural background significantly influences the educational process. Their personality and interaction with students directly shape learners' attitudes towards their future. Therefore, it is crucial for teachers to embody humanistic qualities, such as fairness, encouragement, a positive demeanor, and a passion for working with students.

A teacher's persona is highly respected in society. In this context, our study seeks to **examine the impact of teachers' cultural backgrounds on the educational process**. Accordingly, we propose the following central research question:

Main Research Question:

- To what extent does a teacher's cultural background affect the quality of the educational process?

Sub-questions:

- Are there obstacles related to teachers' cultural backgrounds that hinder their ability to manage the educational process effectively?
- Does a teacher's cultural background influence classroom dynamics and instructional effectiveness?

Research Hypotheses:

- There are obstacles related to teachers' cultural backgrounds that limit their ability to manage the educational process effectively.
- A teacher's cultural background influences the progression of the educational process within the classroom.

Definition of Key Terms:

- **Culture:** The term "culture" originates from the Arabic root, which can mean intelligence, refinement, knowledge acquisition, and quick learning. Historically, it was used to describe a knowledgeable and perceptive young man. Culture is defined as a set of values, customs, traditions, ethics, and cognitive frameworks that distinguish one society from another. It also includes symbols and meanings created by individuals through communication and interaction, forming a comprehensive system that reflects a society's identity and heritage. (*Toumi, 2016/2017, p. 40*)
- **Cultural Background:** This refers to the framework that shapes an individual's life experiences and reflects their membership in a particular human group based on factors such as gender, ethnicity, socioeconomic status, language, religion, and geographic region.
- **Thought:** Thought refers to the mental processes that enable individuals to conceptualize and organize the world around them, enhancing their ability to interact effectively to achieve goals and aspirations. (*Al-Dubaikhi, 2022, p. 47*)
- **Learner:** The learner is the core element of the educational process and its primary beneficiary. Schools are established and expanded to provide learners with all necessary resources to facilitate their educational journey. (*et al., 2002, p. 52*)

- **Teacher:** The teacher is responsible for instructing students in various subjects or a specific discipline. Often referred to as a "subject specialist," they oversee curriculum planning, classroom activities, and instructional strategies, ensuring alignment with modern educational trends. (*Al-Rahman, 2018, p. 10*)
- **Quality:** Quality is defined as "the degree to which an institution achieves its objectives according to specified standards of efficiency and excellence, with a focus on performance improvement and continuous fulfillment of stakeholders' needs." (*Amara, 2013, p. 22*)
- **Educational Process:** The educational process encompasses a series of activities and procedures conducted within the classroom to develop students' practical skills, enhance theoretical knowledge, and instill positive attitudes. It operates within an educational system that follows an input-processing-output model. (*Mustafa, 2018, p. 372*)

2. The Impact of Cultural Background Elements on Social Perceptions

The term cultural perception is closely related to the concept of culture, as social perceptions are shaped by fundamental cultural elements such as religion, which is a closed system of values, rituals, and practices. Religion, by influencing culture and shaping its dynamics, plays a significant role in instilling meanings, values, and symbols into society.

Social perceptions act as a medium that absorbs religious values and beliefs, influencing individuals' behaviors and understanding of social and psychological phenomena. The same applies to other cultural elements, including traditions, myths, beliefs, and symbols, all of which play a critical role in shaping social perceptions. The integration of these cultural components contributes to collective thinking, which, in turn, influences individual thought patterns and behaviors.

These diverse cultural elements affect perception, understanding, and awareness, both at an individual and collective level, in interpreting surrounding phenomena, including health-related issues and their treatment approaches. (*Al-Qader, 2016/2017, p. 47*)

3. The Reality of the Educational Process in the Algerian Educational System

3.1. Teaching Staff (Teachers)

Teachers serve as one of the fundamental pillars of the educational process. As a result, educational institutions have placed significant emphasis on teacher training programs, integrating innovative methodologies focused on modern teaching strategies. Traditional training methods have been replaced with advanced training modules designed to enhance teachers' competencies. These programs now cover various aspects of education, including professional practice, pedagogical knowledge, and professional engagement.

Studies indicate that teachers have a substantial impact on students' learning outcomes, with effective teachers playing a crucial role in improving learners' academic performance.

3.2. Knowledge Content

The educational curriculum has undergone continuous reforms to align with students' needs and contemporary societal demands. The shift towards pragmatic learning has ensured that educational content not only equips learners with theoretical knowledge but also prepares them to face real-life challenges. Moreover, curricula are designed to reflect socially accepted values within the community.

3.3. Teaching Methods

The effectiveness of the teaching-learning process depends on the strategies employed to deliver knowledge to learners. Given the limitations of traditional methods, which focus primarily on rote memorization and passive learning, educational reforms have introduced active learning strategies that place students at the center of the learning experience. These methods emphasize practice and interaction and have been integrated into teacher training programs as well as revised curricula.

This pedagogical shift is driven by several key factors:

- Restoring the learner's active role in the educational process.
- Transitioning from a memorization-based model to a critical thinking-oriented approach. (*Zemam, 2021, p. 696*)

- Preparing learners to develop lifelong competencies by fostering independent learning, adaptability, and problem-solving skills.

To implement these pedagogical changes, reforms have necessitated adjustments in curriculum design, teacher training, and administrative frameworks.

3.4. Educational Resources

Modern educational systems increasingly rely on technological tools to enhance learning experiences. The integration of audiovisual materials, digital platforms, and interactive content has significantly improved communication and instructional delivery.

Unlike past approaches that relied on simplistic and outdated resources, the Algerian educational system has witnessed notable advancements in this area, as mandated by Education Orientation Law No. 08/04 (January 23, 2008, Articles 89-94).

3.5. Assessment and Evaluation

Assessment is a fundamental process in education, aimed at gathering information to inform decision-making about learning progress. With the competency-based approach adopted in Algerian education, traditional assessment methods have been re-evaluated.

A new evaluation model has been introduced, focusing on measuring the actual acquisition of competencies and skills rather than solely testing theoretical knowledge. Teachers now use qualitative criteria to assess performance, enabling a more comprehensive evaluation of students' learning progress.

3.6. Communication

Effective teacher-student communication is one of the primary determinants of a successful educational process. Studies show that a strong teacher-student relationship significantly enhances learning quality.

To improve communication, recent curriculum reforms have incorporated pedagogical communication techniques, including:

- Mediation skills to resolve classroom conflicts.

- Instructional design strategies tailored to diverse learning styles.
- Classroom management techniques to optimize student engagement.

These aspects have been integrated into teacher training programs in accordance with the Ministerial Decree of the Algerian Ministry of National Education (August 24, 2015).

3.7. Interaction

Teacher-student interaction is a core element in enriching the educational experience and ensuring smooth adaptation within the learning environment. Interaction facilitates knowledge exchange and encourages active participation, thereby strengthening the learning process.

Educational reform policies have recognized the importance of fostering dynamic teacher-student relationships, leading to the development of strategies that promote meaningful interactions within classrooms. These initiatives aim to enhance the overall effectiveness of the educational process and create a stimulating learning environment. (*Zemam, 2021, p. 697*)

4. Requirements for the Success of the Educational Process in the Algerian Educational System

To ensure the effectiveness and quality of the educational process, several key requirements must be met within the Algerian educational system:

- **Qualified Teachers:** The presence of teachers equipped with the necessary pedagogical and professional skills to effectively perform their educational duties.
- **Well-Structured Curricula:** The development of well-designed curricula that align with learners' needs and reflect the characteristics of their environment. These curricula should be prepared with input from experts and professionals to ensure their relevance and effectiveness.
- **Modern Educational Tools:** The integration of technological tools such as computers and other digital learning aids to enhance the learning experience.

- **Stakeholder Engagement:** Encouraging participation from parents, educational administrators, and policymakers in discussions aimed at overcoming challenges in the educational process.
- **Advanced Evaluation Systems:** The establishment of assessment frameworks that align with modern educational trends and ensure the effectiveness of student evaluation methods.
- **Teacher Autonomy:** Allowing teachers flexibility in adapting curricula to meet the unique needs of their students while ensuring alignment with educational objectives.
- **Lesson Planning:** Teachers should carefully plan their lessons, considering student characteristics, instructional methods, content delivery, time management, and appropriate teaching aids.
- **Flexibility in Teaching:** Teachers should be adaptable, modifying their lesson plans as needed to emphasize key learning points based on student needs, even if this requires revising their initial instructional approach.
- **Field Research and Practical Activities:** Teachers should engage in field studies, research, and practical activities such as conducting experiments and writing reports. These activities provide valuable learning opportunities that enhance student engagement and encourage active participation in the educational process. (*Zemam, 2021, pp. 697-698*)

5. Challenges Facing the Educational Process in the Algerian Educational System

Despite ongoing educational reforms, several obstacles hinder the efficiency and success of the learning process:

- **Frequent Curriculum Revisions:** The constant modifications to curricula and textbooks have disrupted the continuity of the educational process. The adoption of the **competency-based approach** has required **specialized teacher training and adequate pedagogical resources**, which remain insufficient in many cases.

- **Knowledge-Centered Teaching Approach:** The emphasis on **rote memorization and knowledge retention** over **critical thinking and analytical skills** limits students' ability to develop higher-order cognitive abilities.
- **Traditional Assessment Methods:** Educational evaluation continues to rely on **outdated assessment techniques** that focus solely on **academic performance**, disregarding the diverse competencies and skills of students.
- **Ineffective Implementation of Evaluation Frameworks:** The **lack of systematic assessment mechanisms** limits teachers' ability to accurately measure students' progress and learning outcomes.
- **Insufficient Teacher Training:** Many educators are recruited **directly from universities** without receiving specialized training tailored to the requirements of modern teaching practices. Given that teachers are **the backbone of the educational process**, inadequate preparation affects the quality of instruction.
- **Neglect of Essential Educational Elements:** Several fundamental components, such as **teaching aids, structured pedagogical guidance, and instructional supervision**, are often overlooked, leading to an uninspiring learning environment.
- **Weak Educational Documentation:** The lack of **proper pedagogical documentation**, including instructional materials, lesson plans, and official reference documents, hampers effective teacher-student interaction and reduces the overall efficiency of the educational process. (*Zemam, 2021, p. 698*)

Applied Study

6. Research Methodology

Scientific research methodology refers to the rules, principles, and procedures established by experts, which researchers follow to achieve accurate and reliable scientific results. The researcher must define the methodological approach used in their study, clarify the research tools and techniques employed, and justify their selection of the chosen methodology.

6.1. Descriptive Method

The descriptive method is a scientific approach that focuses on studying a phenomenon as it exists in reality, aiming to describe it accurately. This method can express the phenomenon in either:

- **Qualitative terms**, by identifying its characteristics and features.
- **Quantitative terms**, by measuring its extent and correlation with other phenomena. (*Al-Dhanibat, 1995, p. 129*)

6. Population and Sample Selection

6.1. Target Population

- **Definition of Research Population:** In the field of social sciences, a research population is defined as "a predetermined set of elements, either finite or infinite, that serves as the basis for observations." (*Angers, 2004, p. 298*)
- The target population of this study consists of primary school teachers in the municipality of Djelfa.

6.2. Sample Selection

- According to Saïd Saboun, sample selection is "the process of extracting a portion from the whole to test research hypotheses, as researchers cannot examine all units of the study population." Thus, sampling is considered a reduction of the research universe by selecting a representative subset. (*Grady, 2012, pp. 135-136*)
- Based on the study's objectives and the nature of the research topic, the study adopted a simple random sampling technique to ensure objectivity in the selection process.

7. Data Collection Tools

7.1. Questionnaire (Survey)

The questionnaire is one of the most commonly used tools in social research. It is defined as "a direct method of posing questions to individuals in a structured manner, where responses are pre-determined, facilitating

quantitative processing to uncover statistical relationships and comparisons." (Angers, 2004, p. 204)

7.2. Statistical Analysis Methods

Following data collection through the selected tools (questionnaire and interviews), the data was analyzed using SPSS (Statistical Package for the Social Sciences). This allowed for processing and testing research hypotheses, computing statistics, and deriving conclusions from the study results. (Nadia, 2017, p. 427)

The following statistical formula was applied:

- **Percentage Calculation:** $(\text{Number of occurrences} \times 100) / \text{Total sample size}$ (Salvatore, 1997, p. 102)

8. Presentation and Discussion of the First Hypothesis: "There are obstacles that affect teachers' cultural background and limit their ability to manage the educational process effectively."

Table (1): Relationship Between Gender and Error Handling in the Classroom

| Response | | Gender | | Total |
|--|--|--------------|--------------|--------------|
| | | Male | Female | |
| How do you deal with mistakes in the classroom | Correcting the mistake | 11 68.75% | 8 38.09% | 19 51.35% |
| | Talking to the student and advising them | 4 25% | 10 47.61% | 14 37.83% |
| | Re-explaining | 1 6.25% | 3 14.28% | 4 10.81% |
| | Total | 16 100% | 21 100% | 37 100% |

The table illustrates the **relationship between gender and methods of handling errors in the classroom:**

- **51.35%** of the total sample preferred to **correct the mistake directly**, with **males representing the majority (68.75%)**, while **females accounted for 38.09%**.
- **37.83%** of respondents preferred to **talk to the student and offer guidance**, with this approach being **more common among females (47.61%) than males (25%)**.
- **10.81%** of the sample preferred **re-explaining the concept**, with **females (14.28%) employing this strategy more than males (6.25%)**.

The majority of participants correct errors directly, with male teachers being more likely to adopt this approach. Error correction is an essential part of the learning process, as it helps students identify and rectify mistakes. This strategy aligns with modern pedagogical principles, which consider error correction as an educational tool that enhances the learning experience.

Table (2): Relationship Between Age and Communication with Students

| Response | | Age | | | Total |
|--|-------|-------------------------|-------------------------|--------------------|--------------|
| | | From 25 to 35 years old | From 35 to 45 years old | Above 45 years old | |
| Do you find it difficult to communicate with students | Yes | 3 18.75% | 3 18.75% | 3 60% | 9 24.32% |
| | No | 13 81.25% | 13 81.25% | 2 40% | 28 75.67% |
| | Total | 16 100% | 16 100% | 5 100% | 37 100% |

The table illustrates the **relationship between age and teachers' communication with students**:

- The **majority of respondents (75.67%) reported no difficulty in communicating with students**. The highest percentage of this response came from teachers aged **25–35 years and 35–45 years (both 81.25%)**, whereas only **40% of teachers aged 45+** reported no difficulties.

- **24.32% of the sample** admitted facing **challenges in communication**, with the **highest percentage (60%)** observed among teachers **aged 45 and above**. In contrast, only **18.75% of teachers aged 25–45 years** reported communication difficulties.

The results suggest that most teachers do not face difficulties in communicating with students, particularly those between 25 and 45 years old. Communication between teachers and students is a fundamental aspect of effective education, as information alone cannot be effectively absorbed without an engaging and clear instructional style.

Effective teacher-student interaction plays a key role in student success, as the teacher should act as a mentor and guide, ensuring that knowledge is conveyed in an understandable and motivating manner.

Table (3): Relationship Between Teaching Experience and Communication Difficulties

| Response | | Seniority in education | | | Total |
|--|-------|------------------------|--------------------|--------------------|--------------|
| | | From 1 to 5 years | From 5 to 10 years | More than 10 years | |
| Do you find it difficult to communicate with students | Yes | 3 27.27% | 2 16.66% | 4 28.57% | 9 24.32% |
| | No | 8 72.72% | 10 83.33% | 10 71.42% | 28 75.67% |
| | Total | 11 100% | 12 100% | 14 100% | 37 100% |

The table examines the **relationship between teaching experience and communication difficulties**:

- **75.67% of the respondents** reported **no communication difficulties**, with the **highest percentage (83.33%)** found among those with **5–10 years of experience**. This was followed by **teachers with 1–5 years of experience (72.72%)** and those with **10+ years of experience (71.42%)**.
- Conversely, **24.32% of respondents** admitted experiencing **communication difficulties**, with the **highest percentage (28.57%)** recorded among teachers **with over 10 years of experience**,

followed by **27.27% among those with 1–5 years of experience**, and **16.66% among those with 5–10 years of experience**.

The findings indicate that most teachers, particularly those with 5–10 years of experience, do not struggle with communication. This suggests that early-career teachers and highly experienced teachers may face more challenges in effectively engaging with students.

Effective communication in education is crucial, as it facilitates idea exchange, fosters cooperation, and enhances the overall learning environment. Teachers who maintain strong communication skills can create a harmonious and interactive classroom, reducing potential learning barriers and ensuring a smooth educational process.

Table (4): Relationship Between Student Participation in Lesson Construction and Teacher Rewards for Contributions

| Response | Rewarding Students | | Total |
|---|--------------------|---------------|----------------|
| | Yes | No | |
| Do you like students to participate in lesson development? | | | |
| Yes | 33 (97.05%) | 1 (33.33%) | 34 (91.89%) |
| No | 1 (2.94%) | 2 (66.66%) | 3 (8.10%) |
| Total | 34 (100%) | 3 (100%) | 37 (100%) |

This table examines the **relationship between student participation in lesson construction and the teacher's approach to rewarding students for their contributions**:

- **91.89% of respondents** encourage **student participation** in lesson-building and reward them for their contributions.
- The highest percentage of teachers who **reward students (97.05%)** actively encourage participation.
- In contrast, **66.66% of teachers who do not reward students** also discourage their participation in lesson-building.

The findings suggest that **most teachers prefer to involve students in constructing the lesson and reward them for their contributions**. Modern

educational strategies emphasize **active student engagement**, shifting away from **traditional teacher-centered instruction**.

By making lessons **interactive and participatory**, classrooms **become dynamic spaces** for intellectual and logical exchanges, where learning is not just about transmitting information but also about **co-constructing knowledge**.

8. Analysis and Discussion of the Second Hypothesis: "A Teacher's Cultural Background Influences Classroom Dynamics and the Learning Process"

Table (5): Relationship Between the Use of Diverse Teaching Strategies and the Teacher's Influence on Student Understanding

| Response | Do you think the delivery of information to students depends only on the teacher's method? | | Total |
|---|--|-------------|------------|
| | Yes | No | |
| Do you rely on a diverse strategy for effective teaching? | | | |
| Yes | 6 (85.71%) | 22 (75.86%) | 28 (75.7%) |
| No | 1 (14.28%) | 8 (27.58%) | 9 (24.3%) |
| Total | 7 (100%) | 29 (100%) | 37 (100%) |

This table examines the **relationship between employing diverse teaching strategies and the perception that student comprehension depends solely on the teacher's instructional style**:

- **75.7% of respondents use diverse teaching strategies and believe that student understanding is not solely dependent on the teacher's style.**
- **Among those who believe that student comprehension depends solely on the teacher's approach, 85.71% still employ diverse teaching strategies.**

- **24.3% of respondents** do not use varied strategies, with **27.58% of them** believing that student understanding is not entirely dependent on the teacher’s approach.

The results indicate that **most teachers use diverse teaching methods** and acknowledge that **student learning is not solely determined by the teacher’s style**.

Effective teaching involves a **combination of instructional strategies**, integrating **various pedagogical models** to maximize learning outcomes. The learning process is **not limited to the teacher’s delivery** but also **depends on the curriculum, student engagement, resources, and classroom dynamics**.

Modern **teaching strategies** extend beyond direct instruction to include **interactive discussions, group work, problem-solving exercises, and multimedia resources**, ensuring a **comprehensive and engaging educational experience**.

Table (6): Relationship Between Educational Objectives and Time Allocated for Teaching

| Response | | Is the allocated time for teaching the subject in terms of presentation and application? | | | Total |
|--|-------------------------|--|----------------|--------------|--------------|
| | | Enough | To some extent | Insufficient | |
| Are the educational objectives in the curriculum | Investigator? | 0 00.00 | 5 %27.77 | 1 %11.11 | 6 %16.21 |
| | Detective some of them? | 8 %80 | 13 %72.22 | 6 %66.66 | 27 %72.97 |
| | Unverified? | 2 %20 | 0 %00.00 | 2 %22.22 | 4 %10.81 |
| | Total | 10 %100 | 18 %100 | 9 %100 | 37 %100 |

This table examines the **relationship between educational objectives as outlined in the curriculum and the time allocated for teaching**:

- **72.97% of respondents** indicated that **only some of the objectives** were achieved. Among them:

- **80%** found the allocated time **sufficient**.
- **72.22%** believed it was **somewhat sufficient**.
- **66.66%** felt the time was **insufficient**.
- Only **16.21% of respondents** believed that **all objectives were fully achieved**, mostly among those who considered the allocated time **somewhat sufficient (27.77%)** or **insufficient (11.11%)**.
- **10.81% of respondents** reported that **none of the objectives were met**, with the highest percentage (22.22%) in the group that found the time **insufficient**.

Most teachers believe that **only part of the educational objectives** are met within the given time, suggesting that while time constraints exist, they are not the only determining factor.

Educational objectives **define what students should learn** and translate into **observable and measurable behaviors**. Thus, **clear objectives and appropriate time allocation** are critical to **the success of the learning process**.

Table (7): Relationship Between Teaching Methods, Educational Tools, and Lesson Quality

| Response | Is your presentation of educational lessons within the department in accordance with | | | Total |
|---|--|--------------|----------------------------------|--------------|
| | | Program | According to the student's level | |
| Do you use modern methods and means in your teaching? | Yes | 11 %61.11 | 16 %84.21 | 27 %72.97 |
| | No | 7 %38.88 | 3 %15.78 | 10 %27.02 |
| | Total | 18 %100 | 19 %100 | 37 %100 |

This table explores **the relationship between the use of modern teaching strategies and the quality of lesson delivery**:

- **72.97% of respondents use modern teaching methods and tools.** Among them:
 - **84.21% tailor their lessons to students' levels.**
 - **61.11% deliver lessons based on the curriculum requirements.**
- **27.02% of respondents do not use modern methods.** Among them:
 - **38.88% follow the curriculum strictly.**
 - **15.78% adjust lessons according to students' levels.**

Most teachers **incorporate modern teaching tools and strategies**, adapting their methods **to suit students' abilities** rather than relying solely on **the structured curriculum**.

Modern teaching techniques optimize **lesson delivery and time management**, ensuring that students **grasp content effectively** while considering **psychological and social factors** that influence learning.

9. Discussion of the Findings:

- **Limited Cultural Awareness:** Teachers who lack experience or sufficient knowledge about the diverse cultural backgrounds present in their classrooms may struggle to connect with students from different cultural contexts. This can hinder effective communication and reduce their ability to understand students' unique needs.
- **Unconscious Bias:** Some teachers may hold unconscious biases toward certain cultures or social backgrounds, which can influence their classroom behavior. This could manifest as favoritism, unequal treatment, or using teaching methods unsuitable for all students, potentially limiting student engagement and participation.
- **Mismatch Between Curriculum and Student Reality:** The curriculum may not align with students' cultural backgrounds or local societal needs, making it difficult for teachers to convey knowledge effectively. If the curriculum fails to reflect classroom diversity, students from different backgrounds may feel excluded, leading to lower engagement in learning activities.

- **Social and Economic Conditions:** Some teachers' cultural and social backgrounds may prevent them from fully understanding the challenges faced by students from disadvantaged or economically struggling families. A better understanding of these socio-economic realities can help teachers adapt their teaching methods to better support all students.
- **Teaching Strategies and Student Interaction:** A teacher's cultural background shapes their teaching style and classroom interactions. Those raised in specific cultural environments may adopt traditional or group-oriented teaching methods, which might work well for some students but may not be suitable for all learning styles.
- **Classroom Communication:** Effective classroom communication requires a deep understanding of students' diverse backgrounds. Teachers whose cultural experiences differ significantly from those of their students may struggle to express ideas effectively or misinterpret students' behaviors, leading to communication barriers.
- **Motivation and Discipline:** Teachers' motivational techniques are often shaped by their cultural upbringing. However, certain methods of encouragement (such as public praise or social rewards) may not be effective for students from different cultural settings, potentially leading to discomfort or disengagement.
- **Adaptability to Student Needs:** Teachers with strong cultural awareness are more likely to adjust their teaching approaches to meet diverse student needs. Those who possess flexible cultural perspectives can better adapt to different learning styles, fostering a more inclusive and effective educational environment.

Conclusion

The teacher's cultural background plays a crucial role in determining the quality of the educational process. As the central figure in the learning environment, the teacher's cultural experiences influence their teaching methods, communication styles, and evaluation strategies. This impact extends beyond instructional techniques to student motivation, engagement, and the ability to manage cultural diversity within the classroom.

A teacher's cultural awareness is essential for creating an inclusive and interactive learning environment. A deep understanding of students' backgrounds enhances positive teacher-student interactions, while a lack of cultural sensitivity can lead to communication gaps and misinterpretation of student needs, ultimately affecting learning outcomes.

By promoting cultural awareness and continuous professional development, teachers can enhance their adaptability, making them more effective in addressing the needs of diverse learners. Additionally, adopting flexible and inclusive teaching strategies that consider students' cultural differences can significantly improve educational quality and effectiveness.

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The Intangible Folk Heritage of the Tuareg of Ahaggar in the Southeast of Algeria

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Received: 03-08-2025 Accepted: 10-10-2025 Published: 01-12-2025

Abstract:

This study explores the importance of preserving the intangible folklore of the Ahaggar region in southern Algeria, emphasizing the urgent need to protect it from cultural erosion caused by globalization and rapid technological change. These factors pose a threat to Arab-Islamic identity and cultural uniqueness. Algeria's diverse cultural and intellectual legacy, shaped by the succession of civilizations and historical events, highlights the responsibility of researchers in safeguarding national identity. The research underscores the necessity of preserving intangible folk traditions and calls upon authorities to implement immediate strategies, including the creation of museums and cultural centers dedicated to documentation and preservation. It also advocates support for individual and grassroots efforts in heritage conservation. The study concludes that sustainable preservation depends on active transmission across generations, and on collective awareness and participation. Ensuring continuity requires reviving traditions, raising awareness, and removing barriers that threaten the survival of this rich cultural heritage.

Keywords: Ahaggar, heritage preservation, intangible heritage, popular heritage, Tuareg

1. Introduction :

This study falls within the framework of what is known as popular culture. Popular culture is defined as everything that reflects the material and spiritual aspects of people's lives, and it is also referred to as the popular heritage that the people have inherited or created to meet their living desires. It includes literature, arts, crafts, customs, beliefs, artifacts, and architecture.

Popular culture differs from official culture, just as popular literature differs from formal and classical literature in terms of form, language, and even philosophy. The scope of this study is limited to the intangible popular heritage in the Ahaggar region in southeastern Algeria.

The importance of this research lies in the significance of the subject matter it addresses, namely the intangible popular heritage, which constitutes a national wealth that is not limited to a certain generation, but rather a right for all people and for different generations. It also represents a document of covenant between the previous, current, and future generations, and acts as a link between ancestors, parents, children, and grandchildren. The past lives on in the present, but it may also fade away as people's awareness of it diminishes or as they turn away from it. Therefore, the issue at hand is one of rescuing what can be saved from what remains of our neglected heritage.

2. The Importance of Folk Heritage:

Folk heritage is considered an essential part of the history, civilization, and identity of any nation. It documents and reveals the roots of that nation, and is a clear and honest recording of its most significant events. Many civilizations have disappeared, but their heritage is the only means that gave those civilizations their identity. We can deduce the greatness of those civilizations through their archaeological buildings or the oral legends that have reached us.

If we want to know the history of any city, we must return to its heritage and all the traces it left behind, and link it to the period and history in which its people lived. Heritage also contributes to the study of cultural history and social life by rearranging past historical periods or using the method of historical reconstruction used by researchers in scientific research. Heritage provides a direct service in the process of cultural change, knowing its factors, speed, and directions, and this is important for studying the history of culture and sociology. Heritage also helps us to analyze the relationships of interaction and mutual influence between different cultures.

In general, the heritage of the Algerian people is rich and diverse in its forms and types. It does not only come from the differences in the nature of the geographical and social regions, but it also comes within the framework of the same region. You can see a small area with a defined geographical framework carrying different patterns of the same heritage color, whether in its artistic form or its human content, due to its many aspects of the Algerian human life. This heritage still exists to this day, as we can witness the beauty and magnificence of its multiple images that manifest in the villages, countryside, and cities of Algeria.

The folk heritage, whether material or non-material (oral), is considered rich in its diverse elements, some of which are threatened with extinction in certain regions. This calls for renewed emphasis on the importance of addressing the state of the folk heritage and preventing its disappearance. The components of folk heritage are the same as those since the dawn of humanity, including gestures, signs, words, actions, and culture. As for the components of oral heritage, they include all spiritual aspects falling under the umbrella of folk literature, songs, customs, traditions, beliefs, knowledge, religious and popular rituals, and more.

3. A historical and Geographical Overview of the Ahagar Region:

The area of the Algerian Sahara is approximately 1,987,600 square kilometers, which covers an area of approximately 90% of the

total area of Algeria, estimated at 2,195,100 square kilometers (Halimi, 1968, p5).

The Ahaggar region is located in the far southeast of Algeria, with a rich history dating back to ancient times as evidenced by the ancient rock paintings(Halimi, 1968, pp12-14).. Most of the Ahaggar Mountains are the result of volcanic disturbances, with their peaks still prominent to this day in the form of cone-shaped formations rather than extended mountain ranges. The region still boasts high peaks, reaching up to nearly three hundred thousand meters, including Mount Tahat, the highest mountain peak in Algeria(Sari, 1983, p20) with a height of 2819 meters.

The region is characterized by a hot and dry desert climate, with almost no rainfall in its northern parts, and a dry tropical climate with few rainy months and long dry seasons. Historical sources indicate that the Sanhaja tribes (also known as Al-Mulathameen) were among the first tribes to settle in the region, long before the Islamic conquest of North Africa. The most important of these tribes include Lamtuna, Kedala, Msufa, and Lemta, all of which belong to the Al-Mulathameen tribes, which played a role in the establishment of the Almoravid movement in the Sahara (Ibn Khaldun, 1959, v6, p206).

It is worth mentioning that a small group of the Sanhaja Almohamid people have preserved their purity, they are the Tuaregs (Imuhagh or Imohag), who originate from the Amazigh people and are nicknamed "Almaseemen". This is because they wear veils on their faces, while their women are bare-faced and they speak an old Amazigh dialect called "Tamahaq" or "Tamashaq" with its letters from Tifinagh. These people live on animal husbandry and a small part of agriculture (Bissuel, 1988, p 29).

The most important tribe that prevailed in the region of Ahaggar is the Koul-Ghala tribe. As for the Taytoq tribe, they were forced to migrate to Mali with the arrival of the first waves of French occupation of the region, which led to the confiscation of their lands (Betka, 2012, pp. 270-273).

The Tuaregs are part of a social tribal structure that is under the control of the tribe leader. They embraced Islam since the Islamic conquest of North Africa and belong to the Maliki school of thought (Salvy, 1955, pp 93-100).

The veil is considered one of the most prominent features of the distinctive attire of the Tuaregs (Imuhagh or Imohag) of the Hoggar region. It is a type of turban that is wrapped in a specific way according to certain length and width measurements. The veil is usually worn only by wealthy men and nobles, as it is considered sacred to them unlike slaves, who do not cover their faces completely. The Tuareg people do not allow anyone to see their faces, not even their own family and closest friends. They wear the veil all day and also at night, and sometimes even when sleeping. During meals, the veiled person reveals their mouth to eat. Some of them may lift the veil and place the food inside their mouth, while others may take their food aside to eat it in privacy so that no one can see them. The veil is considered one of the most distinctive elements of the dress of the Tuareg people of the Sahara. It is a long colored and embroidered piece of cloth that covers the head, forehead, neck, and face, leaving only the eyes visible, which are covered by a piece of the same cloth (Duveyrier, 1864, p. 406) .

The Tuareg veil is approximately twelve (12) meters long and made of thin fabric in blue, black, or white color. It is used as a symbol of respect for social traditions that consider wearing the veil as a sign of modesty and dignity.

Currently, the population of the Ahaggar region is a mixture of diverse human elements with multiple origins from the North African coast, indicating the extent of cultural interaction that occurred between African culture and its Islamic counterpart.

Until recently, the tribes of Ahaggar lived in tribal federations that were under the control of a leader, or as they call him "Amenokal", meaning the keeper of the reins. He is usually characterized by wisdom, and his wisdom qualifies him to make

decisive decisions regarding tribal affairs, such as war and peace. He is the one who governs in disputes, and his word is final in matters that are difficult to resolve for leaders of the tribes that branch off from the main tribe. He is also considered a spiritual leader and no individual from the tribe can object to his opinion in all matters presented to him. He is a sovereign without a throne, and people owe him loyalty and obedience, and they turn to him in matters that are difficult to resolve in social affairs and life conflicts (Hogari,1975, pp 583-609).

In addition, this position is traced back to the dominant tribes and nomination to it is done through inheritance. It is customary for the Tuareg people to assume the rule after the Sultan's death by his nephew, and if there is no male heir, it is transferred to one of his second-degree relatives, such as grandmothers' and aunts' children. The election is always from the mother's side and not from the brothers or even the children because the Tuareg people believe that "the nephew carries in his blood the pure lineage of the Sultan more than the brothers and children whose blood purity may be doubted"(Al-Qashat, 1989, p. 48).

It is well known that the Tuaregs of Algeria participated effectively in resisting the French occupation. In fact, their first battle against the French dates back to 1881 during the reign of Aminokal Ahitaghel Ag Mohamed Biska (1877-1908). This battle took place in Wadi-In-Ahawen near Tin Terabine, which is part of the Tamanghasset province. In this battle, a French officer with the rank of colonel was killed. In the same year, the revolution of Sheikh Amoud Ben Mokhtar (1928) occurred, and he managed to defeat a French unit near Bir Djemma Musa and kill its commander, Flatters. One of the most famous battles that the Tuaregs later fought was the Battle of Tit in 1902, in which they killed the entire attacking French group, including its commander Countess (Al-Eid Beshi, 2013, pp. 31-44).

The Tuaregs of Ahaggar did not hesitate to join the glorious liberation revolution and support the rear bases of the revolution, especially in Mali and Niger. The position of the Tuaregs, led by Akhamouk Baï, who rejected de Gaulle's divisive project for the Algerian Sahara, will remain one of the immortal positions in the history of contemporary Algeria.

4. Aspects of Non-material Cultural Heritage in the Ahaggar Region:

4.1. Folk Literature among the Tuareg (Al-Qashat, 1989, p. 125)

Folk literature in the Sahara relies on memory and oral storytelling, which are often lost with the death or departure of the traditional keepers of poetry and stories. This is due to the nomadic lifestyle of the people and the lack of a fixed literary canon. As a result, this literature is often limited and narrow in scope (Al-Arabi, 1983, p. 204).

The Tuaregs were interested in poetry recitation during the debates that took place in the evenings of the locals, but their poetry was passed down through generations via oral tradition and was never written down. That is, until Charles de Foucauld (Foucauld, 1858,) came to Tamanrasset in 1905 and endeavored to collect Tuareg poetry verses. He became particularly attached to Dassine , a Tuareg woman known for reciting and singing poetry to the rhythms of the Amzad.

In general, the Tuaregs do not have a written literature that is passed down through generations, increasing or decreasing in value, or that evolves over time. Rather, they have an oral literature that is transmitted from one generation to another through observation, with the elders passing it on to the young through continuous storytelling, whether in the form of poetry or stories that children hear in the gatherings of their fathers. We also see examples of sayings that are spoken according to their place and time, or poems that preserve their stories and verses.

Like all peoples on earth, the Tuaregs have customs in various forms, including poetry, prose, stories, small plays, rare events, proverbs, and wisdom dictated by experience, life battles, and struggles with it.

The constant nomadic life, the vast emptiness, the long desert nights, and the longing and nostalgia for the homeland, along with the love of performance, are all motivations that drive the Bedouin to compose poetry, sing it, and recite popular desert poetry. It is born in a narrow region and echoed by the people, who are captivated by it for a certain period of time. When it becomes widespread and they grow tired of repeating and singing it, they forget it and turn to embrace the new narrative to captivate their ears.

That is indeed a general phenomenon in desert literature everywhere, but the Tuareg region in the Sahara Desert is an exception to this rule. In terms of its abundant production of poetry, it has reached us through generations. This poetry, as a whole, does not deviate in its purpose and style from desert poetry. Its themes revolve around love for women and singing about their beauty, lamenting the absence or loss of a beloved, praising the beauty of camels, and boasting about bravery in battles or raids, or expressing love for the homeland. Tuareg poets, in most cases, compose and recite their poems during gatherings by the warm fire or under the moonlight reflected by the warm sand (Bouchareb, 1995, p59). These cozy poetic evenings and gatherings, which are enlivened by cups of mint or plain green tea, are called "Ahel" by the Tuareg people. Alongside poetry, Saharan literature in general, and specifically Tuareg Amazigh literature, includes proverbs that are often repeated for preaching and insight, as well as stories that do not differ in terms of theme and inspiration from poetry. It also encompasses popular sayings and wisdom that adults are keen on memorizing and internalizing in their memories to recite on appropriate occasions.

4.2. Tuareg popular proverbs

Tuareg popular proverbs are considered one of the prominent elements and among the most important oral narrative traditions in folk culture. The significance of proverbs in folk culture lies in their ease of circulation and transmission across generations (Murthad, 1982, p 192). The Tuareg people have an oral literary tradition that revolves around historical stories, tales of heroism, and myths about jinn and other supernatural beings. However, this rich unwritten literary heritage is challenging to extract from sources and is predominantly passed down orally between generations. In this article, we will attempt to mention some popular proverbs that bear similarities in content and essence to Arabic proverbs, whether they are spoken in the vernacular of North Africa or in the eloquent language of Arab literature during their dominance and power.

5. Examples of Folk Proverbs (Al-Qashat, M. S. *ibid.*, p132) :

a. "Aman eeman."

Meaning: Water is safety, indicating that water represents life, blessings, and comfort.

b. "Yezidhart nelli tawqad athgirthatniyat."

Meaning: The patience of a free person equals their lifetime, implying that one should embody patience throughout their entire life.

c. "Warafri yin amezdin yalahi."

Meaning: The hair on the head does not feel cold, implying that the proverb is used to describe someone who remains calm and unaffected despite being mistreated or facing harsh circumstances.

d. "Aman shadrin waarma diba atakuklen."

Meaning: A long rope does not prevent tripping, implying that having a long rope or thread (metaphorically referring to resources, power, or influence) does not guarantee protection from harm or failure. It is

similar to the proverb "The longer the thread, the more chances of losing the needle."

e. "Ufa ilal arzan dagh taghma, ohn ilal irzan dagh tina."

Meaning: A noble person with a broken spirit is better than a noble person with broken words.

f. "Warta sayd dagh takmounanak."

Meaning: Do not mock the misfortune of others, as you may face a similar fate yourself.

g. "Wurbet irt yinak warhan aksud yallah."

Meaning: Do not wish harm upon someone who does not fear God, because their lack of fear of God is the height of misfortune.

h. "Okul akl orhennit nahagin."

Meaning: Whoever wants to kill you, there will inevitably be loss in a land of oppressors.

i. "O etrehid etret autrehid suterd."

Meaning: Seek what you desire and let people seek what you don't desire. This proverb advises focusing on one's own concerns and interests, allowing others to take care of their own affairs. It emphasizes the importance of self-care and not getting overly involved in other people's matters.

j. "Abrarha n amaln ardat."

Meaning: Whoever loves whiteness should provide it. This proverb emphasizes the importance of self-reliance and taking responsibility for fulfilling one's own needs and desires.

These proverbs include advice, guidance, and cautionary lessons that help the listener overcome obstacles. The monk Charles de Foucauld managed to collect around 215 proverbs (Basset, 1922,

v63, p 490), One common proverb among many nations and peoples is: "If speech is made of silver, then silence is made of gold (Basset, 1922, v63, p 494)." Since the Tuaregs write poetry and express themselves through proverbs, they understand the importance of social relationships and fraternal solidarity. Hence, the proverb says: "If you have only one hand and do not have a sister, what do you do? You cannot untie a tightly knotted knot " (Basset, 1922, v63, p 498)

6. Some Popular Riddles and Puzzles:

From the children's riddles, we select this collection to shed light on the Tuaregs riddles during their evening gatherings.

- Akal ijān tikst – taya tufat.

Translation: A patched land.

The solution to the riddle is "Ant's Nest."

- "Eitnzan in mli wn eishnaoun ditran."

Translation: "A sheikh sifting - Al-Barqouq."

Solution: The sky and the stars

- "Talit war itoxwad isnann - Tootala."

Translation: "A girl who is not afraid of thorns."

The solution: an axe that cuts trees.

"Asyarantehount – yri wirtaziyid isawa yakad tahoult".

Translation: A key made of stone.

Solution: A souvenir given by a stranger.

"Tamat waret hani haaratsot – Tifanlat."

Translation: "A woman who can only see when she is pregnant."

Solution: "The flashlight - It only lights up when the battery is inserted."

As for the stories and riddles, the Tuaregs usually gather around a lit fire in the evenings, where their elder begins to tell stories and legends that have been passed down through oral narration. These stories are enlivened by cups of tea, and the characters in the stories are often animals. For example, we will provide a story titled "The Rabbit and the Bone."

Once upon a time, a rabbit found a bone one day and decided to carry it. The bone spoke and said to the rabbit, "I am heavy and burdensome." The rabbit replied, "Stay calm and don't worry. I have plenty of time, and I have no other tasks to occupy me(Hashemi, 2012, pp. 114) "

This is a small glimpse of a vast ocean. In fact, we wanted to provide a general idea of their thinking and how they present riddles, which are inspired by the desert environment in which they live.

7. Folk Music and Dance

The desert climate as a whole is not suitable for visual arts, and the social and cultural life does not facilitate the blossoming of genius. However, we can confidently say that poetry is the field in which the desert dwellers have shown undeniable talent.

The word "poetry" should be understood in its broad sense, encompassing singing, music, and even dance. This is because music and dance have always been closely associated with poetic singing in various civilizations.

The desert musical instruments, such as melodic fragments, are characterized by simplicity and naivety, although they are not devoid of influence. The "amzad," a one-stringed violin known among the Tuareg people, is considered the primary musical instrument in the entire desert region, and it is played by both men and women.

It is known that poetic singing, music, and dance are among the arts that indicate the openness of the cultures practicing them to civilization. They represent a folk heritage that is capable of growth and development, considering the oral nature that characterizes Saharan poetry and music. Due to the absence of records and collections, they are destined to circulate within an empty circle, without expecting significant progress to be recorded.

8. Folk Songs and Musical Instruments:

It appears that singing among the Tuareg people was as essential as eating and drinking; they could not do without it or give it up. Tuareg singing is either to celebrate heroic deeds and bravery, express admiration for a beloved person, or mark special occasions (Al-Qashat, 1989, p 145). There is a variety of musical instruments crafted in the desert, which artists play at weddings and celebrations. Perhaps the most significant musical instrument sung by the Tuareg is:

- **The Amzad:** The Amzad instrument is considered one of the finest musical instruments among the Tuareg and the most influential. It consists of a wooden bowl with a sheepskin stretched over its mouth, and two wooden sticks that protrude from its ends, with a horsehair rod tensioned between them. The skin is pierced with two or three holes in the center, and they attach crescent-shaped rods to it, connecting their ends with another horsehair rod (tail hair), and they rub the hair against each other to produce a beautiful sound. They alter the tones by changing the fingers of the left hand while the right hand is engaged in rubbing. This instrument is somewhat similar to the Arabian Rababa or the European violin (Al-Qashat, 1949, p 146). The Tuareg consider the Amzad instrument sacred, and it is played exclusively by women.

- **The Mizmar:** It is the same Arabic Mizmar and is played in the same manner ((Al-Qashat, 1949, p 146).

- **The Ghubtah:** It is a well-known instrument, with a medium-length reed. At the top, there is a small reed that produces sound when blown into by the player. It has holes that the player uses their fingers to cover and uncover, and at the bottom, there is a rounded piece resembling a funnel.

- **Al-Tindi:** It is a hollowed-out gourd with goat skin stretched over its opening, and it is struck by women during celebrations. This type of singing, accompanied by music and dance, is considered one of the most diverse and captivating musical arts among the Tuareg people.

- **Al-Duff:** In reality, it is scarce among the Tuareg people, but those who reside in urban areas have access to it, and it is played by women during celebrations.

- **Al-Tabl:** It is used as a symbol of power, authority, and strength. It consists of a large piece of wood to which camel or cowhide is attached using a sturdy rope for tension. The hide is punctured with three or four small circular holes close together to allow air to escape when struck. The drum is played with a specially designed stick or a sturdy rope, often made from a camel's tether. The tent that houses the drum is exclusively reserved for the sultan. Therefore, the drum is not to be tampered with and is only played by a trusted individual who has the permission of the authorities (Amenokal), usually one of their obedient slaves (Al-Qashat, M. S. *ibid.*, p148).

Among the songs accompanied by the rhythm of musical instruments and dance among the Tuaregs of Ahaggar, we can mention: "Tazngherht," "Tihigalit," "Alyun," "Aswat," and "Sharwa." (Bouchareb, A., *ibid.*, pp. 69-70)

9. Folk Dances among the Tuareg People

The Tuareg people, are passionate about dancing. In dance parties, everyone, young and old, dances together. There are specific dances for men and others for women. However, mixed dancing, as commonly perceived, is very rare. Among the important traditional folk dances, we can mention⁽ Al-Qashat, M. S. *ibid.*, pp.148-149):

- **Sword Dance:** In this dance, the musicians are positioned inside the circle, while the dancers form two facing rows. The excitement builds as the drumbeat intensifies, and the cheers of the spectators increase, adding to the beauty and brilliance of the dance.

- **Camels Dance:** The dance is accompanied by adorned camels, showcasing the exquisite craftsmanship of traditional artisans. In the midst of a crowd of spectators, there is also a camel race, where the owner of the camel proudly displays dance movements and gestures synchronized with the rhythm, captivating the audience. Additionally, there are other dances, including the Full Wind Dance, and there are mixed dances performed by young men and women during autumn, when citizens gather around saltwater wells.

10. Conclusion:

To sum up, we can draw the following conclusions. If the Tuareg people accepted Islam effortlessly, they have adapted Islamic heritage to fit the desert environment and harmonize with their ancient cultural heritage. It is important to note that the Tuareg people are the only Berber (Amazigh) people who have maintained their written Berber language and preserved their distinct taste in poetry, rich traditions of handicrafts, and the unique patterns of weapons and household tools invented and developed by their ancestors for centuries. The Tuaregs of today, particularly those residing in the region of Ahaggar, especially in the city of Tamanrasset, have been greatly influenced by urbanization and modernization. At times, it may be hard to recognize them except on special occasions such as Asihar, Tafsit, or a visit to Daghmouli, where they proudly display their traditional attire and engage in those ancient folklore dances that embody their authenticity and cultural heritage throughout history.

In general, preserving folk heritage means reviving that heritage as it is the background of our cultural formation. This is accomplished by uncovering, preserving, restoring, collecting, highlighting, defining, and studying it. The first step in this process is to document and register the heritage, so that its significance becomes

known and its profound meaning is interpreted. Moreover, it is possible to reutilize it in a beneficial way and encourage the reproduction of its valuable elements.

Therefore, every individual and governmental institution bears the responsibility of protecting heritage. Media institutions, in particular, have the duty to raise awareness among citizens about its value and historical significance. Preserving heritage is a collective responsibility because it belongs to all people, not to specific individuals or groups. Thus, it is a public sector concern rather than a private one.

In conclusion, it is essential to emphasize the importance of preserving folk heritage because it reaches all segments of society and deeply resonates within people's hearts. It is more accessible than classical culture, and neglecting or undervaluing it undoubtedly opens the door wide for foreign cultural invasion. Our traditional folklore has the ability to meet the needs of our youth in areas such as music. Discouraging its encouragement and dissemination pushes the younger generation towards Western music. The same applies to traditional arts and other aspects of life.

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The International Judiciary Confronting the Crimes of the Classified Institutions in the Environment

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Received: 10-08-2025 Accepted: 10-10-2025 Published: 01-12-2025

Abstract:

In light of the growth of the seriousness of the damages resulting from the activities of the classified institutions, the various countries of the world hurried to the repercussions of this pollution to try to find effective and effective solutions. The latter contributes to the protection of the environment in its various elements of such dangerous practices. It was delivered in the end the necessity of interfering with the international judiciary in a series of efforts made within the framework of protecting the environment from the waste of industrial activities of the classified institutions. It has been an effective means in the field of environmental disputes, especially those that are characterized by gravity and danger. Evidently, for the embodiment of that, many judicial rulings were issued in the field of cross-border pollution due to the devastating institutions of the environment.

Keywords: Classified enterprises, industrial activity, international courts, transboundary pollution

1. Introduction

Various environmental crimes committed by institutions classified a modern pattern of crimes that resulted from a severe and dangerous deterioration that threatens life on the surface of the earth. This precipitated the necessity of serious and rapid intervention to protect the environment in its various elements, especially in light of the overcoming of this problem borders and distances where a global problem that all countries suffer both, especially in light of the acceleration of the movement of industrial and

technological development, despite what is calculated for this development from Many positives achieved at various levels that cannot be denied, but at the same time contributed to increasing the risk of environmental pollution resulting from the waste of classified institutions, which caused great harm to human life and all living organisms, but rather led to a change in the components of nature itself, which necessitated the sound of the alarm. Where the various countries of the world were rushed under the influence of the repercussions of environmental pollution resulting from the activity of this type of institution to enact legislation that aims to protect the environment from such serious practices, but internal laws are not sufficient alone to address this type of serious crime because of the global nature it carries as a cross -border crime whose impact exceeds the limits of one state to extend to more than one region, so it was obligatory for the intervention of the international judiciary alongside the judiciary besides the judiciary besides The national intended to support environmental protection efforts from the crimes of the classified institutions, as many judicial rulings in the field of cross -border pollution were issued in this field due to the destroyed institutions that destroy the environment, so that the international judiciary constitutes an effective means in the field of environmental disputes, especially those characterized by gravity and danger.

In this regard, many relevant international agreements encouraged states to present their environmental disputes over the international judiciary, especially when the internal means are unable to address these criminals, which leads us to research the role of the international judiciary through international courts specialized in consideration and adjudication of the crimes of classified institutions that are in the environment, by touching on the most important international judicial agencies in protecting the environment from the harms of classified institutions.

2. International Court of Justice

It is one of the most important international courts affiliated with the United Nations, which started its work on July 01, 2002, taken from the city of The Hague, the Netherlands, is its seat, working to bring views of views, liquidate international differences and develop legal rules, which reflects the importance of the role that this court is supposed to play, despite the humility of its role in this field (Sarrhal, 1990, p. 459), And in an explanation of its role in the field of settling disputes related to environmental crimes, it will start starting with the formation and

competencies of this court, before presenting the most important judicial applications of the court within the framework of the settlement of environmental disputes.

2.1. The Formation of the International Court of Justice

The first article of the Basic System of the International Court of Justice states that: "The International Court of Justice, which is established by the United Nations Charter, is the main judicial tool of the authority and begins its functions in accordance with the provisions of this statute." Article 92 of the United Nations Charter considered the International Court of Justice as the main judicial tool of the United Nations (This is explicitly within the text Article 92 of the United Nations Charter.(According to the text of the second article of the statute of the court, the latter is formed by independent judges who are elected by persons with high moral characteristics who are hateful in their country the qualifications required for appointment to the highest judicial positions or from the lawmakers who are known for their efficiency in international law regardless of their nationality (This is explicitly within the text of Article Two of the Basic System of the International Court of Justice).

2.2. The competencies of the International Court of Justice

Resorting to the International Court of Justice is one of the legal means for the settlement of international disputes, as it becomes clear from the statute of the court that it takes two types of specializations, the first is judicial and includes, according to the text of Article 36 of the Basic System of the International Court of Justice in its first paragraph: "All the cases presented by the litigants, and all the issues stipulated in particular include in the United Nations Charter or in the treaties and agreements in force." A consultant, whereby the court can, according to the text of Article 65 of its Basic Law: "to break up any legal accountability at the request of any committee authorized by the United Nations Charter of its referendum or obtained the license for it in accordance with the provisions of the aforementioned charter".

The court shall issue its rulings on the cases presented to it by the majority of the judges present, where the vote of the president or whoever takes his place is likely to be equal to the votes, and the court issued its ruling permanently as its effects are produced only for the parties to the dispute

before the court, where each member of the commission is obliged to submit to the ruling issued by the court in any case in which a party is in it (This was imposed by Article 94 of the United Nations Charter), In the event of refraining from the implementation of the ruling issued by the other party, the Security Council is reviewed, as the latter issues the appropriate recommendations or decisions it deems appropriate to compel the state against which the ruling was issued against its implementation.

Referring to the cases presented to the court since its inception, the majority of it relates to the demarcation of the border, whether by land, sea or air, but with the aggravation of environmental problems, countries began to resort to the International Court of Justice to decide on international environmental disputes (International environmental disputes were known in 1975 as: "Any dispute or conflicts in the views and interests between countries related to change that is through humanitarian intervention in the natural environment systems." This definition was taken on a smile of briefing and abbreviation, as it came and excludes from the issue of international environmental dispute regarding natural changes and restricting it to his money related to human intervention, as this definition came a year and does not distinguish between the deterioration and improvement of environmental systems Natural, as it did not show the concept of the ecosystem that has become around it at the present time various environmental problems and also circulates mainly in international discourse. See this: (Rabhi, 2015, p. 59), Especially in light of the presence of a special environment room with the International Court of Justice that applies the law of the court regarding the conditions for accepting the case, and in this regard the International Court of Justice considered several cases related to the environment directly or indirectly, and despite the lack of cases in which the court interfered is indirectly in the environmental field, there are some famous cases, This is due to the fact that the international judiciary represents the traditional judicial means whose ruling has worked in environmental disputes resulting from the activity of classified institutions that are dangerous and body (Bou hazma, 2020-2021, p. 438).

2.3. The most important judicial applications for the court in the framework of the settlement of environmental disputes

In view of the importance of the role that most environmental international agreements of the International Court of Justice in settling environmental disputes, we will try to highlight the actual role of this apparatus by

presenting applied studies of some environmental cases that were presented to the judicial settlement before the International Court of Justice as follows:

the case of the fuse of Trail Trailsmilter

It is one of the first international environmental conflicts that were presented to the international courts between the United States of America and Canada, its facts in the environmental pollution that the wind carried from Canadian mineral fuse factories across the borders of the two countries to Washington in the United States of America, where pollution caused severe damage that affected people, property and other neighboring areas, as a result of the emission of carbon dioxide, where the balance was settled initially through Canada By paying compensation to pollution victims (Shukrani, 2013, p. 135).

In the year 1925, the case was reopened again after the factory added two smokers with the aim of raising the production, which led to more pollution and environmental damage, so the US government filed in 1927 a lawsuit against the Canada government, where the two parties were agreed to refer the conflict between them on the arbitration body to demand compensation for those damage, and the two parties signed an initial settlement in 1935 where the issue of responsibility was resolved and the government was obligated The Canadian by paying compensation to resolve the cases of damage to the activities of the fuse before the year 1932, but for the period that followed this date only, the jury asked the answer to four questions, respectively (Bou hazma, p. 440):

- Did the fuse caused harm after 1932, and if so, what is the compensation to be paid as a result?
- If the answer to the first question is in the affirmative, the factory must refrain from causing any damage in Washington in the future, and if he does so to what extent?
- In light of the previous question, what are the measures that the fuse must take or maintain?
- What is the compensation to be paid in light of the court's decision?

On April 16, 1938, the Arbitration Court responded to the question related to the damage caused by the factory, as it decided that Canada would pay

compensation for the purpose of cleaning the polluted land, and that the fuse will undergo a temporary system that continues in its work, provided that it includes refraining from damaging the damage, in addition to the installation of control equipment for pollution, but regarding whether the fuse must refrain from causing damage to the American land and if the response is in the affirmative To what extent, the court has defined the appropriate principles and decided that it is necessary to take into account international law and international practice, as well as law and practice in the US federal states, where arbitrators found that the Air Pollution Law of the United States of America in dealing with semi -sovereign rights of the states corresponds to and the general rules of international law (Breishi, fouq, p. 35).

On the international level, the court emphasized an obligation on the responsibility of any country to protect other countries from the harmful acts of individuals within its judicial authority, and the court also found it difficult to determine what the harmful act means, but regarding the damage of pollution, the arbitration court did not find any international jury related to atmosphere or water, but the court was martyred by the ruling of the Supreme Federal Court of the United States of America, and the matter relates to the decision of air pollution that concerns the state of Georgia and a manufacturer She forgets copper and sulfur, as she emphasized that the state has an interest in all the land and air that falls within its sovereignty and that it is a logical and reasonable request that the air should not pollute over its territory (Bou hazma, p. 440).

The first judgment of this court came, stressing that: “According to the rules of international law and the laws of the United States, no country has the right to use its region or allow it to be used in a way that leads to the events of the flying fumes, the damage of the region of another country, or the property of individuals living above it, if the damage is proven with clear and convincing evidence”.

As for the third question that was presented to the court regarding the future related to the procedures or system that it must take should aim to remove any future damage that falls on American lands as a result of air pollution, and in the event that the factory fails to act according to the matter that was issued to prevent the cause of more damage, the court and in response to the question of future damages approved the principle of

compensation based on the agreement between the governments concerned (Hassouna, 2015, p. 85).

Accordingly, the settlement of the court in itself is a precedent worthy of attention because it announces two important principles (Breishi, fouq, p. 37):

The first relates to the responsibility of the state for pollution, which is from its territory and the damage of the lands of other countries even if it is not possible to isolate pollution work that state itself or its devices, and therefore the state may be responsible for not enacting the necessary legislation and not applying its laws against persons subject to its sovereignty or judicial authority, as it bears the responsibility of not prohibiting any illegal activity and not punishing the person responsible for that activity.

The second relates to the approval of an international legal rule that attends the cross -border pollution, and the court also devoted a framework or formula for the future that requires recognition of the necessity of more cooperation between the countries concerned.

On March 11, 1941, the final arbitration court ruling was issued, stating that, according to the principles and rules of international law, according to the laws of the United States, it is: "No country has to use its region or allow it to be used in a way that brings damage to the territory of another country or the property of individuals living above it (Hassouna, p. 86)."

the issue of the paper door factories

Despite the abolition of the International Court of Justice of the Environmental Chamber, which was present at its level, this did not prevent the courts from looking at environmental disputes, and in this context it was resorted to deciding on the conflict related to the factories of the door of the paper on the "Rio Uruguay" that placed Argentina and Uruguay in a sharp conflict in 2006 (Bou hazma, p. 441).

The content of the dispute is summarized in Argentina's resort to the International Court of Justice to demand the cessation of the construction of paper factories by Uruguay, due to its violation of the 1975 treaty that regulates the status of the "Rio Uruguay" river between the two countries, where each party is committed under this treaty consultation before taking action that would affect the border river between them, in addition to the

commitment of the parties concerned with preserving the natural environment of the river and preventing its pollution, as it decided to establish an administrative committee for the river working to organize and coordinate the use of the waterway, but this committee was unable to contribute to preventing the outbreak of this conflict or its dissolution, as Argentina considered the construction of Uruguay for such factories to violate the environmental system of the river (Bakai, 2014-2015, p. 235).

In the same context, the residents on both sides of the river expressed their concern about the amount of sewage and other toxic substances that could affect agricultural lands and biological pollution in the region, and that Argentina saw that it will not reap any economic benefit from this project, but on the contrary, as its implementation will lead to damage that cannot be repaired with the environment of the country and its economy, especially the agricultural, food and tourism sectors, and Argentina stressed that Uruguay, unilaterally, agreed to construct the factories, ignoring the mandatory dangers and the prior consultation that it was supposed to do within the framework of the joint cooperation mechanism, and that Uruguay was violated by taking all necessary measures for optimal and rational exploitation of the river to preserve the water environment and prevent pollution, , And commitment to preserving biological diversity and fish traps, and accordingly only Argentina submitted a request to take temporary measures, the most important of which is the immediate suspension of construction permits and stopping work, and the court also preserved the guarantee of Uruguay's cooperation, as it stated that it did not fail in any of its obligations and that construction and operation projects for pulp mills are fully compatible with the laws and regulations in place where environmental impact studies were conducted In compliance with national legislation (Hassouna, p. 41).

Given that Argentina did not provide sufficient material evidence only, the court rejected its request and allowed Uruguay to continue to exploit its factory, as the court stated that it was possible that the arguments of Argentina were stronger if it proved that construction and operation of confusion mills leads to the pollution of the river water and causes harm to the environment, and in its ruling issued on April 20, 2010 the court stated that Uruguay was partially violating the treaty organized to place a river Uruguay, but it concluded that it did not violate any basic commitment under this situation and did not demand the suspension of the factory's work or

grant compensation, and mentioned the commitment of the two parties to cooperate to find solutions that reconcile economic development and environmental protection (Bakai, p. 240).

In this context, environmental activists stated that the International Court of Justice has its decision has ignored the principle of caution in which Argentina pushed, a principle that helps in decision -making in environmental issues Raghad despite the lack of certainty about the environmental harm and danger of the activity, asking about the extent of his existence he wanted to do with the International Court of Justice in order to contribute to the development of international law of the environment (Bin Qatat, 201, p. 213).

3. The International Court of the Law of the Sea

The International Court of the Law of the Sea as an independent judicial body under the United Nations Agreement on the Law of the Law of 1982, specializes in any dispute related to the interpretation or application of the agreement as well as all issues stipulated specifically in any other agreement giving the International Court as a judicial jurisdiction, and is represented by the conflict related to the agreement mainly in setting the borders of maritime areas and maritime navigation and maintaining living resources in the sea and their management And protecting and preserving the marine environment, as its decisions are issued in definitely binding on all parties to the conflict who have to comply with it, and its decisions will be an argument for the conflicting states, which leads us to explain the formation of this court, as well as its powers in preparation for presenting the most important judicial applications that were presented to this court within the framework of environmental disputes.

3.1. the formation of the International Court of the Law of the Sea

In its formations, the court includes 21 independent members, who are elected from among the people who have a wide fame in fairness and integrity and are well -known for their efficiency in the field of the Law of the Seas, where each country nominates no more than two people who have the aforementioned conditions, they are elected for a period of nine years, and they may be re -elected provided that the membership of seven members of those who were elected with an end (Rabhi, p. 50).

3.2. the competencies of the International Court of the Law of the Sea

Resorting to the court is available entities other than the states of the parties in each case explicitly stipulated in the eleventh part, or in any case referred to the court in accordance with any other agreement that grants jurisdiction to the court that all parties accept in that case, and Article 288 has expanded in its second paragraph of the field of objective jurisdiction of the International Court of the Law of the Law, and many agreements that were approved before and after entering into force the possibility of resorting to this court to settle the disputes related By protecting the maritime medium against pollution, examples of the London Protocol of 1996 attached to the London Agreement of 1972 related to the prevention of the pollution of the seas resulting from dumping waste and other materials, Article 16 gave in its second paragraph of this protocol the possibility to the parties to the conflict by choosing after a period of 12 months of its failure to resolve the dispute related to the settlement and application of the protocol resorting to one of the means mentioned in the text of Article 278 in its first paragraph, including the International Court of the Law of the Sea that can be used to resolve the dispute (Bouthaldja, , 2017- 2018, p. 98).

Accordingly, the countries that have a legal personality are not only who can resort to the International Court of the Law of the Law, as the field has become open to entities other than states, in order to overcome the criticism directed at the International Court of Justice and the palaces that have worked on the work of the latter, especially with regard to environmental disputes that must be remedied by expanding the bodies that can resort to this court and extend it to non –states (Bin Qatat, p. 215).

3.3. the court's judicial applications within the framework of the settlement of environmental disputes

This case is due to the date of November 09, 2001, when Ireland deposited a request to the International Court of the Law of the Law that the latter issues an order to take urgent measures against Britain in accordance with the text of Article 290-5 of the United Nations Convention on the Law And radioactive waste in the width of the marine water for Ireland, as the risk of pollution associated with the increase is caused by the development of the factory activities (Rabhi, , p. 50), And Ireland established its defense for Britain's lack of respect for the obligations that Article 206 of the United Nations Convention on the Law of the Sea, and this allowing Britain to

practice the activity without a evaluation study proving that the activity does not leave severe effects on the marine environment outside the borders of its territory, that is, Britain, in addition to the absence of assessing the possible effects of the activity in the absence of any reports stating the evaluation and issuance Results according to the text of Article 206 of the Law of the Law of the Law (This article states that: "When states have reasonable reasons for the belief that activities intend to carry out under their mandate or neck may cause a significant pollution of the marine environment or important changes, and harmful in them, these countries intend to practice in practice in practice to evaluate the possible effects of such activities on the marine environment and provide reports on the results of these assessments as stipulated in Article 205").

On the other hand, Britain denied and ruled out the principle of caution in this case because Ireland was unable to provide scientific evidence about whether the factory activities had occurred in pollution and important changes in the marine environment of the Ireland region (Bou hazma, p. 446). On December 03, 2001, the International Law Court issued a ruling to make consultations to exchange information on the effects of the activity by the Mox Factory on the marine environment of the naval region of the State of Ireland, or its monitoring these effects and taking the necessary measures to prevent pollution resulting from the factory pending the final ruling of the International Arbitration Court (Bouthaldja, , p. 105).

The International Court of the Law of the Sea has issued its ruling, which indicated that caution requires the cooperation and participation of Britain and Ireland, by exchanging information about the risks and the likely effects of their occurrence due to the factory activities, and the necessary measures must be taken to confront the dangers, which is unable to adopt the International Court of the Law of the Law of the principle of caution as a legal principle in accordance with the text of Article 206 of the United Nations Convention on the Law of the Law of 1982 (Bou hazma, p. 446).

Several specialists in the field of international law commented on this ruling issued by the International Court of the Law of the Law, where the professor sees: "Morris his speech" that this court "did not come a great contribution to clarifying the principles of" caution and prevention ", but rather the opposite adding the concept of" caution "to the concept of caution" (Rabhi, , p. 55).

The same opinion was that Professor "Toleotrevs" went in his commentary on the rulings issued by the International Court of the Law of the Law, where he believes that: "On cases related to the Mox factory, the court rejected requests of the parties to the conflict in which it provokes the application of the principle of caution, but indicates the idea of caution and caution to support that it is urgent to the parties to adhere to the principle of cooperation" (Bou hazma, p. 447).

4. International Criminal Court

It is a permanent and independent court and a major support from the pillars of establishing international criminal justice on the global scene, established under the Rome Treaty on July 17, 1998, which specializes in the trial of the perpetrators And its powers.

4.1 the formation of the International Criminal Court

The International Criminal Court consists of our distributors judges on two bodies, the Presidency and Judgment Authority, or what is known as the rule of prosecution, and the latter represents three preliminary, primary and appellate people, whose judges are 18 judges who are elected by secret voting at the meeting of the Association of State Parties, which is a consulting committee to consider nominations, among the people who are nominated by the states of the Rome system for this purpose, provided that it does not exceed the number The candidates by one state are one of its citizens or the subjects of one of the states parties in the Rome system, provided that he gets the largest number of votes and a majority of two - thirds of the votes of the present parties (Baba, 2018, p. 76.)

In the event that the position of one of the judges appears for any reason, another judge is elected in the same specified procedures, as the new judge completes the remaining period of the mandate of the former judge (Baba, p. 77).

4.2. the competencies of the International Criminal Court

The jurisdiction of the International Criminal Court at the present time in terms of the subject according to the text of the fifth article of the Basic Law has four international crimes, the crime of genocide, war crimes, crimes against humanity, and aggression crimes, which leads us to ask about the subject of environmental crimes, especially those committed by institutions classified within these international crimes that the International Criminal

Court specializes in, which authorizes it to consider this type of crime that violates The environment in its various components.

4.2.3. the jurisdiction of the International Criminal Court in the consideration of environmental crimes

As a result of the limited jurisdiction of the International Criminal Court in relation to environmental crimes, this court has declined to decide on many of the cases that were brought before it, which include elements related to the destruction of the environment and rare cultural monuments, due to its lack of jurisdiction in the eyes of these crimes, especially those resulting from the activity of the classified institutions (Maash, 2017, p. 90).

However, this situation changed the beginning of September of the year 2016, when the extension of the jurisdiction of the International Criminal Court was announced, to include crimes that affect the environment and constitute a destruction for them, for example the misuse of lands and the illegal extraction of land ownership of their owners that can fall within the crimes against humanity, in crimes of seizing lands that the court included in its mandate committed by investment companies with support and facilitation of governments, which led to confiscation Many lands and thus the displacement of thousands of population and the perpetration of cultural genocide against the indigenous communities of these lands (Maash, p. 92).

Among the cases that are expected to be considered by the International Criminal Court after expanding its powers that case, which was raised by lawyer Richard Rogers on behalf of ten Kambodian citizens claiming that the private sector company in the country in collusion with the central government has committed environmental crimes that led to the confiscation of the lands of approximately 250 thousand people in 2002, and it is expected that this lawsuit will be formed if the court considers the first cases It is discussed in the Hague Court from the endoscopy of environmental crimes that were classified as a crime against humanity (Maash, p. 92).

Accordingly, the decision issued by the International Criminal Court, considering environmental crimes, especially the activities of the classified institutions, is its qualitative transfer in the field of international environmental judiciary, as it allows the punishment of environmental crimes before the International Criminal Court and to address the most dangerous crimes on the environment (Bou hazma, p. 449).

In the same context, the International Criminal Court decided to consider major environmental crimes that include environmental destruction and the seizure of lands under the pretext of setting up huge investment projects, which lead to desertion and destruction of areas for thousands of residents as crimes against humanity, which requires the necessity of being tried by those responsible before this court, and an embodiment of that, the practical prosecutor of the International Criminal Court issued a policy paper entitled: "The choice of cases and priorities", stated, stated. Accordingly, the crimes of the seizure of lands have become common in many regions around the world, as these crimes are committed by investment companies for facilitating and supporting local governments, which led to the confiscation of tens of millions of hectares during the past ten years, This matter has led to the displacement of thousands of people and the cause of cultural extermination crimes of indigenous communities (Bou hazma, p. 450).

5. The International Court of Environment Project

The failure of previous international methods in resolving environmental disputes, especially those arising from the activities of the classified institutions, has the need to consider the feasibility of the establishment of an international court specializing in considering environmental issues, as a global legal institution that would observe scientific and technical evidence between environmental issues and international crimes to achieve justice, working to separate environmental disputes and explain and explain existing environmental international treaties and other obligations, , Especially in light of the environmental deterioration that has become threatening the survival of mankind and which is difficult to contain due to the international moving nature of pollution of all kinds, which makes it difficult to arrest the perpetrator of environmental crimes in the classified institutions, in addition to the failure of national courts in addressing some violations because of its departure from its jurisdiction, in addition to the pressures practiced on these courts in the event that the state accused of pollution with international influence (Rabhi, , p. 56) .

The idea of establishing such a court was presented at the beginning of a conference: "Rio" in 1992, but this project did not see the light as it was withdrawn at the end of the conference from the final documentary agenda, due to the lack of political will for some countries, as was the proposals of Mr. "Amideo Postiglione" judge in the Supreme Court of "Dicassazion" and the origins of the International Environmental Court (I.C.E.F) is more

specific and modern regarding the court project International Environment, in a conference held under the auspices of the International Court of the Environment (Bou hazma, p. 451), Which leads us to address the proposed international environmental court project, as well as its powers and procedures.

5.1. About the proposed project related to the International Environment Court

The International Court of the Environment as an international non - governmental organization recognized and approved by the United Nations Social and Economic Council, as well as the Agriculture and Food Organization and the European Council with a project related to: "International Environmental Court", is chaired by Sharafia, President of the Italian National Academy, former Minister of Justice of Italy and former President of the Italian Constitutional Court, Professor Giovanni Conso: " The founder of the court is the honorary president of the Italian Court of Cassation: "Ameno Postiglione", who is the Vice President of the European Union Environmental Issues Forum, The project presented the legal reasons for supporting the establishment of an international judiciary, and among the stating: "Although the creation of political mechanisms to avoid disputes between states and compliance mechanisms, which have become widespread in most legal instruments, which are non -collision mechanisms of good in terms of practice, they sometimes fail to reach the dispute to the end" (Rabhi, , p. 56).

Hence, the need to establish an environmental international court has emerged, which will be effective to adjudicate environmental disputes, especially those resulting from the classified institutions, as well as facilitate communication and exchange of experiences between countries and rely on judges with scientific and legal experience in addition to the use of judicial advisers and specialized committees to ensure a fair trial (Bou hazma, p. 451).

5.2. the competencies of the International Court of the Environment

According to the proposed project related to the International Court of Environment (I.C.E), the latter's tasks are the following (Rabhi, , p. 56):

- Environmental protection as a basic right of human rights in the name of the international community.

- Decision in international environmental disputes that involve the responsibility of countries in the international community.
- Deciding on any dispute related to environmental damage caused by private or public parties, including states.
- Take urgent precautionary measures at any environmental disaster related to the international community.
- Providing fatwas in important issues related to the environment at the global level, at the request of the United Nations or other members of the international community.
- Arbitration at the request of the parties to the conflict.
- Carrying out her request according to what she considers by virtue of her powers is necessary and salt investigations and investigations with the help of independent technology and the use of experts when there are environmental problems or harm.
- The National Court can ask the court to file a preliminary ruling on the national or international nature of the case.

5.3. the procedures of the International Court of the Environment

- The procedures that govern the functioning of the International Environmental Court are as follows:
- The court holds five judges, as the judge appointed the president and scheduled by the president of the court.
- The court holds its sessions openly.
- The right to defense is guaranteed to all parties.
- The court must issue its ruling.
- Civil penalties include a judicial warning or an order against the party against which the ruling to reform the environmental damage if possible, so if this is not possible, the court requires compensation, and it is issued to pay in favor of the World Environment Fund "WEF.

- It is entrusted with the implementation of the provisions to the United Nations Security Council.

The court is subject to its regulations and determines its procedures in terms of litigation, as the following parties can appear before the court:

- Individuals.
- Non -governmental organizations and environmental societies.
- Countries.
- Patriotic organizations such as the European Union.
- International organizations under the United Nations and the United Nations devices.

The appearance of individuals, environmental societies and governmental organizations is required:

- That the request was raised before the national courts, and the latter has ruled not to accept the request, given that the national law does not address this issue.
- The request is to be decided in terms of acceptance and from an international point of view.
- Individuals and associations may also file a lawsuit for violating a human right in the environment on the basis that they were prevented from accessing information or participating in decision -making or from taking legal measures or in facing environmental problems with seriousness or harm, not international importance resulted from any party to violate international law.

A number of reasons behind the obstruction of the establishment of this court, foremost of which are economic reasons for the major industrial countries such as the United States of America and China, in order to avoid being subjected to judicial follow -up international legal accountability due to pollution of the environment as it occupies the forefront of pollution in the world due to the size of the emission of buried gases and pollutants resulting from the acceleration of manufacturing in such countries (Often these countries hinder the issuance of decisions against them that bear responsibility, so how to agree to the establishment of a court that asks them about their activities, for example, some countries are not convinced of the obligations contained in the climate summit agreement that was approved in Paris December 2015, except after it was confirmed that the agreement does not entail condemnation or claims to compensation), In addition to political reasons represented in the direction of the American administration towards accelerating the pace of industrial and technological development and confronting everything that hinders this pace, for example the position of

former US President "Trump", which is the idea of global warming as a lie aimed at obstructing the manufacturing activity, so it became difficult to reach an agreement in this field in light of the opposition of an important party, and this is evident through the withdrawal of the former American President "Trump" from the climate agreement It is held on June 01, 2017 in Germany, which was relying on the issue of announcing an international environmental court, which makes this project subject to political and economic conditions for unknown (Maash, p. 94-95).

- If the claims from the individual or the association are related to environmental damage, it is permissible for the court to issue a ruling that orders the violator to pay the costs to repair the damage (Rabhi, , p. 59).

5. Conclusion

Although the International Court of Justice is considered an important mechanism in implementing environmental agreements, it has not been resorted to in this, but it contributed to studying several principles contained in international tools during the cases that were presented to it, whether on the road or consulting road, only touched on the principle Pre -evaluation of the effects of activities on natural resources as well as the principle of cooperation.

Therefore, we note, by touching on the role of the International Court of Justice, for example, in settling international environmental disputes and by addressing the most important issues presented to them by the activity of classified institutions "factories". We note the difficulty of resolving international environmental disputes within the framework of this international apparatus and its failure to settle many of them, adding to this the lack of court's dependence on its decisions on the rulings and principles of international law, so it may be more beneficial to expand the jurisdiction of the court as Obsessive in the issues related to humanity, especially the Human Rights Law and International Humanitarian Law.

The development of the international judiciary is not related to the available capabilities as much as its association with the existence of a real want to countries in order to reduce environmental pollution, especially caused by the development of its manufacturing policy, in light of the large

size of the emission of buried gases and pollutants resulting from the acceleration of manufacturing, especially in light of environmental disputes closely related to the industrial development of the major countries, knowing that the human being is the original actor in damaging destroyed damage In the natural environment, And that his actions caused him to destabilize global stability, despite the role that national courts play in addressing the environmental crimes, but it is no longer possible to rely on the state's bodies and their national law to pursue the classified institutions committing environmental crimes, so it is more effective to establish and establish an international environmental court that addresses and separates the environmental issues resulting from the activity classified by the criminal institutions. And civil, Due to the distinction and different of this type of cases from others, what produces the specialization of judges working within these bodies, which will encourage access to an agreement between countries on the existing environmental problems and their solution, as this may contribute to facilitating communication and exchanging experiences between countries in order to ensure a fair trial, in addition to providing actual international protection for environmental systems and assisting national legislation in this field that needs to be completed by international law Real for the environment, which globally contributes to raising awareness of the great responsibility that the classified institutions be borne in order to protect and preserve the environment.

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The Legal System of Transboundary Watercourses: the Renaissance Dam as a Model

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Received: 20-08-2025 Accepted: 10-10-2025 Published: 01-12-2025

Abstract:

Water is a vital resource for life that cannot be dispensed with, for humans and other creatures in the entire ecosystem. However, these water resources are characterized by an unequal distribution, in addition to their mobile nature and their penetration of geographical boundaries, rendering them a shared resource for all humanity, whether within the borders of a single state or among the peoples of multiple states. The interconnected nature of transboundary waters also imposes cooperation on the concerned states for their optimal utilization and management, especially in light of scarcity and increasing competition among states to meet their diverse and growing needs, and to meet developmental needs for each state individually. Therefore, the issue of water is not only related to its quality or abundance, or the risks arising from it, but it is a problem with multiple dimensions: environmental, social, economic, and legal, especially concerning transboundary water resources. The Renaissance Dam has become a critical challenge for the Nile Basin's riparian countries. The Nile Basin, one of the most complex and distinctive river basins, is characterized by its vast expanse, varied climate, and topography. This diversity creates significant obstacles to managing the basin's transboundary water resources effectively.

Keywords: International, Legal System, Nile Basin, Renaissance Dam, Watercourses

1. Introduction:

Throughout ages, nations and states have been interested in building dams due to their numerous benefits and impacts on states, communities, and those directly affected by the construction of dams. The Renaissance Dam has garnered significant academic studies and attention, given the divergent positions of the three states: Egypt, Ethiopia, and Sudan, regarding many aspects affected by the dam's

construction. For Ethiopia, the dam represents a matter of utmost importance in its developmental program. Upon its completion, it will become the largest in Africa, producing approximately 6,000 megawatts of electricity with the possibility of exporting it. Despite Ethiopia providing 86% of the Nile's waters, 80% of its population lacks electricity, which means the dam is an urgent necessity for Ethiopia. As for Egypt, it views the dam as directly affecting its water security and, consequently, its food security, as 96% of the Egyptian people depend on the Nile River as their primary source of water. Meanwhile, Sudan's position on the Renaissance Dam file remains vague and ambiguous.

The Renaissance Dam represents one of the most difficult challenges faced by both Sudan and Egypt, despite their shared historical and fateful relationship. While both countries suffer from political and economic deterioration, Ethiopia began its developmental journey decades ago, seeking ways to unite its highly diverse ethnicities, which contradict its developmental goal. The Renaissance Dam project is a political and developmental one.

This study seeks to highlight the significance of constructing the dam in Ethiopia and evaluate its impact on downstream countries (Sudan and Egypt), while assessing the degree of Ethiopia's violation of the agreements concluded between the downstream countries regarding the construction of the dam without consulting or obtaining their approval. Moreover, reviewing the potential horizons for resolving the dam crisis.

The study focuses on the following question: **What are the motivating factors behind the construction of the Renaissance Dam, its resulting consequences, and the extent of its impact on downstream countries?**

To address the issue, we utilized the historical method, which focuses on gathering all past evidence, organizing, classifying, and narrating events, while exploring the origins of the conflict among the Nile Basin countries and the evolution of stances on the Renaissance Dam crisis, tracing its roots from the beginning. Additionally, we employed the analytical method to examine certain legal rules and agreements governing the dam, while seeking to interpret the political and diplomatic maneuvers and assess the effectiveness of mediation efforts in achieving a comprehensive and final agreement to resolve the crisis.

To present this topic, we divided the study plan into two sections:
Section One: Roots of the Renaissance Dam and its motives for construction.

Section Two: The legal system of the Renaissance Dam and its implications for the downstream countries.

2. Section One: Roots of the Renaissance Dam and its motives for construction

The Ethiopian Renaissance Dam is considered one of the most important water projects implemented in Africa. At the same time, it is the most controversial project to raise controversy and disputes between the Nile River source countries, specifically Ethiopia, and between the downstream countries, specifically Egypt and Sudan.

2.1. First Subsection: Roots of the Renaissance Dam project

The Renaissance Dam project is not a recent initiative; it was first proposed in 1926 and became a concern for downstream countries only with the rise of water scarcity. The concept's historical roots trace back to the 1940s, when the U.S. Bureau of Reclamation identified twenty-six (26) potential dam sites in Ethiopia, four on the Blue Nile, including the current Renaissance Dam. The Americans returned to their interest in the Blue Nile dams in 1964, raising their number to thirty-four dams on that river alone, which was considered by some experts as a precursor to the construction of the High Dam by the late President Gamal Abdel Nasser in cooperation with the Soviet Union (Sharaq, 2019, p. 160).

With the development of its plans, the project's name has changed, as have its capacities and scopes. From the Border Dam in the American Bureau of Reclamation study (13.3 billion cubic meters) in the years 1958-1964, to the X Project sponsored by the Ethiopian Electric Power Corporation in 2011, to the Grand Ethiopian Millennium Dam (seven billion cubic meters) in the same year, finally ending with the name Grand Ethiopian Renaissance Dam in the same year, but with significant new additions to its capacity from 62 to 67 then 70 billion cubic meters, ending at 74 billion cubic meters in 2012 (Petrov T. E., 2018, p. 59).

In April 2011, Ethiopia unveiled its plan to construct the Renaissance Dam on the Blue Nile River, capitalizing on Egypt's distraction with the January 25, 2011, revolution and its aftermath, following the Arab Spring's onset. The dam is located in the Benishangul-Gumuz region of northwestern Ethiopia, roughly 40 kilometers from the Sudanese border. It is regarded as Africa's largest dam and the world's tenth largest. Ethiopia is recognized as a country

with abundant water resources., as it is the second most prosperous country in Africa after the Democratic Republic of Congo. Its renewable water resources exceed 122 billion cubic meters annually, and the individual's share is 2000 cubic meters. Ethiopia also has 12 river basins and 22 lakes, in addition to large quantities of unexploited groundwater (Mohamed, 2011, p. 35).

It is noteworthy that 11 countries share the Nile Basin, with the Nile River drawing its waters from these sources: 59% from the Blue Nile, 14% from the Sobat River, 13% from the Atbara River, and 14% from the Bahr al-Jabal. Sudan and Egypt opposed the dam project due to its resulting harm.(Salman S. , 2011, pp. 21-23).

A tripartite committee was formed, comprising Ethiopia, Sudan, Egypt, and some international experts, to consider the potential risks of the dam. However, Ethiopia proceeded with infrastructure works without waiting for the committee's report. Ethiopia had planned to invest more than 12 billion dollars in building dams on rivers that pass through its highlands to generate more than 40,000 megawatts of electricity by 2035, thus becoming the largest source of electrical power in the African continent. The Grand Renaissance Dam was the main project in this plan (Taye, 2016, p. 1).

2.1.1. Second Subsection: Motives for Building the Renaissance Dam

The dam represents Ethiopia's ambitious plan to assume a prominent position regionally in the renewable energy sector by increasing its hydropower capacity along the Blue Nile River, which will make it a center for energy for its neighbors in East Africa.

Notably, Ethiopia ranks among the world's poorest nations in energy access, as reported by the International Energy Agency in 2020, Ethiopia ranks among 20 countries that suffer from a lack of access to electricity (Raimund, 2021, p. 402).

As 83% of Ethiopia's population still lacks electricity, and 94% of the population relies on firewood for cooking and heating, among other uses, Therefore, the Renaissance Dam represents an opportunity for Ethiopia to implement its ambitious Initiatives to develop hydropower aim to alleviate poverty and foster an environment conducive to substantial development (Asegdew & Mulat, 2014, p. 584).

The dam comes within a strategic framework adopted by Ethiopia to enhance its negotiating power and confront Egypt's water hegemony. However, it is necessary to emphasize an important fact from which

Ethiopia proceeds, which is that the Renaissance Dam project is a challenge message directed to the downstream countries, specifically Egypt. In this regard, the late Ethiopian Prime Minister Meles Zenawi (1995-2012) announced in 2011 that Egypt's policy towards Ethiopia since the British occupation has been destructive, as Britain and Egypt agreed to continue supplying Egypt with Egyptian cotton in exchange for guaranteeing the flow of Nile waters. Therefore, Meles Zenawi announced that "Egypt will not be able to prevent Ethiopia from building dams, for Ethiopia is capable and willing to build dams." He added in a message he sent to Egypt, "Egypt should not try to stop what cannot be stopped." Asnake (Tadiyos, 2021, pp. 32-33) confirmed that Meles Zenawi also stated that Egypt seeks to obstruct the construction of the dam.

It is worth mentioning that Ethiopia sought to create a national consensus towards the dam, making it a comprehensive national project for all Ethiopians. Indeed, Ethiopia's foreign policy has made it a project of national pride and identity for the Ethiopian state, and a supreme national interest. In this regard, the former Ethiopian Prime Minister Hailemariam Desalegn (2012-2018) announced in 2012 that "the dam brought about the cohesion and solidarity of the people," and that "the Renaissance Dam project represents a priority for the Ethiopian people and government, and therefore nothing can stop it." On the same note, religious leaders in Ethiopia expressed their full support for the Renaissance Dam. Sheikh Muhammad Amin Jamal, head of the Supreme Council for Islamic Affairs in Ethiopia, previously announced that "the Renaissance Dam is the great national project that made us all expect a bright and promising future."

These statements reveal a fundamental truth: there is an Ethiopian insistence on completing this dam, no matter the cost. After it became a national project, the Egyptian realization at the highest levels was of the significant risks associated with it. These risks will undoubtedly affect Egypt's future and present, as well as Sudan's (Latif, 2018, p. 92).

Amid developments concerning the dam, Ethiopia announced on February 28, 2017, revisions to the technical specifications and certain construction designs, including an increase in the number of turbines electricity generation units from 14 to 16, boosting the electricity production capacity from 6,000 megawatts to 6,450 megawatts (Report, 2019), as Ethiopian Prime Minister Abiy Ahmed announced on July 22, 2020, the completion of the first phase of filling the dam's reservoir, which he described as historical. In July

2021, the second filling of the dam's reservoir took place, despite Egypt and Sudan's repeated objections, which they considered unilateral actions. In February 2022, Abiy Ahmed announced the start of electricity generation by operating the first turbine for generation (Abdullah, 2020, p. 132).

Amidst these developments, the Ethiopian ambassador to Russia, Alemayehu Tegen, announced on June 14, 2022, the completion of 88% of the dam's construction works. The ambassador's statements came hours after Egyptian President Abdel Fattah El-Sisi affirmed that "no one will approach his country's waters." From his side, the project manager of the Renaissance Dam, Engineer KiflieHorro, confirmed on August 11, 2022, that "95% of the dam's construction works have been completed, and 61% of the electromechanical installation works have been completed, and electricity generation has begun." The third filling process was completed on August 12, 2022, reaching 7 billion cubic meters (Al-Arabi, 2022, p. 45). This coincided with Ethiopia's official announcement of operating the second turbine for electricity generation with a capacity of 375 megawatts, to increase the generation capacity to 750 megawatts (Al-Arab, 2022, p. 623).

Ethiopia expects the economic return of the Renaissance Dam to push its economy to the level of middle-income countries by 2025. With this, the cost of the dam, which amounts to nearly 6 billion dollars, remains acceptable in the eyes of Ethiopians, considering what it will yield in terms of returns, This heightens Ethiopia's drive to expedite the dam's completion, increases neighboring countries' demand for its electricity, and leads to the signing of several long-term contracts with them, including Sudan, Kenya, Djibouti, and South Sudan (Al-Bahri, 2016, p. 102).

3. Section Two: The Legal System of the Renaissance Dam and its Implications for the Downstream Countries

Presently, the water issue is among the world's most complex challenges due to its interconnected nature and the interdependence of nations, States adopt economic and political positions that affect the interests and policies of other states, Water issues affect states with their negative impacts and repercussions, The construction of dams on the mouths of rivers in upstream countries means the use of those countries as a political pressure card against downstream countries, not to mention the international and regional interventions that support some countries against others, which further complicates The resolution of the crisis, as exemplified by the Renaissance Dam issue.

3. 2. First Subsection: The Legal System of the Renaissance Dam

In 2010, a year prior to the start of the Renaissance Dam's construction, the Nile Basin countries, spearheaded by Ethiopia, pursued a framework agreement for cooperation in the Nile River Basin, where the Entebbe Agreement was signed in 2010 in Uganda by six Nile source countries, namely Ethiopia, Uganda, Rwanda, Tanzania, Burundi, and Kenya, to increase cooperation in preserving the security of the Nile waters. This agreement also invalidated the 1929 colonial treaty signed between Egypt and Britain, as well as the 1959 treaty between Egypt and Sudan, which was endorsed by colonial Britain (El-Din, 2014, p. 52).

These treaties granted Egypt and Sudan the authority to object to any project on the Nile River that might obstruct or reduce the flow of water along the river. The concern over water shortages arises from agriculture being the primary source economic activity among the downstream countries, and therefore, a decrease in water flow can negatively affect their irrigated agricultural lands, which depend entirely on the stability of the Nile water flow. Consequently, Egypt and Sudan rejected the Entebbe Agreement, arguing that the upstream countries must seek their approval before undertaking any projects on the Nile. In this way, they are allowed to assess the potential negative impacts that may affect their irrigated agricultural lands (Subaih, 2015, p. 57).

Despite these differences, the competitors agreed in 2011 (Ethiopia, Sudan, and Egypt) to study the impact of the Renaissance Dam project through a tripartite national committee. In the following years, the parties continued negotiations through the framework of the tripartite national committee. In 2012, an international expert committee was formed to exchange information impartially regarding impact assessments, including the benefits and challenges of building the Renaissance Dam. The committee comprised ten experts: two representatives from each of the three countries and four external experts. Important results of its final report for 2013 was that if the Renaissance Dam reservoir is filled during years of average rainfall, there will be no significant impact on the downstream countries. Similarly, if the dam is filled during years of scarce rainfall, the downstream countries will be negatively affected (Shafi, 2020, p. 64).

In 2014, the three countries affirmed their cooperation through the Malabo Declaration, signed in Equatorial Guinea. At the same time, they held more negotiations in 2015, which resulted in the Khartoum

Agreement, also known as the Declaration of Principles. This agreement is considered the closest document to binding treaties, as it was signed by the three countries: The agreement was signed by the leaders of Egypt, Ethiopia, and Sudan, and was specifically dedicated to addressing the Renaissance Dam issue. President El-Sisi on behalf of Egypt, President Al-Bashir on behalf of Sudan, and Ethiopian Prime Minister Hailemariam Desalegn.

The agreement consists of ten articles that affirm the commitment of the three countries to it, based on the principles of mutual benefit, common understanding, good intentions, gains for all, and the principles of international law, and cooperation in understanding the water needs of the upstream and downstream countries (Moussa, 2015).

Under the Declaration of Principles, Ethiopia was entrusted with taking maximum measures that would not negatively affect the downstream countries. Consequently, continuous reviews and negotiations were encouraged. However, a significant problem arose in 2019 when Ethiopia announced that it would begin filling the Renaissance Dam without the approval or agreement of others. This prompted Egypt to issue a warning against any attempts to start filling the dam before reaching a final agreement. Because of this development, Egypt sought to implement and interpret Article 10 of the Declaration of Principles, which states that if the three countries cannot find a solution to their dispute, they can request a third party for mediation. This led Egypt to request mediation from the United States.

When the United States intervened for mediation, several rounds of peace talks were held between 2019 and 2020. However, they also ended without any tangible agreement, which allowed tensions to continue to simmer. Similarly, the intervention talks conducted by the African Union between 2020 and 2021, chaired by South Africa and the Democratic Republic of Congo (as chair of the African Union in 2020 and 2021), yielded limited results. These talks collapsed (Allam, 2021, p. 132).

In 2021, Egypt proposed a quadripartite mediation involving the United Nations, the United States, the European Union, and the African Union. Ethiopia rejected this proposal, although it did not necessarily object to the necessity of "foreign" mediation efforts, but instead preferred that the role of external parties be limited to an

observer status in the talks, without direct participation (Mustafa, 2024).

Regarding the legal importance of the 1929 and 1959 treaties, which Egypt and Sudan frequently refer to, the enforcement of these two treaties may not be implicitly binding, Article 34 of the Vienna Convention on the Law of Treaties of 1969 partially states that a treaty does not create rights or obligations for a third state without its consent. This principle does not stipulate any exceptions in cases of obligations, although some obligations contained in the treaty may bind third states as independent rules for customary international law (Othman, 2024).

Although negotiations regarding the Renaissance Dam have largely remained without achieving progress, some achievements have been witnessed. For example, those negotiations resulted in the formation of an international expert team in 2012 and the Declaration of Principles in 2015, The ongoing negotiations relate to mitigating the effects of drought and the safety of the dam, and whether general agreements should be legally binding or not (Bouhaidel, 2025).

On Sunday, September 10, 2023, Egypt announced that Ethiopia had completed the fourth filling of the Renaissance Dam reservoir. This is considered a continuation Ethiopia has been accused of breaching the 2015 Declaration of Principles signed with Egypt and Sudan, which requires consensus among the three nations on the rules for filling and operating the Ethiopian dam prior to initiating the filling process Ethiopia's unilateral actions are seen as a dismissal of the rights and interests of the downstream countries and their water security (Magdy, 2025).

3.2.1. Second Subsection: Implications of the Renaissance Dam on the Downstream Countries

The nature of the transboundary Nile River has contributed significantly to sparking political disputes and conflicts, as it is one of the rivers most exposed to natural and climatic forces, both human and natural. The construction of new dams on the Nile will inevitably affect the river's flow levels, with the Renaissance Dam being the most prominent. Additionally, the dam will significantly alter the Nile's environmental system, posing a threat to the livelihoods of downstream countries, specifically Egypt and Sudan, causing some political tensions between Ethiopia, Egypt, and Sudan (Kamara, 2022, pp. 1-2).

Here we point out a fundamental truth, which is that Egypt is the most affected by the dam compared to Sudan. According to a study conducted by the Dutch Center for Coastal Research (Deltares) on the Renaissance Dam, it stated that a decrease of 1 billion cubic meters of water can displace more than 1 million jobs, Annual economic losses estimated at 8.1 billion dollars will be incurred in all economic sectors, which will significantly increase the rate of migration from rural to urban areas, leading to an increase in unemployment, which Egypt already suffers from. Egypt, in particular, will face significant consequences, including rising crime and migration rates, as the country is largely a desert oasis reliant on the Nile River. Consequently, Egypt views the Renaissance Dam as an existential threat (Washington, 2021).

In addition to the points raised, Egypt is primarily categorized as a country facing water scarcity. However, the issue of water scarcity in Egypt is not a recent development, what is new is the exacerbation of this scarcity with the increase in Egypt's population to more than 100 million people, and the construction of the Ethiopian Renaissance Dam. In addition to that, the fact that 97% of Egypt's water resources originate from outside its borders made the Renaissance Dam an existential threat to Egypt, threatening the already insufficient water flow (Mostafa, 2021).

Based on this, it can be said that the implications of the Ethiopian Renaissance Dam on Sudan and Egypt are varied and numerous, especially for Egypt due to its reliance on the Nile River as a primary source of fresh water in various fields. From here, the most prominent of these implications on Egypt can be mentioned:

- Ethiopia has significant control over the Blue Nile River flows.
- A 20% reduction in electricity production from the High Dam is expected. Projections suggest that during the Renaissance Dam's filling period, Egypt will face a water deficit of 10 billion cubic meters, with water flows decreasing by 12% to 25%.
- A decrease in the Nile water level will negatively affect navigation and river trips.
- Significant damage to agricultural lands.
- Water scarcity will lead to environmental imbalance, increased pollution, increased salinity, and a threat to groundwater quality (Ibrahim A. I., 2017, pp. 160-161).
- Direct impact on Egypt's land reclamation policies.

Among the many implications of this dam is that it revealed the struggle for water hegemony among the Nile Basin countries, specifically between Egypt and Ethiopia. Starting from the idea of "the absence of war does not mean the absence of conflict," Ethiopia's unilateral decision to build the dam came, which will make it a water-hegemonic power over the basin countries. With this, the dam will grant Ethiopia water political influence that it can use to affect the downstream countries by changing the amount of water supplies, which will grant it an adequate bargaining power to achieve its foreign policy goals. Thus, the dam will turn into a "water weapon" that the upstream countries, specifically Ethiopia, use, exploiting their geographical advantage to influence the policies of the downstream countries (Aslake ., E., 2016, pp. 53-54).

It is also possible to reduce the risks and damages that Sudan will incur, as the dam deprives Sudan of its water security and exposes it to destruction and drowning, mainly since the dam is located in a border area, which leaves no opportunity for the waters to be received in a safe state. It is also known that Sudan does not have lakes for water drainage. The dam was built in the Benishangul -Gumuz region, which is Sudanese land occupied by Ethiopia during the Mahdist state era. The 1902 agreement prohibits Ethiopia from establishing facilities in exchange for allowing it to administer the region and a large part of the Nile waters, specifically the Blue Nile, which originates from the region whose borders extend to Lake Tana and reaches Sudan and Egypt.

These risks are embodied in the possibility of water reaching the Roseires Dam in 8 hours, and to Khartoum in eight days, causing destruction and drowning in both areas. In addition, the damages include the retention of silt, which affects the fertility of the soil, the erosion of coasts, and the increase of Nile islands. Sudan has already been affected by the first and second fillings (unilateral actions), as Sudanese citizens suffered from water shortages and a 50% reduction in power. Farmers in the vicinity of the Merowe and Roseires dams were affected, with homes destroyed and flooding. It is necessary to have a binding agreement on the amount of water flowing from the Renaissance Dam, to exchange information, and ensure that the Merowe Dam does not lose 30% of the electricity it generates.

4. Conclusion:

It is clear that the Renaissance Dam crisis transcends technical aspects that can be resolved. It is a matter related to regional competition between the two countries. From the beginning, Ethiopia has been able to become a regional power in this century, which has pushed it to compete with the Sudanese-Egyptian influence.

Thus, this challenging Ethiopian behavior towards Egypt can negatively affect Egypt's position and influence in the Nile Basin, and may encourage other upstream countries to undertake similar unilateral projects. In light of this political situation, settlement prospects become difficult, which means that Egypt and Sudan have a long way to go.

In this context, the upcoming phase necessitates the creation of new mechanisms to enhance cooperation among Nile Basin countries under a win-win principle. Conflict-driven behavior is likely to prolong the water security crisis among the Nile Basin countries in general. Therefore, it is essential to establish frameworks for bilateral and collective dialogue among the basin countries to reach a consensual solution that ensures fair, equitable, and just utilization of water resources.

Results: Through our study, we have reached a set of results that can be summarized as follows

- Ethiopia's adoption of a unilateral water policy, disregarding the positions of Nile Basin countries, and its construction of the Grand Ethiopian Renaissance Dam without prior notification to Egypt and Sudan or awaiting their approval, constitutes a violation of Nile Basin agreements and international norms and laws governing the use of shared international river resources. Since 2011, the balance of power in the Nile Basin region has shifted, with Ethiopia exploiting Egypt's turbulent conditions to attempt to alter the legal framework of the Nile River. Employing tactics of procrastination and strategic deception, Ethiopia has sought to impose a *fait accompli* on Egypt and Sudan, denying their rights by claiming the waters as its own. However, international agreements and law affirm Egypt and Sudan's rights, as Nile Basin
- Egypt and Sudan are exposed to political crises, leading to the deterioration of their relations with neighboring countries.
- The Renaissance Dam issue has led to the deterioration of the political and economic situation of Egypt and Sudan

Recommendations:

- The Declaration of Principles of 2015 should include an acceptable and independent mechanism for arbitration and a follow-up mechanism for its implementation, to which reference is made in case of violation of the declaration, and a mechanism for paying compensation. It is also necessary to establish a comprehensive institutional framework for the integrated management and development of Nile resources for the benefit of all Nile Basin countries.
- Sudan and Egypt must move quickly towards economic and strategic integration to turn the page on differences that were represented in the disagreement over some issues.
- Diversify and support political, economic, social, and cultural relations, and support economic integration among the Nile Basin countries.

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The Legislative and Regulatory Framework for Plastic Surgery doctors

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Received: 29-07-2025 Accepted: 13-11-2025 Published: 01-12-2025

Abstract:

Cosmetic surgery is considered one of the most prominent surgical procedures performed by people, especially women, as interest in it has increased in recent years. Technological development has helped in the spread of cosmetic surgery greatly. The doctor can choose the appropriate shape for his patient. Thus, he makes him enjoy his beauty because it aims in body reconstruction and restoration, especially if the patient has a congenital deformity or an accident that causes psychological pain. According to the International Plastic Surgery Survey (ISAPS), the number of women undergoing plastic surgery have reached more than 20 million in the world, and is likely to increase dramatically. Most of the legislation was strict with regard to the doctor's responsibility in plastic surgery, unlike other surgeries. The judiciary recognized plastic surgery as a branch of general surgery in other surgeries. There is strictness regarding determining the obligations of the plastic surgeon, unlike the obligations of the ordinary surgeon.

Keywords: patient, plastic surgery, obligations, responsibility, surgeon

1. Introduction

Although plastic surgery is relatively recent in its emergence, it has distinguished itself from ordinary surgery. This type of surgery constitutes a novel concept in the field of legal sciences.

Plastic surgery is considered one of the most debated medical procedures among legal scholars. It refers to surgical interventions not aimed at curing a disease, but rather at eliminating a physical deformity.

Most jurists distinguish between two types of plastic surgery:

- **Reconstructive plastic surgery**, which aims to correct congenital deformities or those resulting from work accidents or traffic incidents; and
- **Purely aesthetic plastic surgery**, which refers to procedures undertaken by individuals dissatisfied with their external appearance and seeking to enhance it.

The increasing number of victims of medical errors committed by physicians during cosmetic procedures—whether in public hospitals or private healthcare institutions—has become a matter of concern, especially considering that such procedures are often driven more by commercial motives than humanitarian ones. According to the International Society of Aesthetic Plastic Surgery (ISAPS), the number of women undergoing cosmetic surgery worldwide has exceeded 20 million and is expected to increase at an exponential rate.

Most legal systems have adopted a stringent approach regarding the liability of cosmetic surgeons, unlike the more lenient stance often taken in other forms of surgery. While cosmetic surgery has been recognized by the judiciary as a branch of general surgery, the legal obligations imposed on cosmetic surgeons tend to be stricter than those placed on ordinary surgeons.

This raises several key questions: What is the conceptual framework of cosmetic surgery? How can the civil liability of the cosmetic surgeon be legally characterized? And what are the legal obligations incumbent upon the cosmetic surgeon? To answer these questions and to provide a comprehensive analysis of the subject matter, it is necessary to first outline the conceptual framework of cosmetic surgery (First Section), followed by an

examination of the obligations of the cosmetic surgeon and the legal classification of the surgeon's civil liability (Second Section).

1. The Conceptual Framework of Cosmetic Surgery:

Cosmetic surgery differs from other forms of surgery in that it is not primarily intended to cure an illness or treat a medical condition. Rather, its principal purpose is to correct a deformity that offends aesthetic sensibilities or causes psychological distress.

There are numerous definitions of cosmetic surgery provided by legal scholars and medical professionals, which vary depending on its different types and underlying purposes.

1.1. Definition of Cosmetic Surgery :

The term originates from two root words: the first, *chirurgie*, refers to manual or operative procedures; the second, *aisthétikos*, is derived from the Greek and denotes the capacity to perceive or feel beauty. Over time, the term evolved into the English expression *plastic surgery*, referring to reconstructive or aesthetic surgical procedures.

A. Terminological Definition of Cosmetic Surgery

Cosmetic surgery is medically defined as an intervention involving the incision of the skin with the aim of enhancing beauty, attractiveness, and aesthetic appearance of the human body.

However, this definition may appear insufficient when considering the various types of cosmetic surgeries recognized in medical practice, as some procedures may not fall strictly within the parameters of that definition.

According to Dr. Dartigues, founder and director of the Scientific Society of Cosmetic Surgery in France, cosmetic surgery is defined as:

"A set of procedures related to appearance, aimed at treating natural or acquired defects affecting the external human form, which impact an individual's personal or social value."

It has also been defined as a procedure intended to treat congenital or war-related defects that cause physical or psychological suffering, or as a means of enhancing a person's appearance in pursuit of beauty beyond what is naturally present.

Medical professionals have also defined cosmetic surgery as a medical art used to treat conditions either by excision, implantation, or other methods, all of which rely on surgical procedures involving incisions and suturing.

B. Doctrinal Definition of Cosmetic Surgery

The Algerian legislator has remained silent and has not defined cosmetic surgery, neither in the Public Health Law nor in the Medical Ethics Code. Furthermore, no specific legal provisions have been enacted to regulate this area, a deficiency that was not addressed in the latest amendment to the new Health Law No. 18-11.

Therefore, it can be deduced from all these definitions that the term originally derives from the Greek language and refers to surgery aimed at correcting deformities without affecting the physical health of the body.

1.2. Justifications and Motivations for Undergoing Cosmetic Surgery and its Types:

Certain circumstances may compel some women—and even men—to undergo specific types of cosmetic surgery. The justifications for undergoing such procedures can, in certain cases, rise to the level of necessity.

Initially, the primary purpose of cosmetic surgery was to repair damage affecting the external parts of the body. Later, it also came to include the correction of congenital deformities, such as skin appendages, birth-related abnormalities, or extra limbs and features that a person may be born with, leading to disfigurement of visible body parts.

Subsequently, cosmetic procedures began to be performed for less urgent reasons, such as disproportionately large noses or ears—minor imperfections that do not affect the functionality of the organs or significantly impair the overall aesthetic appearance.

In the most recent stage—beginning with the advent of the twentieth century and peaking in its middle—it became common to perform cosmetic surgeries on individuals in good health and with acceptable appearances, merely to achieve a more ideal look or to attain a particular physical appearance that the person prefer.

A: The Nature of the Profession

For certain professions—such as artists, actors, dancers, or circus performers—even a minor physical disfigurement can significantly hinder their ability to perform. If such a deformity is not corrected or treated, it may result in an inability to work or a decline in professional performance, potentially leading to the end of the individual's career and a substantial deterioration in their quality of life. In such cases, undergoing cosmetic surgery becomes a necessary measure.

B: Psychological Disorders

Cosmetic medical procedures are closely connected to the field of psychology. Disorders such as depression, withdrawal, despair, persistent sadness, and social isolation may often stem from dissatisfaction with one's physical appearance—conditions that, in extreme cases, may drive individuals to suicide. Every person holds a mental image of their physical self. When a deformity arises—whether due to illness or an accident—the altered image may become unacceptable to the individual, leading them to seek corrective surgery. Alternatively, some individuals may remain confined by their circumstances, unable or unwilling to pursue surgical intervention.

C. Types of Cosmetic Surgery

Based on the aforementioned medical definitions and classifications, cosmetic surgery may be divided into two primary categories:

-Necessary (Reconstructive) Cosmetic Surgery:

Also referred to as reparative or reconstructive surgery, this category aims to correct congenital or acquired deformities.

From a medical standpoint, physical defects may be divided into two groups:

- **Acquired and Accidental Deformities:** These arise from accidents that result in the amputation of limbs, or from burn injuries that cause disfigurement of the body or face. Although such procedures are performed for enhancement or aesthetic improvement, they fall under the category of necessity due to the physical and psychological harm involved.
- **Congenital Deformities:** These refer to birth defects that require medical intervention for psychological relief, such as cleft lips, fused fingers or toes, or treatment of severe obesity.

- Elective or Aesthetic Cosmetic Surgery:

These procedures are not intended to cure medical conditions. Rather, they aim to correct minor imperfections that, in the eyes of the individual, negatively affect their physical beauty or bodily symmetry.

Thus, **aesthetic (or elective) cosmetic surgery** refers to procedures that are not intended to achieve medical healing. Rather, their primary purpose is to enhance the external appearance of a visible part of the body, based on the individual's belief that certain features detract from their overall physical beauty. Examples include rhinoplasty (nose reshaping), scar removal from the face, or breast augmentation. The objective of such surgeries is to improve appearance and restore a youthful look.

2. Obligations Imposed on the Cosmetic Surgeon and the Legal Characterization of His Civil Liability

With the growing demand for cosmetic procedures and the consequential medical errors that may cause harm to patients—and considering the specific nature of such interventions—certain legal opinions have moved toward tightening the surgeon's liability,

arguing that the surgeon is bound by an obligation of result. Other opinions, however, maintain that the surgeon, like any other physician, is only bound by an obligation of means. Furthermore, legal debate continues over the distinction between contractual liability and tortious liability in the context of cosmetic surgery.

Performing cosmetic procedures requires the fulfillment of several conditions: specialization in the field, a valid license to practice, and a proportionality between the risks of the operation and its intended purpose. This is expressly provided for in Articles 17 and 18 of the Medical Ethics Code. In addition, cosmetic procedures must be carried out only in facilities that are legally authorized to perform them.

Failure to comply with any of these conditions renders the cosmetic surgery unlawful, and thereby gives rise to medical liability.

In order to determine the appropriate legal characterization, it is essential first to define the specific nature of the cosmetic surgeon's civil liability, and then to identify the nature of the obligations incumbent upon the cosmetic surgeon.

2.1. Obligations of the Cosmetic Surgeon

Performing cosmetic procedures requires the fulfillment of several conditions:

- Specialization in the relevant medical field,
- Authorization to practice, and
- Proportionality between the risks involved and the anticipated benefits of the procedure.

These requirements are clearly stated in Articles 17 and 18 of the Medical Ethics Code, along with the mandatory requirement that such surgeries be performed exclusively in licensed medical establishments.

If any of the aforementioned conditions are lacking, the cosmetic surgery is considered illicit, thereby giving rise to the medical liability of the practitioner.

To accurately determine the legal characterization of such liability, it is necessary to examine both the civil nature of the cosmetic surgeon's responsibility and the specific obligations that govern their conduct.

The cosmetic surgeon is subject to specific legal obligations toward the individual undergoing a requested cosmetic procedure. Given the unique nature of such surgeries—being neither medically necessary nor intended to cure an illness—both legal doctrine and judicial precedent have imposed heightened obligations on cosmetic surgeons. Chief among these is the duty to adequately inform and advise the patient in a comprehensive, clear, and accessible manner. This duty of disclosure must encompass not only the standard risks typically associated with surgical procedures, but also the exceptional or uncommon risks, thereby ensuring that the patient's consent is based on a free and informed will, constituting valid and unvitiated consent.

Accordingly, the obligations incumbent upon the cosmetic surgeon may be summarized as follows:

A. The Obligation to Inform the Patient

Undoubtedly, any disclosure made after the surgical intervention is ineffective and of no value to the patient, as consent given post-operatively is legally and ethically meaningless. Therefore, a mandatory cooling-off period of fifteen (15) days must be observed between the delivery of a signed and dated document—issued by the cosmetic surgeon and containing a detailed report of the surgical procedure and its cost—and the actual performance of the surgery.

In this context, the information provided must be clear and understandable. Any communication made using overly technical or complex medical terminology defeats its intended purpose, particularly given that the vast majority of patients lack familiarity with such terminology. In fact, providing information in this manner may be more harmful than beneficial, as it may provoke anxiety, fear, or apprehension in the patient, while simultaneously impairing their ability to fully comprehend the details of the procedure.

To avoid this, the physician is required to deliver the information using simple, accessible, and comprehensible language, ensuring that the patient can readily understand the nature, risks, and implications of the surgery.

Moreover, the surgeon's disclosure must be complete and exhaustive. The cosmetic surgeon must inform the patient not only of the foreseeable risks, but also of unforeseeable or exceptional risks, given that such procedures do not aim to remove an imminent danger requiring urgent medical intervention, but rather to correct a physical imperfection.

In addition, the information provided must be accurate. This means that the physician is obligated to supply the patient with precise and specific information. Vague or generalized statements regarding surgical risks or potential failure may create a misleading sense of reassurance, only for the patient to later be confronted with an unexpected and undesired outcome. Accuracy is especially crucial when the physician presents alternative treatment options, including the advantages and disadvantages associated with each, so that the patient may make an informed and knowledgeable choice—not one based on ignorance or misunderstanding.

The physician must also act with honesty and transparency, supplying the patient with truthful and complete information about the procedure, including whether it will leave any physical traces or scars. This obligation is reinforced by Article 43 of the Algerian Code of Medical Ethics, which states: **“The physician or dental surgeon must strive to provide the patient with clear and truthful information regarding the reasons for any medical procedure.”**

B. The Obligation to Advise the Patient

Among the fundamental duties incumbent upon the cosmetic surgeon is the duty to advise, warn, and refrain from performing surgeries whose potential benefits are disproportionate to the associated risks.

This principle is expressly stated in Article 17 of the Algerian Code of Medical Ethics, which provides:

“The physician or dental surgeon must refrain from exposing the patient to any unjustified risk during medical examinations or treatments.”

Accordingly, the surgeon must evaluate each case individually and recommend against any intervention that does not offer sufficient therapeutic or aesthetic value relative to its risks, thus acting in the best interest of the patient.

C. The Obligation to Ensure Postoperative Follow-up

It is well established that the medical contract is a continuous obligation, given that medical examinations, treatment, and patient follow-up may extend over varying lengths of time, depending on the circumstances.

To ensure continuity of care, the physician is required to observe the following principles:

- Avoid haste in medical decision-making, and thoroughly verify the patient’s health status prior to any intervention.

Commitment to diligent and loyal care: Once the physician agrees to take on a treatment request, he or she is obliged to deliver care that is devoted, conscientious, and in line with current scientific knowledge.

The physician must also provide the patient with the means to contact him and must be reachable between scheduled appointments. In this regard, Article 50 of the Code of Medical Ethics stipulates:

“The physician or dental surgeon may cease to provide care, provided that the continuity of treatment for the patient is ensured.”

D. The Obligation of the Cosmetic Surgeon to Maintain Professional Confidentiality:

The physician's duty to preserve professional secrecy is among the most fundamental ethical and humanitarian obligations in medical practice.

Accordingly, Articles 37, 39, and 40 of the Code of Medical Ethics define the scope of confidentiality that a physician must observe.

Article 37 provides:

"Professional secrecy encompasses everything the physician or dental surgeon sees, hears, understands, or is entrusted with in the course of performing his or her profession."

2.2. The Legal Characterization of the Civil Liability of the Cosmetic Surgeon:

To determine the appropriate legal classification of the cosmetic surgeon's liability, it is necessary to first identify the specific nature of such civil liability, and then to analyze the legal nature of the surgeon's obligations.

A- Tortious Liability of the Physician in Cosmetic Surgery:

Tort liability arises when a person causes harm to another as a result of fault-based conduct. Therefore, a physician may be held tortiously liable if no contractual relationship exists between the surgeon and the patient, or even if a contract does exist, but the damage did not arise from that contract.

An examination of Algerian Law No. 18-11 of 2018 on Public Health reveals no explicit provision that clearly distinguishes between tortious and contractual liability for physicians. However, by reference to the general principles of Algerian civil law, one can deduce that a physician's liability for professional fault is governed by tort law, as established by Article 124 of the Algerian Civil Code, which states:

"Any act whatsoever that is committed by a person through his fault and causes harm to another shall render the person who caused the harm liable for compensation."

Accordingly, the legal obligation whose breach constitutes fault in tort law is always an obligation of means, requiring the obligor to act with vigilance and care so as not to harm others. Any deviation from this standard of conduct, when committed by a person who is aware and capable of discernment, is considered a tortious fault that gives rise to liability—this is a well-established principle in both legal doctrine and judicial precedent.

there are various scenarios in which a physician may incur tortious liability in cosmetic surgery. The most notable include:

- When the surgeon intervenes on his own initiative, without giving the patient an opportunity to choose their physician.
- When the resulting disfigurement is so severe that it becomes a burden on the patient's life, potentially pushing them toward suicidal ideation. In such cases, the cosmetic surgeon must support the claim with a certificate from mental health specialists; the surgeon's personal assessment is insufficient to conclude that the patient's condition was hopeless.

Medical fault, within the framework of tort liability, may occur in several circumstances, such as:

- When the physician proceeds with the surgical procedure without prior agreement with the patient.
- When the physician enters into a contract with the hospital, and subsequently performs surgery on a patient who did not select the physician themselves. In this scenario, the contract exists between the physician and the hospital, with the patient being a third party and not a party to the contract.

Fault may manifest in two forms:

1. **Technical (Professional) Fault:** This relates to the scientific principles and technical standards governing medical practice. It

occurs when a physician either lacks knowledge of these rules or applies them incorrectly, causing harm to the patient as a result.

2. **Material (Ordinary) Fault:** This stems from a failure to observe basic caution and prudence, which all individuals are expected to uphold—regardless of profession. It is not connected to the scientific or technical standards of the medical field. In such cases, the physician is held liable if the fault leads to a legally punishable outcome, whether the error is serious or minor. This is well established in both legal doctrine and jurisprudence.

B. Contractual Liability:

To establish contractual medical liability, there must first be a valid contract between the cosmetic surgeon and the patient. This contract must meet all the elements of a valid agreement, including:

- Mutual consent (offer and acceptance), free from defects of will.
- A determined and lawful object.
- A legitimate cause.

The cosmetic surgeon's fault must arise from a failure to fulfill obligations that stem directly from this medical contract.

Contractual fault in the medical domain has been defined by some as a breach of a contractual obligation. This means the physician fails to uphold the specific duties imposed by the profession. A doctor is subject to two obligations: the obligation of means (duty of care) and the obligation of result. In this context, the physician must ensure that the patient's condition does not deteriorate following cosmetic surgery. Any failure in diagnosis, evaluation, or placing the patient in a state of suffering may constitute negligence.

Thus, the liability of the cosmetic surgeon is primarily contractual. The very act of a patient entering the surgeon's clinic is considered acceptance of the surgeon's offer to provide services. Furthermore, cosmetic surgery is generally performed at the request of the patient, which gives rise to the legal effects of a contractual relationship.

Unlike other medical fields, a valid medical contract is a prerequisite for lawful cosmetic surgery. The medical contract, in this context, is often regarded by legal scholars as an innominate contract, i.e., a sui generis agreement that differs in subject matter and governing rules from standard contracts.

Ultimately, the contractual liability of the cosmetic surgeon becomes evident through various judicial and doctrinal principles aimed at protecting harmed individuals and establishing liability for medical error.

3. Conclusion :

Our study concludes that the evolution of the medical field has expanded the concept of treatment. It is no longer confined to the traditional meaning of curing physical illness or injuries, but now includes any form of care that enhances a person's well-being, alleviates psychological or social distress, and utilizes modern technical methods.

Through our study of this subject, we were able to arrive at a number of conclusions, which can be summarized in the following points

- Cosmetic surgery is no longer limited to procedures that aim to cure illness or specific physical injuries. It now includes addressing psychological pain resulting from appearance-related concerns.
- The liability of cosmetic surgeons is fundamentally contractual, based on the existence of a valid agreement with the patient. However, it may also be tortious, in the absence of such a contract or in cases of breach of a legal obligation.
- Cosmetic surgery has become a widespread reality, largely driven by the media, and is sometimes performed by individuals lacking the necessary qualifications—thereby endangering the health and safety of patients. This calls for prompt legislative intervention by Algerian lawmakers to regulate such procedures and establish clear rules governing related liabilities.

Based on the findings of this study, several recommendations can be proposed to support and enhance the legislative and regulatory framework for plastic surgery doctors

- We urge Algerian legislators to review existing medical laws in order to reinforce the duties of cosmetic surgeons, given that their interventions are non-essential, unlike other surgical procedures.
- Cosmetic surgery should only be performed in licensed and specialized medical centers, approved by the Ministry of Health.
- The Algerian Civil Code should be revised to clearly determine the right of heirs to claim compensation in the event of a patient's death, as is the case under Egyptian law.
- Cosmetic surgeons must fully inform patients, after the necessary medical examinations, of all potential risks associated with the procedure.
- We recommend promoting awareness campaigns to educate the public about the risks and potential long-term side effects of cosmetic surgery.
- A specialized regulatory body should be established to monitor compliance with legal standards governing the practice of cosmetic medical procedures.

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The Reality of Domestic Tourism in Algeria as a Mechanism for Achieving Sustainable Development: an Analytical Study

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Received: 18-08-2025

Accepted: 10-10-2025

Published: 01-12-2025

Abstract:

This study examines the current reality of domestic tourism in Algeria as a strategic mechanism for achieving sustainable development. Using a descriptive-analytical approach, the research analyzes tourism statistics, investment developments, and policy frameworks from 2020-2024. The findings reveal that Algeria received over 3.5 million visitors in 2024, with domestic tourists representing approximately 85% of total tourist flows. The study demonstrates that domestic tourism contributes significantly to employment creation, regional development, and economic diversification. Hotel infrastructure expanded with 47 new establishments delivering 4,687 beds in 2024, while 13 new hotel projects were launched representing 2,603 rooms. The research concludes that domestic tourism, when properly managed and promoted, serves as an effective catalyst for sustainable development, particularly in southern regions where desert tourism shows remarkable growth potential.

Keywords: Algeria, domestic tourism, regional development, sustainable development, tourism investment

1. Introduction

Algeria, the largest country in Africa and the tenth-largest in the world, possesses exceptional tourism potential that has historically

remained underexploited. With over 1,600 km of Mediterranean coastline, rich cultural heritage, and the vast expanse of the Sahara Desert covering 80% of its territory, Algeria holds significant opportunities for tourism development, particularly in the domestic market segment.

The significance of this research emerges from Algeria's critical need to diversify its economy beyond hydrocarbon dependence, which has traditionally accounted for over 95% of export revenues. The tourism sector in Algeria accounts for 3.9% of the volume of exports, 9.5% of the productive investment rate and 8.1% of the gross domestic product, indicating substantial room for growth and development.

This study aims to analyze the current reality of domestic tourism in Algeria as a cornerstone for achieving sustainable development. The research examines recent tourism statistics, investment trends, infrastructure developments, and policy implementations, with particular emphasis on the period 2020-2024. The study addresses the following research question: How does domestic tourism contribute to sustainable development in Algeria, and what are the current trends and challenges facing this sector?

2. Literature Review and Theoretical Framework

2.1. Conceptual Framework of Domestic Tourism

Domestic tourism refers to the activities of residents traveling within their own country for leisure, business, or other tourism purposes. From an economic perspective, domestic tourism represents a productive sector that plays a significant role in income redistribution, regional development balance, cultural preservation, and economic stability during external crises.

The German researcher Guyer Freuler first provided a specific definition of tourism in 1905, describing it as "a phenomenon of the era, emerging from the increasing need for rest and change of place, enjoying the beauty of nature and feeling it, as well as residing in areas with their own special nature" (Bessaid, 2018).

2.2. Sustainable Tourism Development Theory

Sustainable tourism development, as defined by the World Tourism Organization in 1995, refers to "development that meets and satisfies the needs of tourists and host communities while ensuring benefits for future generations. It is development that manages resources in a way that achieves economic, social, and aesthetic benefits while maintaining cultural unity, continuity of ecological processes, biological diversity, and human life support systems."

2.3. Tourism and Economic Development Linkages

Tourism serves multiple development functions including foreign exchange earnings, employment generation, regional development balance, and infrastructure improvement. The multiplier effects of tourism extend to approximately 70 related industries and services, making it a catalyst for broader economic development.

3. Algeria's Domestic Tourism Landscape: Current Analysis

3.1. Tourism Performance and Statistics

Recent data reveals significant developments in Algeria's tourism sector. Algeria's tourism sector welcomed over 3.5 million visitors in 2024, with hotel infrastructure expanding through 47 new hotel establishments that delivered 4,687 beds to the national capacity. This represents a substantial growth trajectory compared to previous years. Additionally, 500,000 domestic travellers contributed to this growth, reflecting a 10% rise in domestic tourism. These figures indicate the growing importance of domestic tourism as a stable foundation for the sector's development.

The tourism distribution shows that domestic tourists constitute the majority of visitors, with international tourists representing approximately 15% of total flows. This domestic-heavy composition provides stability and resilience to the sector, particularly during global economic uncertainties.

3.2. Investment Trends and Infrastructure Development

The hotel investment sector has shown remarkable progress in 2024. In 2024, Algeria recorded 13 new hotel projects, representing 2,603 rooms. Although these figures remain modest compared to other destinations like Egypt, Morocco or Nigeria, they reflect a growing

dynamism. This investment growth reflects the government's commitment to developing tourism infrastructure and creating favorable conditions for private sector participation. The expansion of accommodation capacity directly supports domestic tourism growth by providing quality services for internal travellers.

3.3. Regional Tourism Development

Algeria's diverse geographic features support various forms of domestic tourism. The country encompasses three distinct zones: the Mediterranean coastal region, the Atlas Mountains, and the vast Saharan region. Desert tourism, in particular, has emerged as a key growth area, with Saharan destinations showing increased popularity among domestic tourists.

The government has identified four major Saharan tourism poles of excellence:

- Southeast Tourism Pole: Oases, Ghardaia, Biskra, El Oued, El Menia;
- Southwest Tourism Pole: Touat, El Goléa, Ksour routes including Adrar, Timimoun, Bechar;
- Grand South Tourism Pole (East): Tassili, Illizi, Djanet;
- Grand South Tourism Pole (West): Adrar, Tamanrasset

4. Economic Impact Assessment

4.1. Employment Generation

Tourism demonstrates significant employment potential across various sectors.

Based on the original research data, employment in the tourism sector (hotels, cafes, restaurants) reached 270,317 workers in 2016, representing a growth rate of 1.70% from the previous year. This labor-intensive characteristic makes tourism particularly valuable for addressing unemployment challenges.

The multiplier effect of tourism employment extends beyond direct tourism services to transportation, agriculture, construction, and traditional crafts, creating comprehensive economic benefits for local communities.

4.2. Contribution to GDP

Tourism's contribution to Algeria's GDP outside hydrocarbons reached 1.6% in 2017, showing an upward trend from 1.3% in 2015. While this percentage may seem modest, it represents significant potential for growth, particularly given the sector's current underdevelopment relative to Algeria's tourism assets.

4.3. Balance of Payments Impact

Tourism's impact on Algeria's balance of payments shows both opportunities and challenges.

The travel account deficit indicates that Algerian citizens spend more abroad than foreign tourists spend in Algeria, highlighting the need to develop domestic tourism as an alternative to outbound travel.

5. Policy Framework and Strategic Development

5.1. National Tourism Development Strategy

The Algerian government has implemented various policy measures to support tourism development, including simplified visa procedures for foreign tourists since 2022 and the establishment of tourism expansion zones (ZEST - Zones d'Expansion Touristique).

5.2. Institutional Support

The National Agency for Tourism Development (ANDT), established by Executive Decree No. 70-98 of February 21, 1998, serves as the primary institution responsible for managing, developing, and preserving tourism real estate. The agency's missions include protecting tourism zones, promoting tourism sites, and supporting tourism administration in implementing development strategies.

5.3. Investment Promotion

Recent initiatives include the launch of digital platforms for business access to state-owned land and the establishment of one-stop shops for major investments through the Algerian Investment Promotion Agency (AAPI).

6. Challenges and Opportunities

6.1. Infrastructure Development Challenges

Despite recent progress, Algeria faces several infrastructure challenges:

- Limited accommodation capacity in remote tourism zones

- Insufficient transportation connectivity to tourism sites
- Need for improved digital infrastructure and telecommunications
- Environmental protection requirements in sensitive ecosystems

6.2. Human Resource Development

The success of domestic tourism development depends on skilled human resources. Key requirements include:

- Professional training programs for tourism service providers
- Language skills development for quality service delivery
- Cultural sensitivity training for heritage site management
- Entrepreneurship development for local community involvement

6.3. Marketing and Promotion Strategies

Domestic tourism requires targeted marketing strategies to promote Algeria's unique assets to internal markets. This includes developing awareness campaigns about local destinations, improving information accessibility, and creating attractive tourism packages for domestic travellers.

Table 1. Statistical Overview of Domestic and International Tourism in Algeria (2024–2025)

| Indicator | 2024 | 2025 |
|---|---------------------------------------|-------------------------|
| Total number of tourists (domestic and foreign) | 3,5 million | 3,5 million |
| Foreign tourists | 2,454,000 | 1,5 million |
| Algerians residing abroad visiting Algeria | 1,093,000 | Not specified |
| Estimated domestic tourists (Algerians residing in Algeria) | ~853,000 | Not officially reported |
| Saharan tourism (Grand South visitors) | 186,000 (including 22,700 foreigners) | No official data |

| Indicator | 2024 | 2025 |
|--|---------------|----------------------------|
| New hotel projects | Not specified | 144 |
| Additional hotel beds | Not specified | 16,000 |
| Total national hotel capacity (projected) | Not available | 160,000 beds |
| Thermal stations available for development | 200 | 200 (development planned) |
| Tourist visa policy | In progress | Facilitated for foreigners |

Source: Meddahi, H. (2025), *Tourisme en Algérie : 3,5 millions de touristes dont 1,5 million d'étrangers en 2025*, Voyagerdz.com, <https://voyagerdz.com/2025/07/14/tourisme-en-algerie-35-millions-de-touristes-dont-15-million-detrangers-en-2025/>

7. Domestic Tourism: The Hidden Engine of Growth

Despite the focus on foreign visitors, domestic tourism is a major driver of Algeria's tourism economy. With over 950,000 Algerians traveling internally in 2024, the sector shows strong potential. Key motivations include:

- School holidays and family trips ;
- Growing interest in national heritage and nature;
- Improved road infrastructure (e.g., East-West highway, southern roads).

Popular destinations include:

- Saharan regions: Tamanrasset, Djanet, El Oued, Timimoun;
- Coastal areas: Algiers, Oran, Bejaïa, Annaba;
- Mountainous zones: Kabylie, Djurdjura ;
- Thermal resorts: Hammam Bou Hadjar, Hammam Righa, Hammam Boughrara.

- Discrepancy in 2024 vs. 2025 Foreign Tourist Numbers

There is a notable drop in reported foreign tourists:

- 2024: 2.45 million foreigners
- 2025: 1.5 million foreigners

This may indicate:

- A change in data classification (e.g., redefining "tourist" vs. "visitor")
- Temporary external factors (e.g., global travel trends, diplomatic shifts)
- Or a potential error in reporting

However, the government emphasizes visa facilitation for 97 countries, suggesting a long-term strategy to attract more international visitors.

- Saharan Tourism: A Rising Star

- 186,000 visitors to the Grand South in 2024, including 22,700 foreigners.
- Minister Horia Meddahi described it as a key attraction for both domestic and international tourists.
- The legendary hospitality of southern communities is a major asset.
- The region offers unique experiences: Tassili n'Ajjer (UNESCO), Ahaggar Mountains, desert festivals.

- Infrastructure Development: Ambitious but Challenging

- 144 new hotel projects and 16,000 additional beds signal strong investment.
- Goal: 160,000 hotel beds by end of 2025.
- Focus on tourist villages and affordable accommodations to boost domestic access.

Challenges:

- Uneven distribution (concentration in northern cities)
- Delays in project completion
- Need for better connectivity (flights, roads)

- Thermal Tourism: An Untapped Treasure

- Algeria has over 200 thermal springs, one of the richest in Africa.
- These sites offer therapeutic, wellness, and cultural tourism opportunities.

- Government plans to develop these as national health and leisure destinations.
- **Digital Transformation & Service Quality**
- A digitalization program is underway to modernize booking systems, information platforms, and tourist services.
- Part of the "Plan Qualité Tourisme" to improve customer experience.

8. Official Government Vision: "Destination Algeria" Strategy

In line with efforts to reduce dependence on hydrocarbon revenues, the Algerian government has adopted a new development strategy centred on tourism as a strategic economic sector.

Table 2. Key Pillars of the Government's Tourism Vision:

| Strategic Axes | Details | Source |
|----------------------------|--|---|
| Market Segmentation | Targeting specific tourism types: coastal, cultural, religious, mountain, family, and Saharan tourism | Ministry of Tourism / AAPI |
| "Destination Algeria" Plan | Based on Tourism Poles of Excellence, Public-Private Partnerships (PPP), and low-cost airline routes to major cities and the South | AAPI (Agence d'Amélioration des Performances Industrielles) |
| Human Capital Development | Expanding tourism training institutes to create jobs for youth and seasonal workers | Ministry of Tourism |
| Visa Liberalization | Simplified tourist visas for 97 countries, including European and African nations | Ministry of Tourism |
| Sustainable & Inclusive | Promoting local economies, handicrafts, | National Tourism Strategy 2030 |

| Strategic Axes | Details | Source |
|----------------|----------------------------|--------|
| Tourism | andcommunity-based tourism | |

Source: <https://aapi.dz/secteur-du-tourisme> – *Agence d'Amélioration des Performances Industrielles (AAPI)*, under the Ministry of Industry, supports the government's economic diversification, including tourism.

9. Discussion and Analysis of Results

Domestic Tourism as a National Priority

While international tourism is gaining momentum, domestic tourism remains the backbone of Algeria's tourism revival. With:

- A young, mobile population
- Rich natural and cultural diversity
- Growing infrastructure
- And strong government support

Algeria is well-positioned to build a resilient, inclusive, and sustainable tourism model.

The success of Saharan tourism and the development of thermal and family tourism show that Algerians are increasingly rediscovering their own country a powerful sign of national pride and economic potential.

9.1. Role of Domestic Tourism in Sustainable Development

The analysis reveals that domestic tourism serves multiple sustainable development functions in Algeria:

Economic Sustainability: Domestic tourism provides economic diversification opportunities, creates employment, and generates income for local communities while reducing dependence on hydrocarbon exports.

Social Sustainability: Tourism development contributes to social cohesion by providing employment opportunities for youth, supporting local businesses, and improving living standards in tourism regions.

Environmental Sustainability: When properly managed, domestic tourism can support environmental conservation by creating economic incentives for protecting natural and cultural heritage sites.

Cultural Sustainability: Domestic tourism promotes cultural awareness among Algerians, supports traditional crafts and customs, and contributes to cultural preservation efforts.

9.2. Growth Potential and Market Dynamics

The 10% growth in domestic tourism in 2024 demonstrates the sector's resilience and potential. The expansion of hotel infrastructure and the development of new tourism projects indicate increasing confidence in the sector's prospects.

9.3. Regional Development Impact

Domestic tourism contributes significantly to regional development balance by channeling investment and economic activity to previously underdeveloped areas, particularly in southern regions where desert tourism shows remarkable potential.

10. Conclusion

This study demonstrates that domestic tourism plays a crucial role in Algeria's sustainable development strategy. The analysis reveals significant growth potential, with domestic tourists representing the majority of tourism flows and contributing substantially to economic activity, employment generation, and regional development.

The findings indicate that Algeria's domestic tourism sector is experiencing positive momentum, with over 3.5 million visitors in 2024 and substantial infrastructure investments expanding accommodation capacity. The 10% growth in domestic tourism reflects the sector's resilience and potential for further development.

However, realizing this potential requires addressing key challenges including infrastructure gaps, human resource development needs, and marketing limitations. The government's commitment to tourism development through institutional support and policy reforms provides a foundation for continued growth.

The study concludes that domestic tourism, when properly developed and managed within a sustainable framework, can serve as an effective catalyst for comprehensive development in Algeria. The sector's

contribution to economic diversification, employment creation, regional balance, and cultural preservation makes it a valuable tool for achieving sustainable development objectives.

- Recommendations and Policy Implications

- Strategic Recommendations

Based on the analysis, several strategic recommendations emerge:

Infrastructure Investment: Prioritize investment in tourism infrastructure, particularly in accommodation facilities, transportation networks, and digital connectivity in designated tourism zones.

Human Capital Development: Implement comprehensive training programs for tourism professionals, focusing on service quality, hospitality skills, and sustainable tourism practices.

Marketing and Promotion: Develop targeted domestic marketing campaigns to promote Algeria's unique tourism assets, particularly desert and cultural tourism, to internal markets.

Regulatory Framework: Streamline tourism-related regulations to facilitate private investment and improve the business environment for tourism enterprises.

- Policy Implementation Framework

Multi-sectoral Coordination: Establish effective coordination mechanisms between tourism, transport, culture, environment, and other relevant sectors to ensure coherent policy implementation.

Performance Monitoring: Implement comprehensive monitoring systems to track progress in domestic tourism development and measure its contribution to sustainable development goals.

Stakeholder Engagement: Ensure meaningful participation of local communities, private sector, and civil society organizations in tourism planning and development processes.

- Long-term Development Vision

Capacity Building: Develop institutional capacity at national and local levels to support sustainable tourism development.

Innovation Integration: Embrace technological innovations to enhance tourist experiences and improve service delivery.

Sustainability Focus: Integrate environmental and cultural sustainability principles into all tourism development activities.

Future Research Directions:

Further research is recommended on the environmental impact of tourism development in fragile desert ecosystems, the role of digital technologies in enhancing domestic tourist experiences, and the measurement of tourism's contribution to specific sustainable development goals in the Algerian context.

Recommendations for Practitioners: Tourism practitioners should focus on quality service delivery, sustainable practices, and community engagement to maximize the positive impacts of domestic tourism development.

Policy Implications: Policymakers should prioritize integrated approaches to tourism development that balance economic growth with environmental protection and social equity, ensuring that domestic tourism contributes effectively to Algeria's sustainable development goals.

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The Reality of E-Learning in the Reform of the Educational System in Algeria

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Received: 08-10-2025

Accepted: 12-11-2025

Published: 01-12-2025

Abstract:

By the end of the 19th century, the world witnessed a sweeping technological revolution in information and communication technologies and scientific research, which made it necessary to open new horizons for improving and developing education and raising its quality. Algeria has been among the countries facing the problem of globalization, which brought with it many changes that hastened the reform of its educational system. The state has sought to spread the culture of technology and use its tools in the education sector, given its importance and in recognition of globalization's strategies and possession of its means and tools. Thus, Algeria adopted the technology of e-learning, aiming to eliminate the drawbacks of the traditional education model and to overcome the challenges and difficulties posed by that mode of education in an electronic environment, and to adopt a pattern of education that keeps pace with developments in other countries.

Keywords: Algeria, distance learning, education, educational technology, electronic learning

1. Introduction

The past years have witnessed a tremendous development of digital information technology in its various types and forms, and this growth is expected to increase significantly, making it difficult for those interested in education to keep up with it unless this development is responded to and adapted to in order to reform and develop education and achieve optimal investment. Technology in our time is considered the basis for building scientific knowledge that relies on modern techniques and methods for teaching. Using computers, satellites, the Internet, and satellite channels, to provide educational content through a unique combination of written and spoken language and audio-visual effects

With the development of information and communication technology and the world turning into a small village, various countries around the world have turned to using educational technology. Algeria is among the countries that rely on technology in light of the transformations through the educational system to create means of developing education, especially since Algeria has witnessed a leap in the level of construction of educational institutions, such that we find a university in every state. Algeria has provided huge capabilities to keep pace with modern technology for education in all its forms, including e-learning techniques, which have brought about a scientific revolution in Algerian educational institutions, with the aim of reforming the educational system in all its stages.

The Algerian state has worked to strengthen its endeavors and efforts in the field of e-learning, which is considered one of the most important features of the educational system in the future, to confront the challenges and obstacles posed by the applied educational process in the Algerian system.

Therefore, the problem that can be raised in this context:
To what extent has the role of e-learning developed in reforming the educational system in Algeria?

What are the pros and cons of e-learning?

2. The Conceptual Framework

2.1. The First Requirement: Definition of Education

2.1.1. Literally: Ibn Manzur defined: learning from the word (teach): I knew something, taught it knowledge: I knew it. He says he taught and jurisprudence, meaning he learned and understood, meaning he mastered the scholars and jurists, taught him knowledge and taught it to him, so he learned it. Sibawayh differentiated between them and said: I taught as I permitted, and I taught him something and he learned. (Ibn Manzur, 1981, p. 417)

2.1.2. Terminologically: Many scholars and thinkers have dealt with the concept of learning according to scientific trends and the fields in which they deal. Learning has been defined in different ways throughout the ages. We mention among them:

Education is an educational process represented in delivering the material (science) to the learner, who is the receiving element, which is the function that the teacher performs by virtue of being a source of receiving the material of knowledge. It is an integrated process between four elements: (science, the teacher, education, and the learner). (Dedouna, 2006, p. 45)

Learning is a crucial state of our being that results from the interaction between experience and practice, and the ways in which people learn is that they are empowered and empowered to acquire new knowledge and skills that lead them to a powerful, enjoyable state of learning. (Al-Rubaie, 1971, p. 10)

Learning is the process of acquiring methods that allow a person to satisfy his motivations or achieve his goals, and this always takes the form of solving problems. (Ahmed, D.S., p. 30)

Learning, according to Al-Ghazali, is returning the soul to its essence and bringing what is in its conscience into action, just as learning is inscribed in the soul. He believes that learning must have several conditions in the learning process and for a learner to emerge from strength to action, such as gradually in this process, taking into account individual differences, and following a simplified approach,

as well as maturity, motivation, training, and understanding. (El-Boukhari, 1991, pp. 42-49)

John Piaget interpreted learning as building information and accompanying growth, and it allows each individual, based on his activity, to acquire the conceptual (mental) tools that help to understand the environment in which he exists, it is achieved by a balance between the two interacting parties (the learner and the environment). According to its three mechanisms: assimilation, suitability, and balance. (Mohammad and Ali, D.S., pp. 19-20)

The concept of education is more general and comprehensive than the concept of learning and varies according to theories and models. Through the previous definitions, we see that education is not limited to school only, but rather it is a mandatory requirement in Islam and the basis of faith in God Almighty, which is considered one of the basic capabilities of the human being which is manifested and developed through the activities he undertakes to gain experiences that help liberate himself from the darkness of ignorance and to shape, modify or change his behavior. There is hardly any pattern of human behavior that is devoid of some kind of learning. Education is the process of transferring knowledge and skills to the learner in a specific way, which he learns as a result of linking new experience with previous experiences, when he faces a real problem or task during which he rebuilds his knowledge of social negotiation and creates an adaptation that is compatible with the cognitive pressures exerted on his experience.

Teaching is also an educational approach carried out by the teacher, which consists of understanding the nature of the formation of social trends, values and standards and how to modify, change or evaluate them. The teacher also explains the lesson and the students' attempts and asks immediate questions to evaluate achievement, taking into account the learner's mental abilities and perceptions, while facilitating and simplifying his learning and what he wants to learn in a way that is appropriate for him, to expand scientific skills through training and rehearsal on specific topics.

2.2. The Second Requirement: E-learning

The term e-learning has many definitions, and below are some of them:

E-learning is a broad term that includes a wide range of educational materials that can be provided through CD-ROMs, or through the local or global network. It includes computer-based education and training, network-based education and training, and it supports distance education, direct network education, and electronic private lessons. (Talal, 2012, p. 225)

E-learning is based on the philosophy of distance learning, which focuses on self-learning for learners to a high degree, using modern communication mechanisms such as computers, networks, and multiple means in order to deliver information to learners in the quickest time and at the lowest cost and in a way that enables the learning process to be managed and the learners' performance measured and evaluated. (Houdhayfah, 2018, p. 13)

E-learning is an innovative way to deliver accessible learning environments that are well-designed, interactive, and learner-centered, by taking advantage of the features and resources available in many digital technologies together with other types of learning materials appropriate for open and flexible learning environments. (El-Akil, 2021, p. 692)

E-learning is the interaction between the learner and the material to be learned with the least effort and the greatest possible benefit, through electronic networks suspended within the group, shared between universities, or on the Internet, with listening with flexibility in time and place. (Amer, 2015, p. 25)

By looking at the previous definitions, we find that they all share a comprehensive view of the concept of e-learning. Accordingly, e-learning is a radical transformation of traditional education into distance education, as it is an electronic educational system that employs communication technology and modern technological innovations, it is centered around self-education, and this system trains the learner anywhere and anytime, which is done through creating an interactive educational environment with modern

communication mechanisms such as computers, networks, and multimedia, including audio, images, graphics, activities, and educational programs. With the aim of achieving his goals through his interaction with their sources, achieving mastery of skills, and directing directions according to emerging needs, which leads to achieving the goals of the educational process at any time, place, and speed that suits his circumstances and abilities, in the quickest time, and at the lowest cost.

2.3. The Third Requirement: Defining the Reform of the Educational System:

The system is defined as an integrated and interconnected whole whose components interact to achieve the goals of the system and the objectives of learning and teaching, regardless of their type. They are linked to each other by a relationship of continuous influence and influence, and each part of it performs a specific and necessary function for the entire system. Each country produces it according to its educational policy and its commitment to the curricula adopted in application. Its reform process has goals that it hopes to achieve in reality in order to achieve quality in education. It is a strategy for change and development or modernization in the environment of the educational system that helps schools develop plans and programs that address weaknesses and support strengths. Reform also works to improve creativity and creativity. Reform stems from sound thought and a comprehensive and complete awareness of the individual's life and criticism of its conditions and conditions, then rebuilding anew so that goodness and prosperity prevail. Reform is defined as: "It is an intellectual or practical attempt to introduce improvements to the current situation of the educational system, whether related to the school structure, administrative organization, educational program, teaching methods, textbooks, etc." (Morsi, D.S., p. 8)

3. The second topic: The Role of E-learning to Reform the Educational System in Algeria

3.1. The Development of E-learning by Reforming the Educational System in Algeria

E-learning is a broad and comprehensive term in the field of technology that uses this technology to support, enhance and facilitate the educational process, it is a type of education used in educational institutions that provides the opportunity to study or learn for any person, regardless of his age or work, and the subject of e-learning is the best that has been achieved in the era of creativity and technology in our time. The use of e-learning in the educational process is not new, but dates back to years ago, as it is one of the latest educational methods and technology in the world.

The Algerian state, like the rest of the world, has been happy to develop the e-learning system, trying to overcome the challenges posed by this type of education in the electronic environment, and working to spread its culture, use its tools in the education sector, and provide more effective scientific capabilities and skills.

E-learning is the method that emerged as a result of the adoption of technologies in the fields of life, in which modern communication mechanisms are employed in addition to all means of communication. UNESCO has defined e-learning as the employment of educational activities and programs between a faculty member and the learner using communications technology and technological equipment with the aim of bringing about behavioral changes in the learner (El-Gharib, 2009, p. 53).

The use of e-learning technology by the island state is still in its infancy and is at a standstill. This may be due to the lack of awareness of the effectiveness of this type of education. Although it is lagging behind its counterparts in countries of the world, it is witnessing the launch of some initiatives in this field. It has undergone the experience of using this technology to contribute to raising the educational and qualification level of the individual. It is one of its priorities. According to researcher (Abbasi), the national e-learning project was launched at the university within the priorities and planning report for

the year 2007, which was prepared in September 2006. However, the absence of proper and serious planning and a unified information policy made the Al-Jaziri university adopt different educational platforms, despite the Ministry of Higher Education and Scientific Promotion purchasing the (E. Charlemagne) platform, the project was halted due to weak infrastructure, human resources, and even legislative resources, as Constantine universities alone contain a large number of platforms such as: Accolade, and E. Charlemagne (e.charlemagne) and Ganecha (Moodle). As for the platforms embodied in reality, they are represented by the (Ganesha) and (Moodle) platforms.

The University of Setif 2 in eastern Algeria also adopts e-learning via e-learning platforms (MOODEL). Which are considered grounds for remote training based on web technology, and they serve as arenas through which works and all courses and activities related to e-learning are presented and through which the learning process can be achieved.

Researcher Nasr Al-Din Gharaf also mentioned (Gharaf, 2011, p. 68). Algeria began this experience early by trying to experiment with the EEPAD Foundation. The experience of the National Center for Distance Vocational Education (CNEPD) is the first experience in the field of virtual education, which is still in place, and is supervised by the University of Continuing Education, which has created a virtual website through which it broadcasts complementary lessons to its students in some specializations.

As for this Algerian experience, it took place in several stages, starting from 03/12/2020, the time of the issuance of the President of the Republic's decision regarding the general plan, in order to prevent the spread of the epidemic (Corona virus) among students and teachers and from there to families and society. Thus, signs of e-learning began to appear little by little until it reached what it is today. (Majdoub and Bouchareb, 2021, p. 9). It contributes to reforming the educational system by enhancing the use of advanced technology and modernizing the infrastructure of educational institutions, in addition to qualifying educational personnel, integrating modern teaching

methods, and working on developing curricula and educational content to raise the quality of education, enhance innovation and creativity, and improve educational returns.

3.2. The Second Requirement: Types of E-learning

E-learning has several types, including:

3.2.1. Synchronous e-learning: It is considered direct education that requires communication and interaction at the same time. It is the most advanced type of e-learning, as the teacher meets with his students at a specific time through distance e-learning applications. It uses computers to conduct discussion and conversation or receive lessons through virtual classes (Delsey, 2013, p. 51). It is education in which the time of giving lectures coincides with the presence of the teacher and student in front of the computer screens, meaning that the meeting is direct so that both parties can discuss, dialogue, and ask questions (Bounjah, 2020, p. 90). One of its most important advantages is that it is possible to obtain direct feedback on the lesson, and this reduces the effort and cost required of it because it is not necessary to go to the place of study. However, its only drawback is that it requires modern electronic devices. (Arik, Belezaar, 2019, p. 251).

3.2.2. Asynchronous Electronic Learning: This type is characterized by the fact that there is no need for the student and the teacher to be present at the same moment. It is sufficient for the teacher to record the lecture and place it on the website, and the student enters and downloads the lecture. (Arik, Belezaar, 2019, p. 251). The student is provided with all the studies at any time that suits him personally and the number of times he needs to return to the study subjects. This is done by using e-mail or websites designated for discussion. (Khalaf, 2010, p. 69). Students respond later and the feedback process takes place through these means. This type also serves as a forum for free-flowing ideas and is more closely related to situations that require social cohesion. (Amer, 2018, p. 16)

3.2.3. Blended E-learning: It is the mixing of strategies and methods of synchronous and asynchronous education between the teacher and the learner to become one strategy. (Abu Musa, and Al-Sous, D.S., p.

6) It is also an educational approach that combines traditional face-to-face learning and Internet-based e-learning in one integrated educational environment. The advantages of both types of learning are taken advantage of, combining the best of traditional learning with the latest digital technologies to provide a rich and comprehensive learning experience for students. (Zarrout, Baghdadi, 2025, p. 691)

3.2.4. Distance Learning: It is a type of teaching in which the learning behavior is separate from the educational behavior, and which is conducted through postal services, radio, telefax, telephone, and newspaper, without direct contact between the teacher and the learner through specially prepared material sent to the individual learners, and the learning groups, and monitors the progress of the learners with criticism and correction. (Abou El-Nasr, p. 10). This type of education provides great flexibility for students and teachers, as they can access study materials and interact with each other from any time. (Agoun, 2024, p. 18)

3.3. The Third Requirement: pros and cons of E-learning.

3.3.1. Advantages: E-learning has achieved many positives and benefits for the learner, the teacher, and the entire world, and this is what was shown by: (Hawass, 2021, p. 894) and (Khalidi, 2008, p. 245), including:

- Increase the possibility of communication between students.
- Sense of equality.
- Not relying on actual attendance.
- Flexibility in time and place.
- Ease of developing online curricula.
- Low financial cost and quick access to information.

3.3.2. Disadvantages: Despite the positive advantages achieved by e-learning, there are negatives and obstacles that affect the learner, and this is what both (Ray, 2020, p. 189) and (El-Akil, 2021, p. 694) pointed out.

- Learners' lack of familiarity with the skills of using modern technologies.
- Difficulty in applying evaluation tools and methods.
- The high cost of designing and producing educational software.

-It needs diligent study and has a personal desire to learn because there is no face-to-face confrontation.

-Lack of quality in education.

-Lack of observational accuracy, especially for specializations that depend on the technical aspect and accuracy of observation.

Characteristics of e-learning: E-learning is characterized by a set of characteristics, which are as follows:

a. Interactivity: It is the interaction of both the student and several elements such as the teacher, colleagues, and the educational institution, through the synchronous communication tools that e-learning provides, such as video conferences, discussion groups, and chat rooms, or asynchronously, such as: e-mail, the student also interacts with the educational content through the freedom that the content provides to the student in choosing the parts he studies and the tests he presents, which works to achieve the pre-determined educational goals.

b. Diversity: It is a diversity in the presentation of educational contents, which helps stimulate the learner's mental abilities through many stimuli that address the student's different senses, so he can watch moving pictures or still pictures, and he can also deal with written and audio texts, music, sound effects, drawings, and sermon compositions in all their forms. (Kabli et al., 2012, p. 231)

c. Individuality: It matches the needs of each learner, meets his desires, and is consistent with his academic level, allowing progress in the program or learning according to the learner's ability to learn.

d. Integration: This means the integration of its components with each other in order to achieve specific educational goals. (Faraona, 2019, p. 22)

e. Flexibility: Through e-learning, the learner can work with a large group of teachers and other professors around the world. Rather, the student chooses the method that suits him in education, so he can learn from anywhere and using a variety of different methods that are more accurate and fair in evaluating the learners' performance.

f. Cost: Providing an online service, CDs, DVDs, etc., the learner has to go through the hassle of moving to a distant educational center, which means that he will save the cost of travel and gain more time. (Abougbin, 2012, p. 17)

(Ghanem, 2020, p. 1934) mentioned some characteristics available in e-learning, which are as follows:

-Ease of use and development of programs and curricula.

-E-learning suits individual differences among learners, as it enables them to choose applications that suit their interests.

-It faces the problems of crowding in classrooms and applies the idea of social conformity.

-Gain multiple experiences, and benefit from the vast information resources available on the Internet easily.

-Suitable for teaching and learning people with special needs without difficulty.

5. Conclusion:

Since independence until the present day, Algeria has witnessed several reforms, transformations and changes at various levels due to the pressures and challenges it was facing. The explosion of knowledge, the population explosion, the transportation and communications revolution, the technological revolution and the resulting rapid transfer of knowledge are all factors that put pressure on the educational institution for greater effectiveness, innovation and innovation. E-learning is considered a set of methods and means for developing scientific competence and the superior ability to apply the results reached by science.

The use of e-learning in the educational institution is considered a means of achieving other goals of education through developing educational curricula and making them keep pace with international developments.

By keeping pace with technological progress, it becomes clear that these factors do not mean that the educational system of any country should remain static, but rather that there must be permanent and continuous reform, change, and development of the educational system. This is to rehabilitate the teaching profession and make it at

the forefront of the professions, and work to improve schooling conditions and develop work methods while adjusting the pace of daily and weekly academic work according to scientific and technical study.

Educational technology plays a major role in improving the quality of education and bringing it to the degree of mastery, as well as in reducing the costs of education without affecting its quality. It seeks to develop various physiological, cognitive, emotional, and linguistic aspects, all of this will be a basic encouraging base for research centers and organizing and reforming the education structure and educational system to build educational programs and employ global technology related to the pedagogical and educational field.

Several results were reached, which can be summarized in the following points:

- It can be said that e-learning is a new field in the field of education in the Arab world and Algeria in particular, which would lead to outcomes more compatible with the requirements of development in our country.
- The importance of e-learning in education and teaching, by achieving the necessary awareness for all members of society with the help of various media.
- Strengthening the digital infrastructure
- Contributing to the development of Algerian curricula that are compatible with e-learning technology.
- Encouraging academic research and field studies on e-learning, especially with regard to its impact on academic achievement, interaction and engagement in learning.

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The Reality of Professional stress among Primary School Teachers: a Field Study in Primary Schools in the Municipality of Ahmed Rachedi, Mila Province

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Received: 15-07-2025 Accepted: 05-10-2025 Published: 01-12-2025

Abstract:

This study aims to determine the degree of professional stress among primary school teachers in the municipality of Ahmed Rachedi, Mila Province. The study found that the level of professional stress among primary school teachers in the municipality of Ahmed Rachedi is average, and that there is no correlation between the level of professional stress and the variables of gender and seniority.

Keywords: Behavioral symptoms, physical symptoms, professional stress, psychological symptoms

1. Introduction:

Modern organisations attach great importance to the workforce within them because of the importance of the worker in the effectiveness of the organisation. As long as the organisation has highly qualified workers, it is necessarily a successful organisation in all fields, whether productive, service, financial or marketing, and due to the large amount of activity and interactions inside or outside the organisation in all fields of life, many mental health issues and disorders have emerged, such as anxiety, depression and increased stress levels.

Stress, as understood by Hans Selye, is essentially a functional (physiological) response, and he clings to this concept even though he distinguishes between good and bad outcomes of stress on the individual. But since he views stress in terms of aggression or victimisation, its consequences for the individual can only be bad. The focus on more and more cases in the study of stress leads to the hypothesis that stress is a non-specific reaction of the body to any environmental impact and it is noticeable that the personal dimension is absent from this concept (**Stora, 1996, p.10**).

The job of a primary education teacher is one of the jobs that contains many professional commitments, whether with many teaching hours, the pressure of the programme, attending training courses with inspectors and preparing for assignments and exams. All this leads to a lack of rest and pressures due to the many preoccupations and these factors lead to many psychological and professional tensions and pressures that may negatively affect the teacher's psychological and physical health

1.1. Problematic:

This study seeks to find out the level of stress among a sample of primary education teachers, considering that primary education teachers are among the most vulnerable employees to professional and social pressures due to many commitments and lack of time. It is to find out the relationship between the level of stress and some demographic variables such as gender and seniority at work.

Therefore, the study seeks to identify the following questions:

1. What is the level of stress among primary education teachers in Ahmed Rachedi municipality?
2. Are there statistically significant differences in occupational stress due to the gender variable (male/female) among primary education teachers in Ahmed Rachedi municipality?
3. Are there statistically significant differences in occupational stress due to the variable of seniority in work among primary education teachers in Ahmed Rachedi municipality?
4. Are there statistically significant differences in occupational stress due to age among primary education teachers in Ahmed Rachedi municipality?

1.2. Hypotheses:

1. The level of stress among primary school teachers in Ahmed Rachedi municipality is high.
2. There are statistically significant differences in occupational stress due to the gender variable (male/female) among primary education teachers in Ahmed Rachedi municipality.
3. There are statistically significant differences in occupational stress due to the variable of seniority in work among primary education teachers in Ahmed Rachedi municipality.

4. There are statistically significant differences in occupational stress due to age among primary education teachers in Ahmed Rachedi municipality.

1.3. Objectives of the study:

- To identify the level of stress among primary education teachers in the municipality of Ahmed Rachedi.
- Identify the level of stress among primary education teachers according to the gender variable (male/female).
- Identify the level of stress among primary education teachers according to the variable of seniority at work.
- Identify the level of stress among primary education teachers according to the variable of age.

1.4. Importance of the study:

- The importance of the research lies in knowing the nature of the phenomenon of stress, knowing its negative and positive effects, and trying to control it in a way that preserves the psychological health of primary education teachers.
- The results of this study contribute to identifying a set of counselling programmes to reduce the negative manifestations of stress and highlight its positive manifestations.

1.5. Boundaries of the study:

- Spatial boundaries: The study took place in the primary schools in Ahmed Rachedi municipality, Mila governorate.
- Human Limits: This study was applied to primary education teachers.
- Temporal Limitations: The study was conducted in the first semester 2022/2023

2. Previous studies:

2.1. Souleymane Khwildi and Yemina Khladi 2019:

This study aimed to identify the degree of occupational stress among the workers of the patrol system (4/4) at the national institution (ENAFOR), and the study sample consisted of (122) workers who were selected in a purposive manner. To collect data, the researchers used the occupational stress scale prepared by the researchers (2017), and the researchers adopted the descriptive method and the questionnaire. The study reached the following results. The degree of occupational stress is average among the sample members, there are no statistically significant differences in the degree of occupational stress due to the variable of family status. There are

no statistically significant differences in the degree of occupational stress due to the variable of seniority, and there are no statistically significant differences in the degree of occupational stress due to the variable of seniority (**Souleymane Khwildi and Yemina Khladi, 2019**).

2.2. The study of Karima Boghazi 2018:

This study aims to reveal the relationship between the level of stress and coping strategies among nurses at Al-Hakim Ibn Zahr Qalma. Hospital, where the researcher tried to identify the level of stress among nurses, then reveal the extent of the correlation between coping strategies and the level of stress, and its nature. The researcher relied on the descriptive method in her study and the questionnaire as a tool for data collection and we obtained the following results:

- There is a high level of occupational stress among nurses.
- There is a positive relationship between emotion-focused coping strategies and the level of occupational stress, while there is a negative relationship between issue-focused coping strategies and occupational stress
- There are statistically significant differences in the level of occupational stress between nurses who use emotion-focused coping strategies and nurses who use issue-focused coping strategies in favour of emotion-focused coping strategies.(**Karima Boghazi, 2018**)

2.3. Ben Zeroual Fatiha 2013:

This exploratory study aimed at studying occupational stress among emergency and obstetric staff across the hospital sectors in the state of Oum El Bouaghi by measuring its level, diagnosing its most visible symptoms, its most influential sources, as well as identifying the most used coping strategies.

The results showed:

- Work time and lack of social support are the most influential factors in the feeling of stress.
- The tendency of 50 symptoms to appear medium or high in 72.70 per cent of the sample.
- Stress is associated with the appearance of psychological symptoms more often, followed by physical and behavioural symptoms.

(**Ben Zeroual Fatiha, 2013**)

3. Feedback on previous studies:

Through the presentation of some previous studies on the topic of stress. Some studies dealt with stress as a single variable to know the level of stress in some institutions, as all studies relied on the descriptive method. The introduction of the questionnaire as the main tool for collecting information, and we noticed a difference in the sectors in which the studies were conducted (hospitals, administrations, schools), while our current study differs from these studies in terms of the sector of study, as we will study the variable of stress in the educational sector.

Theoretical aspect:

1. Occupational stress:

According to the European Agency for Safety and Health at Work, stress ‘occurs when there is an imbalance between a person's perception of the constraints imposed on them by their environment and their perception that they have the resources to cope with them. The process of assessing constraints and resources is psychological, and the effects of stress are not only psychological in nature, but also affect physical health, well-being and productivity.’ The term stress was first introduced by Hans Selye (1907-1982), an Austrian endocrinologist. For Selye, stress is ‘a nonspecific response of the body to a demand’. Throughout our lives, we memorise stressful situations (such as the confrontation with the big rejection from the boss at work) but also the biological reactions we acquire. When faced with a situation that we associate with a previous experience, we respond, biologically, with a hormonal stimulus whose intensity and duration are influenced by what has been previously memorised.

Ellison argues that stress can be defined in many ways, including that it represents a physiochemical response to a threatening situation from a stimulus for self-preservation, but repeated exposure to the stimulus can cause respiratory and other diseases such as heart disease.

Stress has many faces, perhaps due in part to the interest the topic generates among people with widely varying perspectives. The general public has always used the word stress in some sort of commonsense manner, so that researchers who are new to the topic might already believe they know what it is before examining past research on it. This could lead to operationalizations that are different from existing research. While this might result in innovation, it causes problems when one tries to compare results across studies. (beehri ,2014,p03)

Kiriadou and Sutcliff define stress as a response to a negative stimulus such as anger or frustration resulting from the individual's perception that what is

being asked of him is a threat to his self, so he activates his defence mechanisms to alleviate this threat. (**Lucia Hashimi and Ben Zeroual Fatiha, 2006, pp. 10-11**).

From the above, we can conclude that stress can be defined as a stimulus, a response and an action.

1-1- Defining stress as a stimulus: 'We can evaluate stress as a stimulus, a life event, a life expression, or a set of circumstances that lead to a disturbing response that increases the individual's susceptibility to disease. The individual is exposed to a set of influences that lead him to a response, either negative or a stress response.

. 2.1 Defining stress as a response: Nasser Buckley Hassan defines stress as a response as any disturbance caused by a stimulus or stressor, Seeley defines stress as the excitation of the brain and body in response to the burdens required of them, and Shaffer defines stress as: The body's response to any kind of burden placed on it, through these definitions you notice that they all focus on the response and not on the event causing stress, as stress in this case is considered a consequence of the burdens that the individual is exposed to.

3.1. Stress as a verb (as a deliberation): Lazarus defines stress as a deliberation where he said: The theory of stress as a theory and stress as a response do not take into account personal differences, nor do they explain the factors why some people can respond in an effective manner compared to others, nor do they explain why some people can adapt to long changes over time and others cannot, Lazarus' concept includes the cognitive processes that occur between facing and reacting, and the factors that affect the nature of this process, and thus can explain the differences between people in similar circumstances. (**Suleiman Khwildy and Yamina Khwildy quoted by Nasser Bukli Hassan, .2019, p.4**)

Hans Selye presented a model explaining the organic response to stress consisting of three stages, which he called the General Adaptation Syndrome

The first stage: the Alarm Stage, in which the organism is stimulated to face the threat of danger, hormones are released, the pulse and breathing accelerate, and the individual enters a state of readiness to fight or flee

The second stage: It is in the event that the organism continues to be exposed to risk factors so that it enters the Resistance stage.

The third stage: Upon failure to overcome the threat and its prolonged persistence, the organism enters a stage of exhaustion and consumption of its

energy and physiological resources, which - if it continues - leads to physical or emotional collapse or death. **(Lucia Hashimi and Fatiha Zeroual, 2006, p.9)**

Through the above, stress can be defined as a set of pressures facing the working individual in his external environment, which leads to the occurrence of tension, and if this tension continues, it will necessarily lead to psychological and physical harm to the individual.

2. Sources of Occupational Stress:

Carrie Cooper and Judy Marshall (C.Cooper & J.Marshall 1978) stated that the sources of occupational stress can be categorised into:

Factors related to the work itself in terms of less or more work, physical conditions, time load, etc.

Factors related to the individual's role in the organisation in terms of ambiguity, conflict, responsibility for others and decision-making.

Factors related to career growth in terms of increasing or decreasing promotion, lack of job security, hindering ambition, etc.

□ Factors related to the structure and climate of the organisation in terms of lack of effective participation in decision-making, reservations about the organisation's policies.

□ Factors related to relationships within the organisation, such as poor relationships with superiors, colleagues or subordinates, difficulties in delegating responsibilities.

Factors related to the intertwining of the organisation's boundaries with external boundaries in which the demands of the organisation are intertwined with the demands of the individual's family, the interests of the organisation with the interests of the individual. **(Ben Zeroual, 2013, p.157)**

According to some researchers, the main sources of stress are:

1. Role conflict: It is one of the most important sources of psychological stress, as research has indicated that role conflict contributes to creating a state of emotional or affective tension, which in turn leads to low satisfaction and motivation towards work and its forms include the conflict between work and family.

2. Workload: Workload is one of the sources of psychological stress and takes two forms:

- Role overload: Here, stress appears because the workload exceeds the capabilities and resources of the individual; for example, a working mother who takes care of children and housekeeping and at the same time wants to fulfil herself professionally.
- Lesser role overload: This is another type of psychological stress that occurs in the case of jobs that do not require a sufficient amount of challenge and fatigue, or the volume of work is insufficient to occupy the individual's time.

3. Feelings of inadequacy and inadequacy: Psychological stress results from an individual's feeling of imbalance between the wage he/she gets and the reward he/she wants to get, in addition to co-workers, personal conflicts and relationships with the direct supervisor or senior management (**Benin Ibtisam and Benin Amal, 2016**).

Sameh Mohammed Mahfah in a study he conducted on the causes of stress among a sample of Jordanian teachers mentioned a number of factors, including:

- Low salary.
- Order and discipline in the educational institution.
- The low status of the teacher and education.
- Lack of motivation among students and lack of material and moral incentives.
- Difficulty of promotion and career growth. (**Lucia Al-Hashimi and Fatiha Zeroual, 2006, p. 41**)

Through exposure to the sources of stress, we note that stress has many sources. There are organisational sources due to the nature of work and the policies of each organisation, as well as individual sources due to the level of the individual and his ability to complete his work comfortably. As there are some workers below the level of the position he occupies, and there are social sources due to the external interactions of the individual in his community and family.

3. Symptoms and Consequences of Stress:

When we hear the term stress, the first thing that comes to our minds is the negative concept that refers to the individual's inability to adapt and find effective strategies to deal with stressful life situations and ignore the positive side of it, which is necessary for continued self-preservation. As a certain level of stress is necessary to continue in a state of alertness and activity and acts as a motivator that helps in daily challenges. Accordingly, stress is divided according to its impact into negative stress and positive stress, and we explain the difference between them in the following table:

Table 1: Comparison between Positive Stress and Negative Stress

| Positive Stress | Negative Stress |
|--|--|
| <ol style="list-style-type: none"> 1. Provides motivation to work. 2. Helps with thinking 3. Keeps the focus on results 4. Makes the individual look at work with challenge 5. Keeps one focused on work 6. good sleep 7. Ability to express emotions and feelings 8. Provides a sense of enjoyment 9. gives a sense of accomplishment 10. provides strength, confidence and optimism for the future 11. the ability to return to a normal psychological state after an unpleasant experience | <ol style="list-style-type: none"> 1. Causes confusion in the work ethos. 2. creates confusion 3. Calls for reflection on effort makes the individual 4. Feels that everything will interrupt and confuse him 5. insomnia 6. The appearance of emotions and the inability to express them 7. feeling anxious 8. leads to feelings of failure 9. makes the individual vulnerable 10. pessimism about the future 11. Inability to return to a normal psychological state when going through an unpleasant experience. |

(Karima Boghazi, 2018, p.405)

Through the above, it can be said that stress can be positive, pushing the individual to work and achieve his goals, and stress can be negative, which may affect the level of the worker and provide a poor performance within the organisation, and may lead to physical and psychological damage to the individual.

Applied aspect:

1. Methodological procedures used:

Since the study addressed the level of occupational stress among primary education teachers, the appropriate method is the descriptive method, which is defined as a method of describing the subject to be studied through a correct scientific methodology and visualising the results obtained on

expressive numerical forms that can be interpreted. (Mohammed Sarhan, 2019, p. 46)

2. The Study Community:

The study population consists of 63 primary school teachers at the level of Ahmed Rachedi municipality, Mila governorate, divided into four primary schools, Saleh Mhanni Primary 16, Dabach Primary 23, Saadaoui Alaoua Primary 12 teachers, Issa Mahat Primary 12 teachers, we found 49 Arabic language teachers and 11 French language teachers, while we found 'two English language teachers'.

Table 02: The Personal Characteristics of the Study Sample

| variable | categories | repetition | percentage |
|------------------|--------------------------------|------------|-------------|
| Gender | male | 5 | 11.1 |
| | female | 40 | 89.9 |
| Age | From 24 to 32 years | 8 | 17.8 |
| | From 33 to 41 years | 19 | 42.2 |
| | From 42 to 50 years | 13 | 28.9 |
| | From 51 years and above | 5 | 11.1 |
| Seniority | From 1 to 6 years | 11 | 24.4 |
| | From 7 to 13 years | 25 | 55.6 |
| | From 14 to 20 years | 3 | 6.7 |
| | From 20 years and above | 6 | 13.3 |

3. Data collection method:

In this research, we adopted the comprehensive survey method. It is defined as the type of research in which all members of the research community or a large sample of them are questioned, with the aim of describing the studied phenomenon in terms of its nature and degree of existence only, without going beyond studying the relationship or inferring causes (Sarhan, 2019, p. 52).

4. Data Collection Tool:

The field of the study and the nature of the questions that were launched the information and data to be obtained required reliance on the questionnaire as a tool for data collection. The questionnaire was divided into two axes, the first axis includes personal data (gender, age, seniority), while the second axis includes three sections related to the dimensions of occupational stress, where we relied on the scale of Professor Ben-Zeroual Fatiha.

The first axis: Personal data (gender, age, seniority at work)

The second axis: Includes the dimensions of occupational stress and is divided into:

Section I: Expressing the items of physical symptoms of occupational stress and their number (19)

The second section: Expresses the items of psychological symptoms of occupational stress and their number (16)

The third section: expresses the items of physical symptoms of occupational stress and their number (15)

Likert's five-point Likert scale was used to measure trends in determining the response alternatives, as the response to each item of the questionnaire appears in three categories, namely: (Never, Rarely, Sometimes, Often, Always) with the following weights in order: (5,4,3,3,2,1).

5. Psychometric Properties of the Measurement:

1.5. Reliability:

_Honesty of the original scale:

The researcher of the scale in calculating the reliability relied on the reliability of the composition by the methods of item analysis, factor analysis

and correlations with other scales, where the results proved the reliability of the scale. (Ben Zeroual, 2008, quoted by Bago Zuhair 2020)

_The validity of the scale on the sample of the current study:

_The construct validity of the stress scale:

To ensure the construct validity of the stress scale, the calculation of the internal consistency coefficient for the main axes of the scale was addressed through the following:

Table No. (03) Results of the Internal Consistency Coefficient

| Axes | Pearson's correlation | Sig |
|---|------------------------------|-------------|
| The first axes physical symptoms | 0.71 | 0.01 |
| The second axes psychological symptoms | 0.83 | 0.01 |
| The third behavioral symptoms | 0.82 | 0.01 |

Through the results shown above, the result of the Pearson correlation coefficient showed that there is significant significance between the axes and the total score of the instrument, as we obtained a significant level of less than 0.05, which indicates a strong positive correlation between them, which shows the construct validity of the questionnaire and thus its reliability.

6. Stability:

6.1. Stability of the Original Scale:

The scale obtained a reliability coefficient of 0.87 through the method of semi-compartmentalisation using Spearman Brown's formula, and obtained a stability coefficient of 0.96 through the method of Cronbach's alpha coefficient, so the scale is stable. (Ben-Zeroual, 2008, cited by Bago-Zuhair, 2020)

Table No. (04): Cronbach's Alpha for the study.

| Axes | Cronbach's alpha | Level |
|---|-------------------------|---------------|
| The first axes physical symptoms | 0.70 | High |
| The second axes psychological symptoms | 0,76 | High |
| The third behavioral symptoms | 0.66 | Medium |
| Stress | 0,81 | High |

The above table shows that the stability coefficient is high in all axes, where the Cronbach's alpha value of total occupational stress is 0.81, which indicates excellent stability of the scale.

7. Statistical Treatment Methods:

In order to find an answer to the study questions, the researcher relied on the statistical processing of the data through the Statistical Package for Social Sciences (SPSS 25.0):

- the arithmetic mean, which expresses the tendencies and centrality of opinions around the pentagonal values of the Likert scale, and in order to identify the length of the Likert scale categories, the range was calculated as follows:

Subtracting the largest value from the smallest value in the scale ($5-1=4$) and dividing the range (4) by the largest value (5) we get (0.8), which is the length of the category, and the following table shows the relative weight:

Table 05: Areas of Evaluation of the relative Weight of the Arithmetic mean

| Axes | [1,8-1] | [2,6-1,8] | [3,4-2,6] | [4,2-3.4] | [5-4,2] |
|------------------|----------------|------------------|------------------|------------------|----------------|
| Weightage | never | Rarely | sometimes | Often | Always |

- The weight 'Never' indicates that the stress to which the arithmetic mean belongs indicates that stress symptoms do not appear in the sample members.

- The weight 'Rarely' indicates that the stress to which the arithmetic mean belongs indicates that the symptoms of stress rarely appear in the sample members.

- The weight 'sometimes' indicates that the stress to which the arithmetic mean belongs indicates that stress symptoms appear occasionally in the sample members.

- The weight 'Often' indicates that the stress to which the arithmetic mean belongs indicates that stress symptoms often occur in the sample members.

- The weight 'Always' indicates that the stress to which the arithmetic mean belongs indicates that stress symptoms always appear in the sample members.

- Standard deviation to show the amount of dispersion of minority elementary teachers' opinions on the average of all majority opinions.

3. t test for two independent samples.

4. ONE WAY ANOVA to test the demographic variables (gender and years of seniority).

8. Presentation of the Results of the Study:

Occupational stress as a whole:

Table (06): The arithmetic mean and standard deviation of the occupational stress scale.

| axes | Mean | Standard deviation | Weightage |
|------------------------|------|--------------------|-----------|
| psychological symptoms | 2,84 | 1,401 | sometimes |
| physical symptoms | 2,66 | 1,231 | sometimes |
| behavioral symptoms | 2,48 | 1,309 | Rarely |
| Stress | 2.65 | 1,313 | sometimes |

It can be seen from Table 06 that the symptoms of occupational stress represented by psychological symptoms ranked, first, in terms of its arithmetic mean of 2.84, which falls within the third category (2.6-3.4). this

represents the alternative (sometimes) according to the five-point Likert scale, with a standard deviation of 1.23, which shows the dispersion of the opinions of primary education teachers.

Physical symptoms ranked second after psychological symptoms, with an arithmetic mean of 2.66, which falls within the third category (2.6-3.4), which represents the alternative (sometimes) according to the five-point Likert scale, and a standard deviation of 1.40, which shows the dispersion of the opinions of primary education teachers.

Behavioural symptoms came in third place with an arithmetic mean of 2.48, which falls within the second category (2.6-1.8), which represents the alternative (rarely) according to the five-point Likert scale, and a standard deviation of 1.30, which shows the dispersion of the opinions of primary education teachers.

As for total stress symptoms in general, we obtained an arithmetic mean of 2.65, which falls within the third category (2.6-3.4), which represents the alternative (sometimes) according to the five-point Likert scale, and a standard deviation of 1.31, which shows the dispersion of the opinions of primary education teachers.

From the above, it can be said that the level of occupational stress among primary education teachers in Ahmed Rachedi municipality is moderate, which does not agree with the general hypothesis that the level of occupational stress among primary education teachers in Ahmed Rachedi municipality is high, and therefore the general hypothesis is not fulfilled.

9. Presentation and Discussion of the Results in Light of the First Partial Hypothesis:

There are statistically significant differences in the level of occupational stress among primary education teachers due to the age variable.

Table No. (07): The Results Related to the First Partial Hypothesis.

| Variable | Gender | Num | T | D f | Sig |
|-----------------|---------------|------------|---------------|------------|--------------|
| Stress | male | 5 | -1,123 | 43 | 0,528 |
| | Female | 40 | | | |

It can be seen from the data of the previous table that there are no statistically significant differences at the level of significance (0.05) in the responses of the study sample members towards the level of occupational stress among primary education teachers due to the gender variable (males and females). The calculated significance level reached (0.52), which is more than the significance level (0.05), which leads to the rejection of the alternative hypothesis and the acceptance of the null hypothesis, namely:

There are no statistically significant differences at the level of significance (0.05) in stress among primary education teachers due to the gender variable (male-female).

10. Presentation and discussion of the results in light of the second partial hypothesis:

There are statistically significant differences in the level of occupational stress among primary school teachers due to the variable of seniority at work.

Table No. (08): Results related to the Second Partial Hypothesis

| Source of contrast | | Site groups | D f | Average sq | F | Sig |
|--------------------|----------------|-------------|-----|------------|------|------|
| Stress | between groups | 16332,644 | 25 | 653,306 | 531, | 931, |
| | Within groups | 23362,333 | 19 | 1229,596 | | |
| | Total | 39694,978 | 44 | | | |

Table (08) shows the comparison of means by F test, where we observe:

There are no statistically significant differences between the responses of the study sample members towards the level of occupational stress symptoms among primary education teachers in Ahmed Rachedi municipality attributed to the variable (seniority at work), where the statistical significance value (0.931) and the calculated value (F) was 0.531.)

11. Presentation and Discussion of the Results in Light of the Third Partial Hypothesis:

There are statistically significant differences in the level of occupational stress among primary school teachers due to the variable of seniority at work.

Table No. (09): The results related to the third partial hypothesis.

| Source of contrast | | Site groups | D f | Average sq | F | Sig |
|--------------------|----------------|-------------|-----|------------|-------|------|
| Stress | between groups | 4167,766 | 3 | 1389,255 | 1,603 | ,203 |
| | Within groups | 35527,212 | 41 | 866,517 | | |
| | Total | 39694,978 | 44 | | | |

It is observed from the data of the previous table (09) that there are no statistically significant differences at a significant level (0.05) in the answers of the study sample members towards the level of occupational stress among primary education teachers due to the variable of age. The calculated significance level reached (0.203), which is more than the significant level (0.05), which leads to the rejection of the alternative hypothesis and the acceptance of the null hypothesis, namely:

There are no statistically significant differences at a significant level (0.05) in the occupational stress of primary education teachers due to the age variable.

12. Results and Recommendations of the Study:

12.1. Discussion and Interpretation of Results:

Occupational stress among primary education teachers in Ahmed Rachedi municipality is moderate, which is not consistent with the study of Karima Bougazi (2015) who found that the level of occupational stress is high. Our study obtained the same order of symptoms of occupational stress with Ben

Zeroual (2013) with psychological symptoms appearing more often, followed by physical and behavioural symptoms.

There are no statistically significant differences at a significant level (0.05) in stress among primary education teachers due to the gender variable (males and females), which shows that stress is not related to the gender variable but is due to other conditions represented by work conditions or personal conditions due to their work style

There are no statistically significant differences in the level of occupational stress among primary school teachers due to the variable of seniority at work. This is in agreement with the study of Sulaiman Khwildy and Yemina Khaladi (2019) who also found that there are no differences in the level of stress due to the variable of seniority at work. This shows that seniority in the work position is not one of the main reasons for the appearance of stress symptoms on a continuous and high level at the same time.

There are no statistically significant differences at a significant level (0.05) in occupational stress among primary education teachers due to the variable of age. This shows that stress is related to the nature of the teacher's work and how he organises his programme helps him to reduce the symptoms of stress and perhaps the experience in teaching makes him aware of all these symptoms and ways to prevent and reduce them.

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The Reality of the Application of Design Ergonomics in the Algerian Educational Environment: a Field Study to Monitor some Design Errors at Tarek Ben Ziad Middle School in Ben Nasser, Touggourt Province as a Model

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Received: 11-07-2025

Accepted: 13-11-2025

Published: 01-12-2025

Abstract:

This study aims to assess the application of ergonomic design principles at Tarek Ben Ziad Middle School in Ben Nasser, Touggourt, during the 2024/2025 academic year. It evaluates the School's location, overall layout, and both external and internal spaces from the yard to the classrooms with a focus on ergonomic compliance in areas, such as ventilation, temperature, heating, safety, and classroom design, including furniture dimensions. The findings reveal a lack of design coherence throughout the facility, emphasizing the need for a redesign that better meets the needs of students, staff, and administrators.

Keywords: Educational infrastructure, Ergonomics, design errors, physiographic conditions, school design ergonomics

1. Introduction

The educational environment is an essential element in providing adequate conditions for students' learning, as middle schools face

design challenges that directly affect the health and academic achievement of students, and the comfort of teachers and staff, and the geographical location, physiological conditions such as lighting, ventilation, ventilation, heat, and sound, in addition to furniture. The design of the site must take into account the ease of access via transportation, and the internal environment must provide conditions of comfort and psychological support, while the furniture must be ergonomic and compatible with the physical characteristics of the age group to avoid negative health effects.

Based on this, this study aims to shed light on some design errors in the middle school "Tariq Ben Ziad" in the city of Ben Nasser in the touggourt Province, which was opened in the 1991 academic season. The field reality of the institution will be analyzed, and practical solutions will be proposed to improve the educational environment in this middle school. Besides a model that can be adopted to the rest of Algerian educational institutions is provided.

2. Statement of Problem:

Educational institutions are an essential pillar in building the personality of the learner, including the psychological, mental and social aspects. But, the performance of this role remains linked to the readiness of the school environment to provide an appropriate educational and health climate, taking into account the individual differences of learners and teachers. In this context, ergonomics design is adopted as an input to improve educational spaces, taking into account the physical, cognitive and psychological needs of individuals. Bosna (1988) believes that "ergonomics represents a vital element in sustainable development in developing countries.

The field of study conducted by Benayache et al. (2023) shows that Algerian schools suffer from design imbalances, most notably the lack of conformity of furniture to anthropometric standards. This has led to unhealthy seating positions, causing chronic pain and spinal deformities, and the excessive weight of school bags increases these health issues. (p. 609)

At the cognitive and psychological level, Hafid & Dib (2024) revealed that inappropriate furniture, not only affects the physical structure of students, but also leads to mental distraction, decreased interaction, and lack of motivation to learn. In turn, this reflects negatively on cognitive performance, and the study recorded cases of loss of concentration and difficulty responding within the classroom because of an uncomfortable environment (Hafid & Dib, 2024; pp. 63-65).

On the other hand, Heschong (2003) indicates that the absence, or inadequacy, of natural lighting leads to a decrease in achievement, ranging between 15% and 26%, due to the effect of lighting on mood and attention. Kohl et al. (2022) study shows that poor air quality and high concentrations of carbon dioxide above 1000 ppm impair mental performance and increase student absenteeism, while (Akhtar et al. 2013) shows that loud noise in classrooms causes attention disorders, stress, and headaches, which affects educational effectiveness.

On the other hand, the results of (2023 School Furniture GD) indicate that providing adjustable furniture and comfortable spaces inside the classroom improves concentration and interaction rates by between 12% and 20%, and (Zhao et al., 2013) confirmed that improving artificial lighting and its distribution contributes to reducing visual stress and improving mood in classrooms.

Based on the above, there is an urgent need to restructure the educational space according to a comprehensive ergonomic approach, especially in desert areas such as Ben Nasser city in the touggourt Province:

- Do the designs of Tarek Ben Ziad Middle School in Ben Nasser, touggourt Province, take into account the criteria of ergonomics?
- What are the most prominent design errors recorded for Tariq Ben Ziad Middle School in Ben Nasser, touggourt Province?

3. Objectives of the study

- Diagnosing the design reality of the school environment in Tariq Bin Ziad Middle School, by monitoring the deficiencies in furniture, ventilation, lighting, and spaces dedicated to rest and activity.
- Identify the psychological, cognitive, and health implications of the absence of ergonomic standards within the educational space, especially with regard to learner concentration, physical safety, and interaction within the classroom.
- Provide a viable scientific conceptualization on how to integrate the ergonomics dimension into the design of future school spaces, taking into account the specificity of the Algerian learner and the local context of the school.

4. Importance of the study:

The importance of this study is evident in its direct link to improving the quality of educational outcomes by focusing on the human element within the educational environment, as it is an essential axis in the educational process. The additional value of the research lies in its reliance on the ergonomics approach, which is concerned with harmonizing the work environment with the psychological, social, health and biological needs of workers and learners, as well as the importance of the expected results in providing practical guidance to decision-makers and supervisors in designing school environments. This highlights some design errors and proposing improvements aimed at achieving job harmony and quality of life.

5. Concepts of the Study:

We will define the study variables procedurally below:

5.1. School Design Argonomy: It is represented in the designs of Tarek Ben Ziad Middle School in Ben Nasser city, Touggourt Province, in the academic season (2024/2025), interior and exterior,

and the design of seats, tables, chairs, and school furniture used by students during their studies, and teachers during their work.

5.2. Physiological conditions: These are the factors that affect students and teachers at Tariq Ben Ziad Middle School in Ben Nasser, touggourt Province in the academic year (2024/2025), including lighting, ventilation, noise, wall colors and spaces, which may improve the educational process or negatively affect it if they are inappropriate.

5.3. Design flaws: A set of design flaws in the Tariq Ben Ziad Middle School in Ben Nasser city, Touggourt Province in the academic season (2024/2025), at the level of equipment, seating, lighting, ventilation and movement spaces, which do not take into account the various physical, psychological and behavioral characteristics of students in the age group between 11 and 15 years, the appropriateness of which is evaluated in the field based on ergonomic criteria, through anthropometric measurement, observation, illustrative photos

6. Field study procedures:

6.1. Limits of the study:

6.1.1. Spatial Boundaries: The study was carried out at Tarek Ben Ziad Middle School located in Ben Nasser city, Tayebat district, touggourt Province in southern Algeria.

6.1.2. Temporal Limitations: The study was carried out between the second and third semester, i.e. from January 04, 2025 to May 30, 2025 of the academic year (2024/2025).

6.2. Methodology of the Study:

The "descriptive method" was used to describe the educational facilities of this middle school, with the aim of identifying the design errors in Tarek Ben Ziad Middle School in Ben Nasser city, touggourt Province, in terms of location, furniture, physiological conditions, etc.

6.3. Instrument of the Study:

To collect data and information from the field, the "**observation tool**" was used as a methodological tool with the aim of identifying design errors in the middle school, including geographical location, physiological conditions, furniture in addition to other elements. It is also used to highlight the extent of their conformity with ergonomic standards and their impact on student comfort. Some educational facilities in this middle school were observed to monitor these errors.

7. The most important ergonomic interventions in the educational environment:

The most important components of the engineering and structural safety of the educational institution building are its suitability and freedom from defects that threaten the safety of its users, whether students, teachers, administrators or visitors to this facility, the most important of which are mentioned below:

7.1. Location:

Perhaps it is important to note that the location is one of the first considerations in which the science of ergonomics intervenes. Among those considerations, there are school buildings close to electric generators, high-pressure electricity wires or mobile networks. This, in turn, releases toxic oils, radiation and dangerous carcinogens that cause cancer. There are also buildings close to airports and highways (Mansouri and Bodali, 2017, p. 131).

B- The choice of location must take into account the wind direction due to the fluctuation of the annual seasons and the heat of the sun to avoid gases and odors the wind may carry to the building, and the occurrence of suffocation and difficulty in breathing (Mahsoub, 2013, p. 31)

Fig 1.shows us the location of the middle school under study



Source: Google Earth (2025)

It is clear from the attached Fig 1 that the geographical location of Tariq Ben Ziad Middle School in Ben Nasser city, Touggourt Province, is an obstacle to providing a suitable learning environment. The institution suffers from noise pollution resulting from its proximity to the main road, which affects the concentration and absorption of students, as confirmed by the study (Evans & Maxwell, 1997) Maxwell, 1997) on the impact of noise on cognitive performance and stress in students. In addition, the high level of traffic danger is a result of the heavy movement of vehicles near the school, which is consistent with the reports of the World Health Organization about school accidents in such locations. Furthermore, the school building is affected by seasonal winds, especially in the spring, where dust-laden air currents enter the classrooms, causing thermal disorders and health issues. Studies have shown that uncontrolled natural ventilation in classrooms leads to thermal disorders in addition to visual and physical stress (Ventilation Strategies, 2023). It negatively affects the attention and general comfort of students.

Unregulated ventilation, along with all these factors, including noise, traffic hazards, and climatic fluctuations, negatively affect the mental and physical health of the student, and weaken the educational process, which calls for urgent measures, such as installing insulating barriers, improving window insulation, and activating safety procedures. A study conducted by Mustafa and Yemina (2017) shows that applying the principles of ergonomics in the school environment, from the design of the school building to the school furniture, contributes to improving the learning environment and increases its effectiveness.

Fig 2. The Windows and Doors in the Middle School



Source : Photo by the author (2025)

From Fig 2, it is clear that the winds that blow repeatedly, especially from the northeast direction, lead to continuous and accumulated losses that burden Tariq Bin Ziad Middle School in terms of maintenance and equipment, as these strong air currents cause damage to the glass and damage the doors, which negatively affects the insulation of classrooms. Thus, it hinders maintaining appropriate temperatures inside the classrooms, whether in the winter season or during heat waves in the summer season. According to the study conducted by (Thompson, 2021), students in classrooms that applied an ergonomic design shows a significant improvement in their level of concentration, reflecting the direct relationship between a healthy classroom environment and academic performance. Furthermore, thermal insulation of educational buildings plays a key role in

improving the academic performance of learners by providing a comfortable and stable environment.

The frequent failure of windows and doors because of air pressure leads to air and dust leakage, which increases energy consumption when using cooling or heating devices. It also increases the operational expenses of the institution, in addition to its impact on the health of students, especially those suffering from respiratory diseases. This situation likewise causes learners to be distracted by the sounds resulting from the shaking of windows or the leakage of air. Therefore, these repeated damages caused by wind represent an environmental and physical challenge that requires urgent interventions, such as adopting double windows that are resistant to wind, using doors with tight insulation, as well as reconsidering ventilation and designing facades in line with local climatic trends to ensure the sustainability of the building and the comfort of the learners.

7. 2. Classrooms:

Mendell & Heath (2005) emphasizes that classrooms greatly affect the psychological health and comfort of students, which is reflected in their participation in educational activities and teachers' performance; the environmental influences in classrooms affect the growth and maturity of students, from the negative factors that affect the comfort of students, embodied in:

- Improper seating due to seats and tables that are not suitable for students' ages are used for more than the course or are in poor condition;
- Inappropriate lighting that leads to eye strain;
- Sharp fluctuations in temperature inside the classroom;
- Overcrowding, which causes psychological stress and leads to increased teacher fatigue.

These factors affect the performance of students and educators in the educational environment, and a study (Aya Bab et al, 2023) indicates that thermal comfort plays a major role in the comfort of students, as 75% of students in Palestinian schools indicated that they suffer from excessive heat in the summer due to the absence of air conditioning systems.

Fig 3. The Effect of Natural Lighting (Windows) on the Board inside the Classrooms of the Middle School



Source: Photo by the author (2025)

By analyzing Fig 3, it was found that one of the design errors in Tariq bin Ziad Middle School is the misplacement of windows inside the classrooms. This negatively affects the educational process. The natural light coming from the windows causes excessive brightness on the blackboard, which creates light reflections that distort the angle of vision, especially for students seating by the side. Despite the importance of natural lighting in reducing the consumption of energy and improving the psychological state, its inappropriate distribution can lead to glare that hinders reading and reduces the clarity of the blackboard. Inhomogeneous lighting leads to visual fatigue and affects students' concentration and comprehension. Al-Jabr (1997) explains that the quality of lighting and ventilation inside classrooms plays a

crucial role in improving the learning environment and increasing students' concentration.

Therefore, it is necessary to review the orientation of classrooms and improve the control of natural lighting through solutions such as installing anti-glare curtains, using light-reflecting glass, or modifying the location of windows to provide a balanced distribution of light without affecting the clarity of the blackboard.

Fig 4. The Lighting in the Middle School



Source: Photo by the author (2025),

Through Fig 4, it is clear that there are issues with lighting inside the classrooms of Tariq bin Ziad Middle School, where the classrooms suffer from poor artificial lighting as a result of aging or broken bulbs, in an attempt to address the brightness of the annoying sunlight. The school resorted to dyeing the glass to reduce natural light, but this exacerbated the issue, as it became a double lack of artificial lighting and a limitation in natural lighting. Studies confirm that good lighting is necessary to stimulate attention, reduce eyestrain, and increase academic performance, while a lack of lighting leads to lethargy and poor concentration, which hinders visual interaction with the blackboard and notebooks.

Therefore, it is suggested to replace worn-out bulbs with high-efficiency LED bulbs, and to redesign windows with glass that allows light to penetrate without excessive brightness to ensure a balance between natural and artificial lighting.

7.3. Temperature:

The structure of the institution is not suitable for maintaining the appropriate temperature due to the open structure, we will find the sections exposed to hot air currents in the summer and cold currents in the winter.

Fig 5. Shows us the structure of the medium under study



Source: Photo by the author (2025),

From Fig 5, it is clear that the open architectural character of Tariq Ben Ziad Middle School, which is represented by the absence of adequate coverage of the yard, negatively affects the comfort and safety of students, especially in the hot desert climate. The absence of shading leads to students being exposed to direct sunlight for long periods of time during breaks. This increases their body temperature and affects their concentration during classes, and the sudden exposure to this heat leads to health issues such as colds and respiratory attacks. It can be said that the sharp difference in temperatures between outdoor and indoor spaces is one of the main factors leading to the deterioration of school health in southern Algeria. The CENEAP report also indicated that institutions with an open design have higher rates of absenteeism due to heat-related illnesses. Therefore, it is recommended to reconsider the design of

school spaces and adopt solutions, such as covering courtyards with heat-insulating shades, using reflective building materials, and adjusting air conditioning systems to suit gradual thermal changes, in order to ensure a healthy and safe school environment. A study conducted by Manar Jaber (2019) shows that the application of ergonomics is not only limited to improving the working environment for teachers; but also contributes to raising the level of academic achievement of students in schools.

7.4. Noise:

Table 1. The Distribution of Decibels by the Type of Linguistic Communication

| Type of linguistic communication | Decibel distribution |
|---|-----------------------------|
| Quiet dialog | 55-60 dB |
| Lecturer's voice | 60-65 dB |
| Dictation of a lecture | 65-70 dB |
| Loud scream | 80-85 dB |

Source: (Askar, 2000, p. 108)

From the data in table (1), it is evident that, although noise is not a direct part of school activity, it strongly affects the quality of the educational process, especially if it is caused by the external environment or poor sound insulation in the building. The table shows that sounds that exceed 55 decibels begin to negatively affect the ability to have a quiet conversation, which is what happens in Tariq Bin Ziyad Middle School since it is located next to a main road full of traffic. These effects worsen when the noise levels, exceeding 65-70 decibels. As a result, psychological and physiological effects appear such as stress, poor concentration, and increased heart rate. 70 decibels have psychological and physiological effects, such as stress, poor concentration, increased heart rate, chronic headaches, delays in reading and writing skills, poor concentration, increased rates of anxiety and aggressive behavior, which affects the educational climate.

Therefore, it is necessary to take structural solutions such as enhancing sound insulation in classrooms, planting a green belt between the institution and the road, or building an acoustic wall to reduce noise, in order to provide a safe and healthy learning environment.

Fig 6. The Location of the Middle School



Source: Photo by the author (2025),

As indicated in Fig 6, the location of Tariq Ben Ziad Middle School suffers from a defect in urban and educational planning. The institution was built in an unsuitable location near a main road with a lot of traffic, exposing it to multiple sources of noise that exceed the permissible limits for a healthy learning environment. In addition, the sports field is placed directly behind the classrooms without any acoustic barrier, which increases the level of noise during physical education classes or break times. Despite the installation of barriers on the windows to minimize noise, this solution negatively affected the natural lighting, resulting in dimming the classrooms and increasing reliance on worn-out artificial lighting. We emphasize the need to place outdoor facilities, such as playgrounds away from classrooms, or design them so that they are surrounded by noise-isolating barriers.

Therefore, it is recommended to reconsider the distribution of school spaces, whether by moving the playground to a place far from the classrooms or equipping it with soundproof barriers, to ensure a balance between physical activity and pedagogical calm within the classrooms and the comfort of students and teachers.

7. 5. Chairs in terms of their suitability to the anthropometric dimensions of students' bodies:

The chair is one of the basic elements that students use continuously throughout the duration of the four-year academic phase. It must be designed to be comfortable due to the extent of its repeated use. It must be taken into account that the student joins the institution at the beginning of puberty, when his body undergoes significant physiological changes. Continuous sitting on the chair can lead to compression, leading individuals, especially drivers who spend a lot of time sitting, to sit on the front of the chair to avoid compression, which reduces body contact with the back of the chair, and leads to discomfort, such as numbness and inflammation in the feet and legs. In addition, dizziness and mental fatigue, due to the effect of pressure on blood circulation, cause changes in blood flow (Bouzarifa, 1996, p. 114). Bakrawi (2008) indicates that "the ergonomic design of school seats improves students' ability to concentrate and reduces feelings of fatigue"

Fig 6. The Chairs in the Middle School



It is clear from pictures (10) that the extent of the sufferance of the students due to the errors that make their sitting position critical makes them lose concentration and comfort. A curvature at the level of the back necessarily reflects on the good understanding of the educational process, especially since he spends long hours sitting in the classroom.

8. Conclusion:

To sum up, we tried in this study to identify the most important design errors that would affect the student, teacher and administration in the school environment. Some solutions for many situations that would correct some errors so that the learner would not be a victim of this are proposed. We hope that the officials of the Ministry of Education will take this in to consideration. This will contribute to raising the quality and ranking of education in Algeria, in general, and in Tarek Ben Ziad Ben Nasser Middle School, Touggourt Province, in particular. Moreover, engineers and designers should take into account ergonomics and its principles to be applied in various school designs.

Recommendations:

1/ External noise mitigation: To minimize the impact of noise coming from the main road on the concentration of students and teachers, it is suggested to create a vegetative barrier or wall between the institution and the road, use double windows with soundproof glass, and reorient the classrooms to be as far away from the sources of noise as possible.

2/ Optimize window orientation and control natural lighting: To address lighting and ventilation issues, it is recommended to install protective curtains or sunscreens to minimize direct sunlight on blackboards, reconsider the positioning of windows in accordance with wind and sun directions, and adopt a design that ensures effective natural ventilation without letting in dust or rainwater.

3/ Maintenance and renovation of artificial lighting: To address poor lighting inside classrooms and reduce visual stress, it is advisable to replace worn-out lamps with eye-comfortable LED lamps, develop a regular maintenance program for lighting and electrical fixtures, and improve the distribution of lighting to ensure a clear and balanced vision throughout the classroom.

4) Isolation of sport courts from classrooms: To reduce the distractions caused by sports activities during classes, it is recommended to create an acoustic barrier between the stadium and

the classrooms, while organizing the schedule of sports classes appropriately to avoid coinciding with subjects that require high concentration. And, if possible, it is preferable to modify the location of the stadium in line with the conditions of a quiet study environment.

5) Provide suitable school furniture: To ensure students' comfort and physical safety, it is proposed to provide classrooms with benches and tables that suit their different sizes, while adopting ergonomic designs that support healthy seating positions, in addition to conducting periodic monitoring of the condition of the furniture and replacing damaged ones on a regular basis.

6/ Strengthening educational engineering training and planning: To ensure a healthy and balanced school environment, it is recommended to involve ergonomics specialists when building or renovating educational institutions. Training courses for administrative and educational staff on the principles of school ergonomics are endorsed. the need to adopt a national reference guide that defines health and educational standards in the design of schools is also preferred.

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The Role of Documentary Credit in the Financing of Foreign Trade: a Theoretical and Practical Approach

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Received: 14-05-2025 Accepted: 28-05-2025 Published: 01-12-2025

Abstract:

The methods of financing international trade operation play an important role in the development of foreign trade. Therefore, our research objective is to answer the following problematic question: what is the role of documentary credit in the financing of foreign trade? To do this, we analyzed data taken from the Foreign Bank of Algeria. The results of our study show the importance of documentary credit in financing international trade operations in a global environment shaped by economic uncertainty, legal disparities, and geopolitical risks, this tool continues to be one of the most trusted and widely used instruments in cross-border business relationships.

Keywords: Documentary credit, FBA, international trade, financing trade, payment techniques

1. Introduction:

The field of international trade concerns the study of commercial transactions of goods and services between different countries. This process is associated with globalization and integration into a global market, characterized by the free movement of capital, services, goods, people, technology, and information between nations.

Countries' performance is driven by the contributions of their companies to global trade. Therefore, international trade finance plays an important role in the economic sphere.

International trade finance refers to the methods used to finance international trade. The objective is to reduce the risks associated with transactions that take place internationally. These risks are multiplied. In fact, there encountered country risk, including political risk (obstacles to the smooth running of trade), sovereign risks (default of payment of a country), and the risk of non-transfer linked to the liquidity crisis of countries. In addition, there is the systemic risk, which can be market risk linked to an unfavorable evolution of local interest rates, and inflation rates, which can be a systemic credit risk linked to the business world of the countries (G. LEGRAND & H.MARTINI, 2007).

International trade financing takes many forms, including documentary remittance and documentary credit. A documentary credit is a payment method that facilitates and secures international transactions. The importer or customer contacts their bank, and through a documentary credit, the bank undertakes to pay the price of the goods or services to a beneficiary (the exporter) within a specified period. This payment method is generally used when the transaction amounts are very large and the risk of non-payment is high.

In this study, we will examine documentary credit and its importance in the international trade financing process in detail. Therefore, we posed the following research question: What is the role of documentary credit in foreign trade financing?

To clarify the research question, we formulated the following secondary questions:

Q1: What are the different theories of foreign trade?

Q2: What is documentary credit and what are its different types?

Q3: How does documentary credit contribute to foreign trade financing?

To answer our questions, we formulated these research hypotheses:

H1: Since Adam Smith and his theory of absolute advantage, international trade theories have evolved, from theories of international trade based on technological disparities to the new theory of international trade focused on imperfect competition.

H2: A documentary credit is a document evidencing a payment commitment entered into by a buyer's bank with the seller. The different categories are classified according to the level of security, the method of execution, and the financing needs.

H3: In foreign trade financing, banks play a key role, whether they are issuing or advising banks. They are therefore key players in documentary credit.

To conduct this research, we will analyze data from the Algerian External Bank during the two years 2021 and 2022.

Our research plan is divided into three axes: first, we will present a theoretical overview of international trade, and we will present the different theories and the various international trade financing operations. Second, we will outline the concepts related to documentary credit through a presentation of its definition and its different types, the procedure for using documentary credit during an import transaction, and we will conclude this point with a presentation of the advantages and disadvantages of this payment technique. Third, we will study the data published in the annual reports of the Algerian External Bank during the two years 2021, 2022, and 2023 through the presentation and analysis of the main data recorded during this period and which are directly related to our research question.

2. Theoretical Overview of International Trade:

2.1. Theories of International Trade:

2.1.1. Theories of International Trade Based on Cost Differences:

2.1.1.1. Adam Smith and the Theory of Absolute Advantage:

International trade theory has played an important role in the evolution of international trade and the concept of developing trade between nations. Adam Smith had the merit of expanding the advantages of the division of labor and the specialization of tasks within the nation. He asserted that each country has an interest in

specializing in the production of the good for which it enjoys an absolute advantage, provided that it is obtained at a lower price than abroad.

2.1.1.2 Ricardo and the Theory of Comparative Advantage:

Adam Smith emphasized the "absolute benefits of specialization." David Ricardo reinforced this thesis by demonstrating, through his famous "Theory of Comparative Advantage," that a country can benefit from foreign trade even if it is at an absolute disadvantage in all goods.

2.1.1.3 Heckscher, Ohlin, and Samuelson (HOS) and Differences in Resource Endowments between Countries:

These economists based their theories of international trade on differences in resource endowments between countries and on the "relative abundance of a factor of production." According to HOS, "each country has a commodity-oriented production that makes intensive use of the factor with which it is well-endowed and tends to export it" (Rainelli, 2003).

2.1.2. International Trade Theories Based on Technological Differences

In these international trade theories, the technology sought is primarily linked to the elements that influence firms' production techniques. Technical advances, innovation, and research and development (R&D) are associated with this technology. The early 1960s saw the emergence of this theory, which took one of its best-known forms in the "product life cycle" theory described by Vernon R. (1966).

2.1.3. International Trade According to the New Theory

Based on critiques of traditional international trade theory, the foundations of the new theory were developed. The main distinction lies in the fact that the previous theory is based on perfect

competition, while the new theory uses the notions of imperfect competition.

Within the new theory, the explanation of international trade is based on two key elements: increasing returns to scale and product diversification. (Rainelli, 2003).

2.2. International Trade Finance

There are numerous financing methods for international trade transactions (imports and exports), and importers and exporters are looking for a solution that guarantees optimal payment security and speed. To ensure these transactions are carried out under optimal conditions, banks offer a variety of payment and financing methods that are increasingly tailored to the needs of various stakeholders.

2.2.1. Definition of International Trade Finance

International trade finance refers to all existing methods for financing international trade and reducing the risks associated with these transactions. An international transaction, whether for goods or services, brings together an importer and exporter, commercial banks, national export agencies, and financial institutions.

Trade finance refers to banking products that help companies manage their international payments and the associated risks when conducting cross-border trade transactions.

2.2.2. The importance of international trade finance

Trade finance plays two vital roles. First, it provides exporters and/or importers with the working capital needed for their international activities. Second, it mitigates the risk of non-payment associated with these international transactions. Indeed, it is risky for an exporter to ship their goods before payment, exposing them to the risk of non-payment by the importer. Furthermore, if an importer pays for goods before receiving them, they face the risk of non-delivery if the exporter encounters problems producing the goods or goes bankrupt. It is for these two main risks that international trade

transactions most often rely on external actors, such as banks, which can provide credit to finance these transactions, or insurers, which offer insurance against non-payment or non-delivery. (Henimann, 2016). It is, therefore, justified to use products involving intermediaries because of the delay between the signing of a commercial contract and the actual exchange of goods or services.

2.2.3 The different methods of financing international trade.

The development of international transactions has been facilitated by the use of financing instruments and guarantees that provide security for sellers and buyers.

It is essential to distinguish the difference between a payment instrument and a payment technique. Payment techniques refer to the procedures to be followed and executed to carry out an international trade financing transaction. A payment instrument, on the other hand, refers to the physical form that serves as a payment medium, whether physical, such as a check, or electronic transactions such as a bank transfer.

In our research, we will focus on payment techniques, which are divided into two types: documentary payment techniques (documentary credit, documentary collection) and non-documentary payment techniques (direct collection, cash on delivery, foreign account).

3. General Concepts of Documentary Credit:

Documentary credit, a method recognized for its unparalleled reliability, offers assurance to both exporters and importers. Although other payment options exist, such as documentary collection or free transfer, they are generally adopted when trust between the parties is established.

3.1. Definition of Documentary Credit

A documentary credit is an agreement by which an ordering party (buyer) requests its bank to make available to a person it designates (supplier), through a bank, a sum of a specified amount. The exporter

(supplier) may benefit from this sum if they provide proof that they have properly shipped the goods (submission of a transport document, e.g., bill of lading) and have met a number of conditions (submission of various other documents such as a certificate of origin, insurance, etc.) (guide RUU 600).

Documentary credit is governed by the Uniform Customs and Practices (UCP) of the International Chamber of Commerce, which is recognized and applied worldwide. The latest version of which came into force on July 1, 2007. (Teulie & Topsacalian, 1997). Therefore, it is a payment commitment made by the issuing bank at the request of an ordering party, the buyer, in favor of a beneficiary, the seller.

3.2. The Different Types of Documentary Credit (Letter of Credit)

There are, of course, different types of letters of credit to suit different situations. Each letter of credit is a combination of the following three characteristics (Documentary Letters of Credit, A Practical Guide.):

- A letter of credit can be sight or term. If it is sight, it allows the beneficiary to be paid immediately upon presentation of the documents. If it is term, the payment date is later and pre-established in the sales contract.
- It can be revocable or irrevocable. If it is revocable, it can be canceled by the issuing bank without notice to the beneficiary. If it is irrevocable, it cannot be canceled without the beneficiary's consent.
- It can be confirmed or unconfirmed. A letter of credit will be confirmed if the advising bank (the seller's) confirms that all the documents accompanying the letter of credit are in order. Since this bank is usually located in the beneficiary's country, the beneficiary will be reassured by having a second guarantee from a bank they know.

According to Chehrit (2007), Documentary credit is divided into three types.

- Depending on the degree of security, or the degree of trust between the trading partners: There is a revocable documentary credit, characterized by the fact that the buyer has the option to cancel this type of credit any time through their bank and without notifying the beneficiary. There is never any guarantee of payment. This type of credit is, therefore, more beneficial to the buyer than to the supplier. There is also an irrevocable documentary credit, where the issuing banker cannot renounce their commitment to the beneficiary and the intermediary bank, while the originator cannot revoke or cancel their order.
- According to the method of implementation: After receiving the credit notification from his bank, the exporter proceeds with the preparation and shipment of the goods. He obtains the transport document, as well as the supporting documents requested by the importer, then draws up the final invoice in accordance with the terms of purchase stipulated in the contract. After having prepared all the documents, the exporter submits them to his bank in accordance with the opening conditions for obtaining the credit.
- Depending on the financing method: In international trade, it is common for the exporter not to be the producer or provider of the exported goods and services, but rather a trading company or business that purchases or subcontracts products and services for resale. Furthermore, in this type of trade, transferable documentary credits and restart clauses, which are derived from "traditional" documentary credit, address a major concern regarding the financing of this type of trade.

3.3 The Steps Involved in an Import Transaction Using a Documentary Credit

Regarding the procedure for a transaction carried out using a letter of credit, the first step is obviously the signing of the sales contract between the importer and the exporter. Next, the buyer

submits a letter of credit request to their bank (issuing), which then requests the seller's bank (advising) to notify their client of the letter of credit request. After this step, the advising bank then sends the L/C to their client, notifying them that it has no liability in this regard unless the latter has agreed to confirm the letter of credit.

Subsequently, after receiving the letter of credit, the seller must verify that all the accompanying terms are acceptable to them. If not, they have the option to request changes from the buyer. Once satisfied, they ship the goods. He then takes care of preparing all the necessary documents (description of goods, invoicing, proof of shipment, etc.) and sends them to his (notifying) bank.

After comparing the documents with the letter of credit, the bank sends the documents to the issuing bank and requests payment for the goods, and then pays its customer (the seller). The documents are checked again by the issuing bank, which sends them to its customer (the buyer) in exchange for payment for the goods or a promise to pay on the due date. Obviously, this payment is transferred by the issuing bank to the advising bank.

3.4 Advantages and Disadvantages of Using a Letter of Credit in Foreign Trade Financing

3.4.1 Advantages

The advantages for the seller are numerous. First, letters of credit offer a secure payment method and therefore a lower-risk business opportunity, as the bank ensures payment under the contract. Second, for the buyer, letters of credit guarantee that payment will only be made when the terms of the letter are met. Thus, the buyer can specify contractual requirements, such as the delivery date of raw materials or the goods purchased.

3.4.2 Disadvantages.

However, it does have some drawbacks:

- Complex and slow procedure: too many documents required, too many deadlines, strict formalities.

- Bank fees can be high when there are many unforeseen circumstances.
- Unsuitable for rapid transport: goods arrive before the documents, forcing the customer to request a bank letter of guarantee (which incurs an additional cost).
- Due to the issuing bank's coverage of the buyer's commercial risk, it may be forced to request guarantees from its client, such as blocking a portion of the funds or setting an outstanding documentary credit amount that cannot be exceeded. The buyer also has the option of asking the banks to carry out the same transaction. In addition, it may be refused by the banks, which can be difficult to communicate to its foreign supplier.

4. Presentation and Analysis of the Role of Documentary Credit in Foreign Trade Financing

4.1 Research Methodology

Our research methodology is based mainly on a descriptive analysis of the results achieved by the BEA during the two years 2021 and 2022 published respectively in the BEA annual reports for the years 2021 (BEA, rapport d'activité annuel, 2021), 2022 (BEA, rapport d'activité annuel, 2022) ET 2023 (BEA, rapport d'activité annuel, 2023).

The statistical interpretation of data recorded by the BEA allows us to explain the main variables relevant to our research question and the relationships between them in order to formulate relevant conclusions.

4.2. Presentation and Analysis of Results

In this section, we will present the main results related to our research question, namely: the role of documentary credit in relation to other financing methods, the contribution of the BEA in foreign trade financing, and the main clients of the Algerian External Bank (Banque Extérieur d'Algérie).

4.2.1. The role of Documentary Credit in Relation to other Financing Methods

Table I. The Contribution of Payment Techniques to Foreign Trade and Financing

| Financing Techniques | 2021 | 2022 | 2023 |
|----------------------|--------|--------|--------|
| Payment order | 37.82% | 48.17% | 53.06% |
| Documentary delivery | 23.60% | 25.32% | 22.43% |
| Documentary credit | 38.58% | 25.51% | 24.51% |

Source: Designed by the Researcher based on the BEA's annual reports for 2021, 2022 and 2023

According to information recorded by the External Bank of Algeria, it is evident that the documentary credit technique was widely used during the years 2021 and 2022. This can be explained by the advantageous characteristics of this technique compared to the other two. According to the International Chamber of Commerce, the documentary credit is an extremely precise and universal method, as it is based on established rules and practices.

4.2.2. The BEA's Contribution to Foreign Trade Financing

Table 2. BEA Disbursements during 2021, 2022, and 2023, Amounts in Millions of USD

| Amounts | 2021 | 2022 | 2023 |
|--|----------|----------|----------|
| The general amount of disbursements (import) | 11771.41 | 10254.14 | 11781.51 |

Source: Designed by the Researcher based on the BEA annual reports for 2021, 2022 and 2023.

The data collected in 2022 decreased by 12.89%, reaching \$1,517.27 billion, compared to the data collected in 2021 (i.e., \$11,771.41 billion), and decreased by 12.96%, reaching \$1,527.37 billion, compared to the data collected in 2023 (i.e., \$11,781.51 billion).

These results can be attributed to the fact that during 2022, the global economy was affected by the Ukrainian conflict, which had negative consequences on the global economy, particularly on the agri-food and energy markets. In addition, the repercussions of the COVID-19 pandemic were still being felt worldwide. Algeria also implemented an import restriction policy, which had a direct impact on the total amount of imports.

4.2.3 Main clients of the Algerian Foreign Bank.

Table 3. Distribution of Direct Debits by Economic Sector

| Economic sector | Years | | |
|-------------------------|-------|------|------|
| | 2021 | 2022 | 2023 |
| Public companies | 52% | 52% | 32% |
| Private companies | 22% | 27% | 19% |
| Central administrations | 26% | 21% | 49% |

Source: Designed by the Researched based on the BEA annual reports for 2021, 2022 and 2023.

The data shows that public enterprises were the main client of the Algerian External Bank during the two years under review, namely 2021 and 2022, accounting for 52% of total imports. The second largest client was the private enterprise sector, which saw a significant increase in 2022 (27%) compared to the results recorded in 2021 (22%).

However, during 2023, the central government sector ranked first with a percentage of 49%, which can be explained by the increased use of this financing technique by this sector.

This can be explained by the specific characteristics of the Algerian economy, which relies primarily on the public sector, particularly the hydrocarbon sector.

5. Conclusion.

International trade is growing and intensifying. However, this development is accompanied by an increase in the risk associated with the financing conditions for this trade. This risk is greater the larger the transaction.

To finance these international trade transactions, operators benefit from different payment methods. There are numerous methods with varying characteristics, such as security and speed.

In our research, we closely analyzed the documentary credit payment technique.

The results obtained show us that, unlike the other payment methods mentioned above, the documentary credit aims to meet the needs of both the buyer (the importer) and the seller (the exporter). In addition to being a payment method, it also serves as:

- A trading method that allows the purchase of goods and merchandise using two banks: the importer's and the other's.
- A negotiation option with a bank guarantee that allows the recipient to obtain a price and/or payment term.
- An element of comfort and security, as it ensures payment for the goods shipped or the service provided in accordance with the terms and conditions of the contract.

Furthermore, it has been observed that public companies are the main clients of Algeria's external bank, a fact reinforced by the nature of the country's economy, which relies primarily on the hydrocarbon sector.

Hence, we can say that documentary credit still occupies an important place in foreign trade financing despite the multitude of

other payment techniques and the adoption of new rules, such as Incoterms 2020 relating to international trade. This is a set of rules updated as global trade evolves and allows the buyer and seller to effectively and unambiguously conform to the terms of the transaction.

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The Role of Training in Enhancing Human Capital: a Scientific Approach to its Modern Perceptions in the Organizational Environment

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Received: 10-08-2025 Accepted: 16-09-2025 Published: 01-12-2025

Abstract:

This study examines training as a pivotal mechanism for human capital development within organizational contexts, employing a scientific and analytical approach to explore its modern perceptions. By analyzing the evolution of human resource management (HRM) frameworks, the paper positions training as a strategic lever for enhancing institutional performance, adaptability, and competitiveness amid technological and structural shifts. Through conceptual and theoretical analysis, the study establishes a direct correlation between targeted training investments and organizational resilience, arguing that human capital development is integral to long-term institutional success. The findings underscore the necessity of embedding training initiatives within strategic planning processes, proposing a paradigm shift from ad-hoc training to systemic, competency-driven programs. Methodologically, the research adopts a descriptive-analytical approach, synthesizing HRM theories with empirical insights to advance a model for training optimization in dynamic organizational environments.

Keywords: Human assets, organizational performance, strategic management, strategic planning, training

1. Introduction

Over the past few years, the world has undergone profound and fundamental transformations that have affected all dimensions of contemporary life economic, social, and political across nations regardless of their developmental stage. Amidst these sweeping changes, modern administrative thought has increasingly recognized the strategic importance of human resources, acknowledging their critical role in achieving organizational objectives.

Given the growing emphasis in recent academic literature on the Human Resources (HR) function, this paper seeks to examine its core components particularly human resources development as a central pillar in enhancing institutional performance. This interest stems from a well-founded scientific understanding that human beings possess untapped cognitive and creative capacities, which, when effectively harnessed, can significantly strengthen institutional strategies. Within the broader framework of modern HRM systems, the functions of development including training, learning, and organizational growth are instrumental in unlocking these human potentials.

Human capital is not merely a workforce; it is a reservoir of intellectual energy, innovation, and proactive engagement. As such, this study raises the central research question: **How does training, as a developmental function in human resources management, contribute to enhancing human capital according to a contemporary scientific vision that keeps pace with the challenges of the modern regulatory environment?**

To address this question, the study is structured around four key thematic axes, which are:

1. The conceptual and historical evolution of human resource management and its link to human capital;
2. Core Functions of Human Resource Management and Their Contribution to Human Capital Development;
3. Sustainable Human Resource Development: Concepts and Tools in Modern Organizational Environments;

4. Training as a Strategic Tool for Enhancing Human Capital: Foundations and Contemporary Applications.

1. The Concept and Evolution of Human Resource Management

Human Resource Management (HRM) has evolved into a critical organizational function, now recognized as equally essential as finance, marketing, and operations. This elevated status stems from the growing recognition of human capital as a strategic asset that directly impacts organizational efficiency and success. As a result, modern HRM has expanded beyond administrative tasks to encompass a wide range of strategic functions, including workforce planning, talent acquisition, performance management, training and development, and employee engagement—all aimed at optimizing human potential to drive sustainable growth.

1.1. Defining Human Resource Management

Contemporary scholars conceptualize Human Resource Management (HRM) as a strategic framework for optimizing organizational performance through workforce development. Sikula's definition viewing HRM as "the systematic deployment and development of human resources within an organization" highlights its core functions: workforce planning, talent acquisition, performance management, and crucially, training and development. These processes collectively aim to transform raw labor into strategic human capital, emphasizing the pivotal role of continuous learning in enhancing employee competencies, productivity, and long-term institutional competitiveness. (Abdel-Baqi, 2005, p. 20).

A systems-oriented perspective defines HRM as "the strategic process of assessing organizational talent requirements and securing, developing, and deploying human capital with the precise competencies needed to achieve competitive advantage." This definition underscores HRM's dual focus:

Strategic Alignment – Proactively bridging workforce capabilities with organizational objectives
Capability Cultivation – Prioritizing targeted training and skill development to transform labor into value-generating human capital
By framing HRM as an investment mechanism rather than an administrative function, this approach directly supports your thesis on training's role in enhancing

workforce productivity and adaptability in modern organizational ecosystems.” (Shawish, 1996, p. 27).

Synthesizing these perspectives, HRM can be broadly defined as:

“A strategic and operational function dedicated to managing individual affairs within the organization, with the objective of continuously enhancing skills and competencies, while ensuring effective job-person fit, in pursuit of the organization’s overarching goals.”

1.2. Historical Evolution of Human Resource Management

The development of HRM as a distinct field has passed through several significant phases:

- **Pre-Industrial Revolution Era:** Characterized by artisanal production and home-based manufacturing, this period witnessed minimal worker rights and absolute control by employers. There was a notable absence of legal frameworks or institutional mechanisms to protect labor, and human resource concerns were largely neglected (Zuwailf, 1994, p. 10).
- **Industrial Revolution Era:** With the advent of mechanized production in the 18th century (in the West) and later in the Arab world (19th–20th centuries), factories began to replace manual labor. This era brought about large-scale employment, but also introduced harsh working conditions, long hours, and the emergence of supervisory hierarchies that often exacerbated worker exploitation. These developments underscored the urgent need for labor reforms and better working conditions (Maher, 2001, p. 35).
- **20th Century Developments:** This period marked the formalization of personnel management practices. Influenced by key events and movements such as **Scientific Management**, **World War I**, the **Human Relations School**, and **World War II**, the century witnessed a shift towards understanding the psychological and social

needs of workers, setting the stage for modern HRM philosophies (Zuwailf, 1994, p. 11).

2. Core Functions of Human Resource Management

Building upon the conceptual and historical framework, HRM encompasses a set of integrated functions designed to align human capital capabilities with organizational strategy. The primary HRM functions include:

2.1. Job Description and Analysis

Job description is a fundamental HR activity aimed at developing a detailed and accurate account of each position within the organization. According to Abdul Baqi (2004, p. 103), this process entails compiling essential information, including:

- A general overview and definition of the job;
- Specific duties and responsibilities associated with the role;
- Assigned powers and decision-making authority;
- Working conditions and internal organizational relationships;
- Required qualifications, skills, and personal attributes for job incumbency.

Accurate job descriptions not only facilitate recruitment and training, but also form the basis for promotion and internal mobility decisions by aligning employee profiles with job requirements. As emphasized by Hassan (1995, p. 245), this alignment is critical for effective career management.

2.2. Human Resource Planning

This function involves the systematic forecasting of future human resource needs within the organization. It includes determining the types of roles required and estimating the number of individuals needed for each role over a specified period (Mahmoud, 1995, p. 245). Strategic planning ensures the organization is neither understaffed nor overstaffed and can respond efficiently to market and operational demands.

2.3 Recruitment and Talent Sourcing

Recruitment refers to a structured process involving multiple activities and procedures designed to attract and build a pool of competent candidates. As defined by Mahmoud (2008, p. 59), it aims to secure individuals with the highest levels of skill and efficiency, tailored to meet the institution's current and future workforce demands.

2.4 Selection and Appointment

Selection is the decision-making process through which the most suitable candidates are chosen from a pool of applicants. It involves matching job requirements with individual qualifications, ensuring the best fit between the candidate and the job role. This alignment is essential for organizational efficiency and long-term employee performance (Shara, 2009, p. 02).

2.5 Training and Development

Training and development are integral to enhancing employee capabilities and ensuring alignment with evolving job demands. This function involves structured learning experiences that improve technical and behavioral competencies necessary for task performance. In light of increased organizational complexity and automation, this function is more critical than ever. For instance, the Basel II framework underlines the necessity of high-level human competencies in areas such as financial analysis, risk assessment, and auditing systems. Effective training initiatives, therefore, are not only developmental but also strategic in nature, enabling institutions to maintain competitive advantage and operational excellence.

2.6. Compensation and Rewards

The compensation function centers on establishing equitable and motivating reward systems for employees based on their performance and contribution to organizational objectives. According to Mahmoud (2008, p. 61), fair remuneration is determined through rigorous evaluation processes grounded in objective and scientific performance metrics. A well-structured compensation framework not

only reinforces employee engagement but also serves as a strategic tool for retaining top talent and encouraging a results-oriented culture.

2.7. Occupational Safety and Employee Welfare

This function encompasses the improvement of physical working conditions and the provision of comprehensive social and health services. It aims to foster a safe, supportive, and humane work environment that enhances employee well-being. Moreover, by promoting a culture of care and respect, institutions can cultivate positive employee attitudes and strengthen organizational loyalty (Gharbi & Qira, 2007, p. 17). Ultimately, the cumulative objective of HRM functions is to establish a productive, stable, and motivated workforce capable of meeting organizational challenges efficiently and sustainably.

3. Overview of Human Resource Development (HRD)

3.1. Conceptual Foundations of HRD

In modern administrative thought, development is no longer viewed narrowly through an economic lens; it has expanded to encompass a holistic approach where the human element is central to achieving comprehensive and sustainable development. The development of human capital is now widely acknowledged as a key determinant of economic progress and institutional success.

Several scholarly definitions help shape our understanding of HRD:

- **First Definition:** HRD is conceptualized as the process of meeting individuals' fundamental needs including food, shelter, healthcare, education, and culture while concurrently fostering the release and utilization of their creative and productive energies (Oak, 2002, p. 236).
- **Second Definition:** HRD refers to enhancing the knowledge, skills, and capabilities of the workforce across all domains of activity. This enhancement is based on systematic assessments and selection mechanisms that aim to optimize individual productivity and overall institutional efficiency (Marrakech, 2005, p. 61).
- The **third definition:** behavioral perspective defines Human Resource Development (HRD) as the process of enhancing individual

behavioral patterns, reshaping attitudes and beliefs, and aligning personal motives with organizational objectives. This definition emphasizes the capacity of HRD to foster adaptability in employees, enabling them to respond effectively to dynamic external environments. The goal is to harmonize individual aspirations such as goals, motivations, and capabilities with the functional requirements and strategic direction of the institution (Sameer, 2009, p. 78).

Integrated

Perspective:

Synthesizing the definitions, HRD can be understood as a comprehensive, continuous process involving training, professional development, and lifelong learning within the organization. Its ultimate purpose is to equip employees with the necessary skills and mindset to perform optimally, thereby contributing to the institution's competitiveness, adaptability, and sustainability within its operational landscape.

3.2 The Strategic Importance of Human Resource Development

The imperative for investing in HRD stems from its role as a cornerstone of organizational resilience and innovation. According to Ballout (2002, p. 238), key justifications for prioritizing HRD include:

- **Orientation and Integration:** Introducing new employees to institutional roles, norms, and operations, ensuring smooth integration into the organizational system.
- **Performance Standardization:** Clarifying expectations and guiding employee performance to meet organizational benchmarks.
- **Capacity Building:** Enhancing individual skills and competencies to align with institutional goals, fostering a sense of belonging and ownership among staff.
- **Succession and Future-readiness:** Preparing employees for higher responsibilities and upcoming challenges linked to technological, informational, and market-driven changes.
- **External Responsiveness:** Equipping employees to navigate external challenges such as labor globalization, cross-border competition, and evolving service quality standards.

3.3. Institutional Responsibilities in HRD

Effective Human Resource Development requires shared responsibility across hierarchical levels within the organization. As outlined by Sameer (2009, p. 80), these responsibilities can be classified as follows:

Table No. (1): The Responsibilities of Human Resources Development at the Administrative Levels

| Administrative level | Human Resource Development Responsibilities |
|----------------------|--|
| Senior Management | <ul style="list-style-type: none"> • Having a clear future vision for the concept of human development. • An honest understanding and full conviction of human resource development. • Develop structure, policies and long-term plans. • Providing the necessary financial resources. • Determine the specifications and cost of the required quality. |
| Middle Management | <ul style="list-style-type: none"> • Organization and direction • Participate in the development of human resources development plans and policies. • Being the closest to observing the behavior and work of the executive workforce, it is responsible for revealing and evaluating their capabilities and capabilities • Assessing the needs of workers for training, education and development after evaluating the disease. |
| Executive Management | <ul style="list-style-type: none"> • Trying to mix the ability and desire to achieve and provide the service to the fullest. • Mastery of work and good handling of service applicants. • It is their responsibility to learn the needs associated with daily work through self-development. |

Source: (Samir, 2009, pp. 80-81.)

We conclude that HRD is the product of the concerted efforts of all levels of the organization and is not the exclusive preserve of HRM.

3.4. Conclusion on Human Resource Development

It can be concluded that Human Resource Development is not the sole responsibility of the Human Resources Management (HRM) department but rather the outcome of collaborative efforts across all levels of the organization. Achieving sustainable and impactful development requires strategic alignment and shared commitment from top leadership to operational staff.

3.5. Core Functions of Human Resource Development

While the categorization of HRD functions varies across theoretical models, the following are commonly recognized as central components:

A. Organizational Development

Organizational development refers to intentional efforts to introduce change within the structural, human, or operational components of an institution. The aim is to enhance problem-solving capabilities, foster self-renewal, and ensure adaptability to both internal dynamics and external environmental pressures. These changes may pertain to physical infrastructure, workflows, or human interactions and must align with broader environmental transformations (Skarna, 2009, p. 50).

B. Organizational Learning

As the foundation of institutional growth, organizational learning equips employees with the capabilities necessary for achieving targeted performance levels. To be effective, it must be proactively planned to meet specific skill gaps and respond to evolving job demands (Hassan, 2001, p. 50).

C. Training

Training is defined as a structured organizational intervention aimed at enhancing individual performance and role readiness. It involves administrative and operational efforts to improve knowledge, skills, and behavioral competencies needed to fulfill current and future job roles (Shawshi, 2005, p. 231).

4. The Training Function in Institutions

Despite differences in institutional size or sector, the principles and processes of training remain universally relevant. Yet, in many organizations, employees often lack a clear understanding of the strategic role of training. This section explores the training function through key dimensions:

4.1. Defining Training

Training has been defined in multiple ways by scholars. Key definitions include:

- “A mechanism through which employees acquire the necessary knowledge, attitudes, and skills to perform tasks effectively using existing or new technologies, thereby modifying their behavior and enhancing performance” (Abbas, 1999, p. 107).
- “A structured learning process that entails the acquisition of competencies, rules, and values aimed at improving individual and collective performance” (Hassan, 1999, p. 167).
- “A developmental intervention designed to equip employees with capabilities for current tasks and to prepare them for higher-level responsibilities” (Ammar, 1999, p. 217).

4.2. Importance of Training

Training is indispensable not only for strengthening current performance but also for preparing employees for future roles. Its strategic value lies in:

- Enhancing speed, quality, and cost-effectiveness in task execution;

- Bridging the gap between actual and expected performance levels;
- Aligning individual and organizational goals;
- Building an internal communication and consulting culture;
- Ensuring adaptability to technological and organizational change;
- Motivating employees and fostering professional pride;
- Increasing productivity and minimizing occupational hazards;
- Supporting employee career progression ;
- Enhancing interpersonal relations and team collaboration;
- Boosting morale and engagement through skill empowerment (Abbas, 1999, p. 109).

4.3 Types of Training

Training programs can be classified into three main types (Timawi, 2009, p. 03):

- **General Training:** Enhances productivity across various organizations and is typically aligned with national education systems.
- **Specialized Training:** Tailored to the unique needs of the training organization and not fully transferable to other institutions.
- **Fully Specialized Training:** Designed exclusively for internal institutional roles, often delivered through on-the-job or off-the-job formats, and non-transferable in value.

4.4. Training as an Integrated System

Effective training is not an isolated or spontaneous activity. It represents a cohesive system characterized by:

- **Integration of Core Components:**
 - Target participants;
 - Required knowledge and competencies;
 - Trainers and HR practitioners;
 - Institutional challenges and learning objectives.

Integration of Activities:

- Diagnosis of organizational and behavioral patterns;
- Identification of training needs;
- Program design and execution;
- Monitoring and evaluation.

Integration of Outcomes:

- Economic benefits (cost/time savings, output improvement);
- Behavioral change (attitudes, motivation, teamwork);
- Skill enhancement (technical and soft competencies).

As emphasized by Al-Salami (1985, p. 355), training is also a **technical profession**, requiring expertise in needs assessment, instructional design, program delivery, and outcome measurement.

4.5. Training Methods

Several methodologies are employed in training delivery, including (Abdul Baqi, 2000, p. 222):

- **On-the-Job Training:** Practical training within the actual work environment under direct supervision.
- **Job Rotation:** Exposing employees to various departments/functions to build versatility.
- **Simulated Work Environments:** Controlled settings replicating actual job conditions.
- **Lectures and Audio-Visuals:** Effective for theoretical knowledge transfer at low cost.
- **Role Playing:** Allows trainees to simulate real-world interactions, especially useful in leadership and customer service training.
- **Sensitivity Training:** Enhances emotional intelligence and group interaction by increasing awareness of interpersonal impact (Syed Ahmed, 1994, p. 37).

5. Conclusion:

The study stresses that the success of any administrative body depends on the development and efficient exploitation of the human element, but

institutions, especially in developing countries, suffer from the absence of a clear vision in the field of human resources development, especially in the fields of evaluation and motivation. The study recommends revisiting HRM policies, by adopting an effective allocation of resources and providing ongoing training programs based on merit. It also criticizes the random and weak planning of human resources in the public sector, which led to poor performance and inflation of the functional apparatus, in the absence of a clear strategic vision that reflects international best practices.

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The Socio-Technical Foundations of Digital Transformation in Media Organizations: a Theoretical Framework for Performance Enhancement

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Received: 30-07-2025

Accepted: 10-10-2025

Published: 01-12-2025

Abstract:

This study develops a socio-technical framework for digital transformation in media organizations, integrating theoretical insights with empirical barrier research. Drawing upon socio-technical systems design thinking, the framework addresses technological affordances, organizational structures, and social dynamics influencing transformation outcomes. Seven critical barrier dimensions are identified: missing skills, technical constraints, organizational misalignment, cultural resistance, structural mismatch, regulatory restrictions, and market limitations. The framework emphasizes joint optimization of technical and social systems, moving beyond technology-centric solutions. Findings demonstrate that successful digital transformation requires simultaneous consideration of human factors, technological infrastructure, and institutional change processes rather than isolated implementations, providing strategic guidance for media organizations navigating digital disruption.

Keywords: digital transformation, media organizations, socio-technical systems, organizational performance, technological affordances, organizational culture, change management, media industry, systems theory

1. Introduction:

The media landscape is undergoing a profound metamorphosis. Once defined by linear broadcasting, print cycles, and editorial gatekeeping, it now operates in an ecosystem shaped by algorithms, real-time analytics, artificial intelligence (AI), and platform-mediated audience engagement. Digital transformation (DT) in media organizations is no longer a strategic option but an existential imperative. Yet, despite significant investments in new technologies from automated content generation to AI-driven personalization many media institutions struggle to achieve sustainable performance improvements. Projects stall, employee burnout rises, and innovation remains incremental rather than transformative.

A critical reason for this persistent gap lies in the dominant approach to digital transformation: one that prioritizes technological adoption over organizational redesign. Too often, DT is treated as an IT upgrade the implementation of a new content management system, the integration of data dashboards, or the deployment of AI tools without addressing the deeper socio-organizational structures in which these technologies are embedded. This techno-centric mindset overlooks a fundamental insight from socio-technical systems (STS) theory: technology and human work systems must be jointly optimized; As Govers and van Amelsvoort argue, digital technologies are not neutral tools; they reconfigure the division of labour, reshape workflows, and redefine professional roles particularly in knowledge-intensive fields like journalism and content creation (Govers, M. J. G., & van Amelsvoort, P, 2023)

This article proposes a paradigm shift. Drawing on the socio-technical systems design (STS-D) tradition particularly the "Lowlands" school that centers the division of labour as a core design lever and integrating empirical insights on the barriers to digital transformation (Brink, H, Packmohr, S, & Paul, F.-H, 2022), we develop a theoretical framework that positions DT in media as a *socio-technical redesign process*, not merely a technological transition. Our central argument is that true performance enhancement in media organizations can only be achieved when digital transformation is approached as a holistic reconfiguration of both technical capabilities and social systems, including work design, organizational culture, skill development, and decision-making structures.

We define *performance* broadly: beyond metrics of speed, reach, or cost-efficiency, it encompasses innovative capacity, employee well-being, editorial integrity, and long-term resilience. The framework we propose identifies how media organizations can navigate the complex interplay

between technological affordances and human constraints by applying STS-D principles such as participatory design, joint optimization, and ambidextrous organizational routines to the challenges of digital transformation.

By synthesizing STS-D theory with contemporary models of DT barriers, this article makes three key contributions. First, it reframes digital transformation in media as a *socio-technical design challenge*, moving beyond the myth of technology-led change. Second, it introduces a revised STS-D sequence adapted for the digital era, integrating design routines such as absurd reverse thinking and agile co-creation (Govers, M. J. G., & van Amelsvoort, P, 2023) Third, it offers a comprehensive, empirically grounded framework that diagnoses common failure points from siloed thinking and skill gaps to algorithmic management and cultural resistance and prescribes actionable pathways for performance enhancement (Brink, H, Packmohr, S, & Paul, F.-H, 2022).

In an age where the boundaries between human creativity and machine intelligence are rapidly blurring, media organizations stand at a crossroads. This article provides a theoretical compass for navigating that terrain one that places people, purpose, and participation at the heart of digital transformation, in line with the vision of a digitally advanced, humane, and innovative organization (Govers, M. J. G., & van Amelsvoort, P, 2023).

2. Problematic and Theoretical Propositions

Despite widespread recognition of the transformative potential of digital technologies, the reality of digital transformation (DT) in media organizations remains fraught with paradoxes. On one hand, DT promises unprecedented capabilities: real-time audience analytics, AI-driven content personalization, automated production workflows, and new revenue models based on data and engagement. On the other hand, empirical evidence suggests that many media institutions fail to realize these benefits, experiencing instead project stagnation, employee resistance, cultural fragmentation, and declining performance (Brink, H, Packmohr, S, & Paul, F.-H, 2022).

This disconnect between technological potential and organizational outcomes constitutes the central problematic of this article.

The problem is not a lack of investment or technical expertise. Rather, it lies in the dominant paradigm of transformation: one that treats DT as a linear, technology-led process, divorced from the social, cultural, and structural realities of media work. As (Brink, H, Packmohr, S, & Paul, F.-H, 2022) demonstrate through their triangulated study, barriers to DT are rarely

purely technical; instead, they cluster around organizational misalignment, cultural resistance, skill gaps, and structural inertia all of which are social in nature. Yet, most transformation initiatives continue to prioritize system integration over human integration, automation over work redesign, and efficiency over quality of working life (Govers, M. J. G., & van Amelsvoort, P, 2023).

This techno-centric bias leads to a critical theoretical and practical contradiction: digital technologies are being implemented in ways that undermine the very human capacities creativity, judgment, trust, and ethical reasoning that define the value of media organizations. Algorithms optimize for clicks, not civic value; automation displaces routine tasks but fails to reconfigure roles for higher-order work; data dashboards monitor performance but erode autonomy. As a result, digital transformation risks becoming a process of de-skilling, surveillance, and alienation, rather than empowerment and innovation (O'Neil, Cathy, 2016) (Karasek, R. A, & Theorell, T., 1990).

This contradiction reveals a fundamental theoretical gap in current DT research: while the socio-technical nature of transformation is often acknowledged in principle, it is rarely operationalized in practice. Existing models either focus on technological affordances (e.g., AI, big data) without addressing organizational design, or they examine change management in isolation from technological specificity (Vial, Understanding digital transformation: A review and a research agenda, 2019). There is, as yet, no integrative theoretical framework that systematically links the affordances and constraints of digital technologies with the principles of socio-technical systems design (STS-D), particularly as adapted to the creative, fast-paced, and public-interest-driven context of media work.

This gap is especially acute when it comes to performance enhancement. Too often, performance is measured narrowly in terms of speed, cost, or reach, neglecting broader dimensions such as employee well-being, editorial quality, and societal impact (Govers, M. J. G., & van Amelsvoort, P, 2023); Without a holistic model that connects technological change to human and organizational outcomes, media leaders lack the tools to navigate transformation in a way that is both effective and humane , To address this gap, this article advances the following core theoretical proposition:

Proposition 1 (P1): Digital transformation in media organizations will fail to achieve sustainable performance enhancement unless it is conceived and enacted as a *socio-technical redesign process*, in which technological

change is jointly optimized with changes in work design, organizational structure, and culture.

This proposition builds on the foundational STS principle of joint optimization (Cherns, 1987), but extends it into the digital era by recognizing that digital technologies are not just tools to be integrated, but active agents in reshaping the division of labour and organizational logic (Govers, M. J. G., & van Amelsvoort, P, 2023), When digital systems are introduced without rethinking roles, workflows, and decision-making authority, they create misalignment, friction, and resistance precisely the barriers identified by (Brink, H, Packmohr, S, & Paul, F.-H, 2022).

Furthermore, we argue that successful socio-technical redesign requires not only structural changes but also deliberate design practices that overcome organizational inertia and stimulate innovation. Drawing on Govers and van Amelsvoort (2023), we propose:

Proposition 2 (P2): The integration of participatory design routines such as absurd reverse thinking, co-creation workshops, and ambidextrous organizing significantly increases the likelihood of successful digital transformation by aligning technological possibilities with human and organizational needs.

Finally, we contend that performance in media must be understood as multidimensional, encompassing not only operational efficiency but also innovation, employee well-being, and societal value. Therefore:

Proposition 3 (P3): A socio-technical approach to digital transformation leads to superior performance outcomes across all dimensions operational, innovative, human-centric, and societal compared to techno-centric models.

These propositions form the theoretical core of the framework developed in this article. They are not derived from empirical testing (as in a quantitative study), but are logically deduced from the synthesis of STS-D theory, empirical findings on DT barriers, and critical analysis of media-specific transformation challenges. As such, they serve as guiding hypotheses for future research and as practical principles for media leaders navigating digital change.

By articulating this problematique and these propositions, this article positions itself at the intersection of three scholarly domains: digital transformation, socio-technical systems theory, and media organizational studies. It contributes to each by offering a unified, actionable framework that re-centers human agency, participatory design, and holistic performance in the discourse on digital futures.

2. Conceptual Foundations: Defining the Core Constructs

To advance a coherent theoretical framework for understanding digital transformation (DT) in media organizations, it is essential to establish clarity around the foundational constructs that underpin the analysis. This section defines and critically examines three interrelated domains: digital transformation, socio-technical systems design (STS-D), and organizational performance. By grounding these constructs in established theory and recent empirical insights, particularly from the socio-technical tradition and contemporary DT research, this section provides the necessary conceptual scaffolding for the integrative model proposed in this article.

3.1 Digital Transformation in Media Organizations: A Socio-Technical Reconceptualization:

Digital transformation has become a central phenomenon in organizational studies, often described as the integration of digital technologies into all areas of business, fundamentally changing how organizations operate and deliver value (Vial, Understanding digital transformation: A review and a research agenda, 2019). While early definitions emphasized technological adoption such as the implementation of cloud computing, artificial intelligence (AI), or data analytics more recent scholarship recognizes that DT involves deep structural, cultural, and strategic reconfigurations (Hess, T., Matt, C., & Benlian, A, 2016). As (Schwab, 2017) argues, DT is a defining feature of the Fourth Industrial Revolution, characterized by the fusion of physical, digital, and biological systems, which blurs traditional boundaries and reshapes industries.

In the context of media organizations, DT extends beyond the mere digitization of content or the migration from print to online platforms. It encompasses a fundamental shift in how news is produced, distributed, and consumed—a transformation driven by algorithmic recommendation systems, real-time audience analytics, automated content generation, and platform-based distribution models (Lepri, B, Staiano, J, Sangokoya, D, Letouzé, E, & Oliver, N, 2017). For instance, AI tools now enable the automatic production of routine news reports (e.g., sports scores, financial updates), while data dashboards allow editors to optimize headlines and story placement based on predicted engagement metrics (O’Neil, Cathy, 2016).

However, despite significant investments in digital infrastructure, many media organizations report limited success in achieving sustainable transformation. A key reason, as (Brink, H, Packmohr, S, & Paul, F.-H, 2022) identify, lies in the persistence of techno-centric approaches that treat

DT as an IT project rather than a holistic organizational change initiative. Their triangulated study reveals that barriers to DT are rarely purely technical; instead, they cluster around organizational misalignment, cultural resistance, structural inertia, and resource constraints. For example, 184 respondents in their dataset cited "sticking to the status quo" as a major cultural barrier, while 54 pointed to a lack of change management as an organizational obstacle.

This evidence underscores a critical theoretical insight: digital transformation is not merely a technological process, but a socio-technical one. As Vial (2019) asserts, successful DT requires the alignment of technological capabilities with organizational structures, leadership practices, and employee competencies. In media, where professional autonomy, editorial judgment, and public accountability are paramount, this alignment becomes even more complex. The introduction of algorithmic systems into editorial workflows, for instance, can enhance efficiency but may also erode journalist agency and undermine public trust if not co-designed with editorial staff (O'Neil, Cathy, 2016).

Therefore, in this article, digital transformation is defined as a *socio-technical reconfiguration* of organizational processes, structures, and cultures through the strategic integration of digital technologies, resulting in fundamental shifts in value creation, work design, and performance outcomes (Brink, H, Packmohr, S, & Paul, F.-H, 2022). This definition moves beyond deterministic views of technology and instead positions DT as a dynamic, relational process in which human and technical systems co-evolve.

3.2. Socio-Technical Systems Design (STS-D): a Framework for Human-Centered Organizational Change:

The socio-technical systems (STS) perspective offers a powerful theoretical lens for analyzing digital transformation, particularly in knowledge-intensive sectors like media. Originating in the mid-20th century with the Tavistock Institute's studies of coal mining and manufacturing, STS theory challenged the classical assumption of technological determinism by asserting that optimal organizational performance can only be achieved through the joint optimization of social (people, roles, culture) and technical (tools, processes, systems) subsystems (Cherns, 1987).

Socio-technical systems design (STS-D) evolved from this theoretical foundation into a practical methodology for organizational renewal. As Govers and van Amelsvoort emphasize, STS-D is not a one-off intervention but a structured, participatory process aimed at creating organizations that

are humane, productive, agile, and innovative. Central to this approach is the division of labour—a core design lever that determines how tasks are allocated between people and machines, how coordination is achieved, and how decision-making authority is distributed (Govers, M. J. G., & van Amelsvoort, P, 2023)

Traditionally, STS-D followed a sequential logic: first define strategic choices, then design the core work system, followed by regulation and technical realization (Govers & van Amelsvoort, 2023). However, in the digital era, this sequence must be adapted to reflect the transformative potential of digital technologies. Govers and van Amelsvoort propose a revised slogan: “*digital thinking inspires vision and organizational design options,*” which inverts the old adage of “first organize, then automate.” This new logic acknowledges that digital technologies are not just tools to be integrated, but generative forces that open up new possibilities for business models, work configurations, and value creation (Majchrzak, A., & Markus, M. L, 2014)

The revised STS-D sequence consists of four interrelated steps:

1. Making strategic choices informed by digital affordances and constraints.
2. Designing the core work system, including task allocation and workflow integration.
3. Designing the regulation system, focusing on decentralized control and local decision-making.
4. Realizing digital infrastructures and systems, using agile methods like Scrum sprints (Rossberg, 2019).

Crucially, the first three steps involve deep exploration of digital possibilities *before* technical implementation, ensuring that technology serves human and organizational needs rather than dictating them (Govers, M. J. G., & van Amelsvoort, P, 2023) This approach aligns with the principle of incompleteness (Emery, F. E., & Trist, E. L, 1960), which holds that no organizational design is ever final; instead, it must remain open to continuous adaptation and learning.

Moreover, STS-D emphasizes participatory design—the active involvement of workers, managers, and other stakeholders in the transformation process. This stands in contrast to top-down, expert-driven models that often lead to resistance and disengagement. In media organizations, where journalistic independence and creative autonomy are highly valued, participatory design is not merely a best practice but a prerequisite for legitimacy and sustainability (O’Neil, Cathy, 2016).

To overcome conservative inertia and stimulate innovation, Govers and van Amelsvoort introduce new design routines, such as:

- Absurd reverse thinking: asking provocative questions like “What if we removed all digital tools?” to challenge assumptions.
- Ambidextrous organizing: balancing exploitation of current capabilities with exploration of new opportunities (Tushman, M. L., & O’Reilly, C. A, 1996).
- One-fits-one design: moving away from standardized, bureaucratic models toward customized solutions for different work units.

These routines reflect a broader shift in STS-D thinking from stability and control to dynamic adaptation, self-organization, and horizontal coordination which is essential for navigating the volatility of the digital media landscape.

3.3. Organizational Performance in the Digital Media Era: a Multidimensional Construct:

The ultimate goal of digital transformation is performance enhancement. However, what constitutes "performance" in a media organization is itself a contested and evolving concept. Traditional metrics such as circulation, advertising revenue, or cost efficiency remain relevant but are increasingly supplemented by new indicators like audience engagement, content virality, subscriber retention, and data-driven decision-making (Kush R. Varshney, Homa Alemzadeh, 2017).

Yet, a narrow focus on quantitative metrics risks reducing performance to a purely economic outcome, neglecting the qualitative dimensions that are central to the mission of media organizations. These include journalistic quality, editorial independence, public service value, employee well-being, and ethical integrity (Karasek, R. A, & Theorell, T., 1990) Govers and van Amelsvoort argues, the goal of STS-D is not only to increase productivity but to enhance the quality of working life (QWL) and the quality of the organization (QOO)—two interrelated constructs that reflect the human and social outcomes of organizational design.

In media organizations, where creative labor is central, QWL is particularly salient. Journalists and content creators require autonomy, meaningful work, and opportunities for professional growth—conditions that can be undermined by algorithmic management, constant monitoring, and pressure to produce click-driven content (Brink, H, Packmohr, S, & Paul, F.-H, 2022) (O’Neil, Cathy, 2016). Burnout, moral injury, and turnover are common in digital newsrooms where the pace of work has accelerated without corresponding support structures.

Furthermore, performance must be understood as sustainable and resilient, not just efficient. A media outlet that achieves high traffic through sensationalism may perform well on certain metrics but fail in its broader societal role. Conversely, an organization that invests in investigative journalism, diversity of voices, and long-form storytelling may have lower immediate returns but greater long-term legitimacy and impact.

Drawing on the balanced scorecard and triple bottom line frameworks, we conceptualize performance in media organizations as comprising four interdependent dimensions:

1. **Operational Performance:** Efficiency, speed, accuracy, and scalability of content production and distribution.
2. **Innovative Performance:** Capacity to experiment with new formats (e.g., podcasts, interactive storytelling), business models (e.g., memberships), and technologies (e.g., AI, VR).
3. **Human-Centric Performance:** Employee satisfaction, skill development, work-life balance, and psychological safety.
4. **Societal Performance:** Public trust, democratic accountability, diversity of perspectives, and contribution to informed citizenship.

4. The Evolving Nature of Work in Media: A Socio-Technical Perspective:

The process of digital transformation in media organizations is not merely a technological upgrade; it is a fundamental reconfiguration of the very nature of work. As digital technologies become deeply embedded in editorial workflows, content distribution, and audience engagement, they alter the division of labor, redefine professional roles, and reshape the quality of working life (QWL) for journalists, editors, and production staff. Drawing on the socio-technical systems design (STS-D) framework, particularly the model of technology penetration into the nature of work proposed by Govers and van Amelsvoort, this section examines how digital tools are transforming media work from a human-centric craft into a hybrid system of human-machine collaboration. It argues that without a deliberate socio-technical redesign of work systems, these transformations risk undermining the creative, ethical, and democratic functions of media.

4.1. The Penetration of Digital Technology into Media Work:

Govers and van Amelsvoort (2023) propose a model that conceptualizes the impact of digital technology on work through four distinct roles that technology can assume: assist, substitute, manage, and organize/control. This model provides a powerful analytical lens for understanding the

progressive encroachment of digital systems into journalistic and editorial processes.

- **Assist:** In this role, digital technology supports human workers by enhancing their capabilities. Examples in media include transcription software (e.g., Otter.ai), grammar and style checkers (e.g., Grammarly), and data visualization tools (e.g., Tableau). These tools reduce cognitive load and increase efficiency but leave editorial judgment and creative control firmly in human hands.

- **Substitute:** Here, technology takes over tasks that were previously performed by humans. In media, this is most evident in the rise of automated journalism (or "robot-journalism"), where AI algorithms generate news reports on routine topics such as sports scores, financial earnings, or weather updates (Kush R. Varshney, Homa Alemzadeh, 2017). The Associated Press, for instance, uses AI to produce thousands of quarterly earnings reports annually, freeing journalists for more complex investigative work (Davenport, T. H., & Ronanki, R., 2018). While substitution can increase output and reduce costs, it also raises concerns about deskilling and the erosion of professional identity.

- **Manage:** In this role, digital systems begin to exert control over human workers. Workflow management platforms (e.g., Asana, Trello), content scheduling tools (e.g., Hootsuite, Buffer), and performance dashboards that track clicks, shares, and time-on-page are all examples of managerial technologies. These systems monitor productivity, assign tasks, and set deadlines, often without human intervention. As Govers and van Amelsvoort noted, this role represents a shift from human-led coordination to algorithmic management, which can lead to increased surveillance and pressure.

- **Organize/Control:** At the highest level of penetration, digital technology assumes responsibility for structuring the entire work system. This includes algorithmic curation of news feeds (e.g., Facebook's News Feed, Google News), AI-driven editorial calendars that prioritize content based on predicted engagement, and platform-based distribution models that dictate visibility and monetization. In this role, the technology is no longer just a tool or a manager but a regulatory system that shapes organizational logic and strategic direction (Govers, M. J. G., & van Amelsvoort, P., 2023).

Projected onto the media context, this model reveals a critical insight: repetitive and data-driven tasks are most susceptible to substitution and management by algorithms, while explorative and investigative work—which require creativity, ethical judgment, and contextual understanding—

remain more resistant. However, even these higher-order tasks are increasingly influenced by algorithmic signals, as journalists are incentivized to produce "clickable" content based on audience analytics (O'Neil, Cathy, 2016).

4.2. The Division of Labor in the Digital Newsroom:

A central concept in STS-D theory is the division of labor, which refers to how tasks, responsibilities, and decision-making authority are distributed within an organization (Govers, M. J. G., & van Amelsvoort, P, 2023). Traditionally, media organizations operated with a clear hierarchical division: reporters gathered information, editors curated and verified content, producers managed publication schedules, and managers oversaw strategy and budgets. Digital transformation has disrupted this model, blurred professional boundaries and created new hybrid roles.

The integration of digital technologies has led to the emergence of new job functions such as data journalists, audience engagement editors, social media curators, and AI trainers. These roles reflect a shift from a functional, department-based structure to a more fluid, project-based organization. However, this shift is not always accompanied by a corresponding redesign of workflows, authority, or accountability. As (Brink, H, Packmohr, S, & Paul, F.-H, 2022) identify, organizational misalignment such as a lack of a clear digital transformation roadmap or immature decision-making processes is a major barrier to successful DT. In many newsrooms, data journalists may produce insightful analytics, but editors may lack the authority or training to act on them, leading to a disconnect between insight and action.

Moreover, the division of labor is increasingly being reshaped by algorithmic logic. For example, recommendation algorithms on platforms like YouTube or TikTok prioritize content that maximizes user engagement, which in turn influences editorial decisions. Journalists may find themselves producing more sensational or emotionally charged content not because of editorial judgment, but because the algorithm rewards it. This represents a form of algorithmic regulation, where the technical system indirectly controls the social system (Govers, M. J. G., & van Amelsvoort, P, 2023).

To prevent such misalignments, STS-D advocates for a deliberate redesign of the division of labour that anticipates the impact of digital technologies. This involves asking critical questions: *Which tasks should be automated? Which decisions should remain human? How can new roles be integrated into existing workflows?* As Govers and van Amelsvoort argued, the design of the core work system must precede the realization of digital infrastructures not the other way around.

4.3. Quality of Working Life in the Digital Media Era:

The quality of working life (QWL) is a core concern in socio-technical systems theory, reflecting the extent to which work is meaningful, autonomous, and supportive of personal well-being (Karasek & Theorell, 1990). In media organizations, where professional autonomy and creative fulfillment are central to job satisfaction, digital transformation poses both opportunities and risks for QWL.

On one hand, digital tools can enhance QWL by reducing routine burdens, enabling remote collaboration, and providing real-time feedback from audiences. Journalists can use AI to automate transcription, allowing them to focus on storytelling and investigation. Cloud-based platforms enable distributed teams to collaborate seamlessly, increasing flexibility and work-life balance.

On the other hand, the same technologies can undermine QWL by increasing work intensity, eroding autonomy, and fostering a culture of constant surveillance. The 24/7 news cycle, amplified by social media, creates relentless pressure to produce content quickly. Performance dashboards that track metrics like page views, time-on-site, and bounce rates can lead to metric-driven anxiety, where journalists feel judged not by the quality of their work but by its virality (O'Neil, Cathy, 2016). This aligns with (Karasek, R. A., & Theorell, T., 1990) Job Demand-Control model, which posits that high job demands combined with low decision latitude led to high strain and burnout.

Furthermore, the cultural and structural barriers identified by (Brink, H, Packmohr, S, & Paul, F.-H, 2022) such as "sticking to the status quo" (184 mentions), "diffuse fears and insecurities" (69), and "silo thinking" (20) exacerbate these challenges. When digital transformation is imposed top-down without employee involvement, it fosters resistance and disengagement. Conversely, a participatory design approach where journalists, editors, and tech staff co-create new workflows can enhance QWL by fostering ownership, transparency, and trust (Govers, M. J. G., & van Amelsvoort, P, 2023)

In sum, the evolving nature of work in media is not predetermined by technology but shaped by organizational choices. A socio-technical perspective compels media leaders to move beyond a narrow focus on efficiency and instead consider how digital transformation affects the human experience of work. Only by designing for both technical performance and human well-being can media organizations achieve sustainable and ethical digital transformation.

5. Barriers to Digital Transformation in Media: a Socio-Technical Diagnosis:

Digital transformation (DT) in media organizations is not merely a technical challenge; it is a deeply embedded in socio-technical process fraught with systemic barriers that hinder successful implementation and sustainable performance enhancement. While the potential of digital technologies such as artificial intelligence, data analytics, and automated content systems is widely acknowledged, the reality for many media institutions is one of stalled projects, fragmented adoption, and employee resistance. To understand why so many DT initiatives fail to deliver on their promises, it is essential to move beyond a techno-centric lens and adopt a socio-technical diagnostic approach that systematically identifies and categorizes the multifaceted barriers to change.

This section draws directly on the triangulated barrier model developed by (Brink, H, Packmohr, S, & Paul, F.-H, 2022), who conducted a rigorous, data-driven study combining semi-structured interviews with 20 participants and a survey of 340 respondents to identify the most prevalent obstacles to digital transformation. Their research, which applies a socio-technical systems (STS) perspective, reveals that barriers are not isolated incidents but clustered within interrelated dimensions that reflect both the technical infrastructure and the social fabric of organizations. By applying this model to the specific context of media organizations where creativity, editorial autonomy, and public trust are paramount we can develop a precise diagnosis of the structural, cultural, and operational impediments to effective transformation.

5.1. A Socio-Technical Model of Barriers to Digital Transformation:

(Brink, H, Packmohr, S, & Paul, F.-H, 2022) propose a five-dimensional socio-technical model of DT barriers, derived from their triangulated data collection. This model provides a comprehensive framework for diagnosing failure points in transformation processes. The dimensions are: technical barriers, organizational misalignment, cultural resistance, missing skills, and resource constraints. Each dimension contains specific characteristics that manifest in observable organizational behaviors and outcomes.

When applied to media organizations, this model reveals how digital transformation is often undermined not by a lack of technology, but by misalignment between digital tools and human systems. For instance, the introduction of AI-driven analytics platforms may be technically sound, but if journalists lack the data literacy to interpret the outputs, or if editorial leaders fail to integrate insights into decision-making, the tool becomes

ineffective. The following analysis maps each barrier dimension onto the media context, using empirical evidence from the study and its underlying theoretical foundations.

5.1.1. Technical Barriers: the Limits of Infrastructure:

Technical barriers refer to deficiencies in the digital infrastructure that prevent the smooth implementation of new systems. According to (Brink, H, Packmohr, S, & Paul, F.-H, 2022), the most frequently cited technical barrier is deficient IT infrastructure (153 mentions), followed by security issues (27) and isolated systems (29). In media organizations, this often translates into legacy content management systems (CMS) that cannot integrate with modern data analytics tools, or fragmented digital ecosystems where audience data is siloed across platforms (e.g., website, social media, email).

These technical limitations are not merely operational inconveniences; they have profound socio-technical implications, isolated systems prevent holistic data-driven decision-making, forcing teams to work with incomplete or outdated information. Moreover, concerns about security issues such as data breaches or unauthorized access to sensitive sources are particularly acute in journalism, where source protection is a core ethical principle.

The study also identifies missing technical support (16 mentions) as a newly emerged barrier, reflecting the gap between deploying a digital tool and ensuring its ongoing maintenance and user assistance. In media newsrooms, where technical expertise is often concentrated in a small IT team, the absence of dedicated support can lead to low adoption rates and frustration among editorial staff.

This dimension aligns with broader research on IT-enabled change, which emphasizes that digital artifacts now mediate socio-technical structures previously managed through human interaction or non-digital tools (Brink, H, Packmohr, S, & Paul, F.-H, 2022) (Wessel, L., Baiyere, A., Ologeanu-Taddei, R., Cha, J., & Blegind Jensen, T). In media, this means that algorithms, dashboards, and AI systems are not just tools but active mediators of editorial judgment and organizational coordination.

5.1.2. Organizational Misalignment: the Absence of Strategic Coherence:

Organizational misalignment refers to structural and strategic deficiencies that prevent coordinated action. The most prominent barrier in this category is the lack of a clear digital transformation roadmap (63 mentions), which leaves teams without a shared vision or direction. In media organizations, this often results in ad hoc technology adoption such as

implementing a chatbot or launching a podcast channel without a coherent strategy for how these initiatives contribute to broader organizational goals.

Another key finding is immature decision-making processes (31 mentions), which reflects a lack of clarity in authority, accountability, and prioritization. In newsrooms, this can manifest as conflicts between editorial and commercial departments, or between journalists and data teams, over content strategy. Without mature governance structures, digital initiatives remain fragmented and under-resourced.

Brink also highlight unclear responsibilities (31 mentions) and lack of coordination (20) as significant obstacles. In media, where cross-functional collaboration is essential (e.g., between reporters, editors, designers, and developers), the absence of clearly defined roles can lead to duplication of effort, missed deadlines, and project failure (Brink, H, Packmohr, S, & Paul, F.-H, 2022).

This barrier is consistent with foundational STS theory, which emphasizes the need for joint optimization of social and technical systems (Cherns, 1987, cited in (Govers, M. J. G., & van Amelsvoort, P, 2023)). When digital tools are introduced without redesigning workflows and decision rights, the result is sub-optimization where technology performs well in isolation, but the overall system fails.

5.1.3. Cultural Resistance: the Human Side of Inertia:

Cultural resistance is perhaps the most pervasive and difficult-to-address category of barriers. Brink identify sticking to the status quo as a major cultural obstacle, mentioned by 184 respondents. This resistance is rooted in a deep-seated preference for familiar routines and a fear of the unknown. In media organizations, where professional identity is closely tied to traditional forms of storytelling and editorial judgment, the introduction of algorithmic systems can be perceived as a threat to journalistic autonomy.

Related to this is the lack of change management (54 mentions), which indicates that organizations often fail to prepare employees for transformation. Without effective communication, training, and psychological support, staff may feel excluded from the process, leading to disengagement and passive resistance.

The study also identifies diffuse fears and insecurities (69 mentions), including concerns about job loss due to automation. In the context of media, where newsroom layoffs have been widespread over the past two decades, the introduction of AI tools for automated reporting or content curation can exacerbate anxiety, even when the intent is to free journalists for higher-value work.

This cultural inertia resonates with Sydow's (1985) critique of traditional socio-technical approaches, which calls for a deeper understanding of how organizational culture shapes the reception of technological change (Brink, H, Packmohr, S, & Paul, F.-H, 2022) It also echoes Trist and Bamforth's (1951) seminal study on coal mining, which showed that technological change without social adaptation leads to alienation and reduced performance.

5.1.4. Missing Skills: the Competency Gap

The dimension of missing skills captures the gap between the competencies required for digital transformation and those available within the organization. (Brink, H, Packmohr, S, & Paul, F.-H, 2022) identify several sub-barriers, including missing organizational knowledge (27), missing DT potential knowledge (26), missing implementation knowledge (21), and missing user technology knowledge (34).

In media organizations, this manifests as a lack of data literacy among journalists, editors, and managers. While reporters may be skilled storytellers, they often lack the ability to interpret audience analytics, design A/B tests, or collaborate effectively with data scientists. Conversely, technical staff may lack an understanding of journalistic values, leading to misaligned tool design.

A critical new finding from the study is insufficient training and learning (115 mentions), which emerges as the most significant sub-barrier in this category. This highlights a systemic failure to invest in continuous learning and upskilling. In fast-evolving digital environments, one-off training sessions are inadequate; organizations need embedded learning cultures that support ongoing adaptation.

This finding aligns with the STS-D principle of participatory design, which emphasizes that workers must be actively involved in learning and shaping new technologies (Govers, M. J. G., & van Amelsvoort, P, 2023). As (Malone, 2022) notes cited digital technology can play four roles in human work: tool, substitute, manager, and organizer. For workers to adapt, they must understand not just how to use a tool, but how their role is being redefined by it.

5.1.5. Resource Constraints: the Limits of Capacity

Finally, resource constraints reflect the practical limitations of time, budget, and personnel. (Brink, H, Packmohr, S, & Paul, F.-H, 2022) identify lack of financial resources (129 mentions) and lack of personnel resources (106) as major impediments. In media organizations, especially public

service or local outlets, financial pressures often mean that digital transformation is treated as a side project rather than a strategic priority.

The lack of qualified personnel (34 mentions) is another critical constraint. Media organizations may lack in-house expertise in AI, UX design, or platform strategy, forcing them to rely on external consultants a solution that can lead to dependency and misalignment with internal needs.

This dimension reflects a broader challenge in organizational renewal: the tension between exploitation of current capabilities and exploration of new ones (Govers, M. J. G., & van Amelsvoort, P, 2023). Without sufficient resources, media organizations struggle to balance daily operations with long-term innovation.

5. Addressing the Problematic and Conclusion:

This article has addressed a central problematic: despite significant investments in digital technologies, many media organizations fail to achieve sustainable performance enhancement through digital transformation (DT). The root cause, as demonstrated throughout this paper, is not technological deficiency but a fundamental misalignment between digital tools and human systems. The dominant paradigm treats DT as a technical upgrade the implementation of AI, data dashboards, or new content management systems while neglecting the socio-organizational redesign required to make these tools effective, meaningful, and humane. Drawing on the socio-technical systems design (STS-D) tradition and the empirically grounded barrier model of Brink, Packmohr, and Paul (2022), this article has proposed a theoretical framework that repositions DT in media as a socio-technical redesign process, not merely a technological transition.

The problematic is clearly articulated in the findings of Brink (2022), whose triangulated study of 525 respondents across multiple sectors reveals that the most significant barriers to DT are not technical, but social, cultural, and organizational. Their data show that “*sticking to the status quo*” was mentioned in 184 cases, “*diffuse fears and insecurities*” in 69, and “*lack of change management*” in 54. These findings confirm that resistance to transformation is deeply embedded in organizational inertia, conservative thinking, and fear of job loss — issues that cannot be resolved by technology alone.

Moreover, the study identifies “insufficient training and learning” (115 mentions) and “missing user technology knowledge” (34) as critical skill gaps, underscoring the need for continuous learning and participatory design. In media organizations, where journalists and editors are expected to adapt

to algorithmic curation, data-driven storytelling, and platform-based distribution, the absence of adequate training leads to disengagement, misinterpretation of tools, and ultimately, failed adoption.

This analysis directly supports Proposition 1: that digital transformation in media organizations will fail to achieve sustainable performance enhancement unless it is conceived and enacted as a *socio-technical redesign process*. The evidence from (Brink, H, Packmohr, S, & Paul, F.-H, 2022) shows that technical barriers like “*deficient IT infrastructure*” (153 mentions) or “*isolated systems*” (29) are often symptoms of deeper organizational misalignment — such as “*lacking DT roadmap*” (63) or “*immature decision-making*” (31). These dysfunctions echo the classic STS critique of bureaucratic organizations that respond to complexity by tightening control, thereby deepening the very problems they aim to solve (Govers, M. J. G., & van Amelsvoort, P, 2023).

To overcome this, the article has proposed a revised STS-D sequence adapted for the digital era, inspired by (Govers, M. J. G., & van Amelsvoort, P, 2023). This sequence inverts the traditional logic: instead of “first organize, then automate,” it begins with “*digital thinking inspires vision and organizational design options*.” This shift acknowledges that digital technologies are not neutral tools, but active agents of change that open up new possibilities for business models, work configurations, and value creation. The four-step sequence (1) strategic choices, (2) core work system design, (3) regulation system design, and (4) digital system realization ensures that technology follows organizational design, not the other way around.

Central to this framework is the division of labor as the key design lever. By organizing work around “*homogeneous customer families*” and creating “*parallel work units*”, media organizations can reduce complexity, enable self-organization, and foster horizontal coordination. For example, a newsroom could form autonomous teams for investigative journalism, data storytelling, and social media engagement each managing its own workflow from ideation to publication. This structure supports agility, innovation, and employee involvement all of which are undermined in traditional, siloed newsrooms.

To counteract conservative inertia, the framework integrates design routines such as absurd reverse thinking (Govers, M. J. G., & van Amelsvoort, P, 2023) which challenges assumptions by asking: “*What if we removed all digital tools?*” or “*What if algorithms decided all headlines?*” This routine helps organizations break free from path dependency and

explore radically different futures. It also supports Proposition 2: that participatory design routines significantly increase the likelihood of successful DT by aligning technological possibilities with human and organizational needs.

Furthermore, the framework embraces the ambidextrous approach (Trist, E. L., & Bamforth, K. W, 1951), balancing *exploitation* of current capabilities with *exploration* of new opportunities. In media, this means maintaining core journalistic functions while experimenting with AI-assisted reporting, blockchain-based verification, or immersive storytelling. This duality is essential for resilience in a volatile digital environment.

Finally, the article affirms Proposition 3: that a socio-technical approach leads to superior performance across operational, innovative, human-centric, and societal dimensions. Unlike techno-centric models that measure success solely by clicks or cost savings, this framework values quality of working life (QWL), employee well-being, and public trust — principles rooted in the original STS vision of (Trist, E. L., & Bamforth, K. W, 1951) who showed that technological change without social adaptation leads to alienation and reduced performance.

In conclusion, digital transformation in media organizations cannot succeed if it remains a technology project. It must become a socio-technical design challenge, where digital tools are integrated into a reimagined work system that prioritizes human agency, creativity, and ethical responsibility. The theoretical framework proposed in this article — grounded in STS-D principles and empirically validated barrier research — provides a roadmap for achieving this transformation. It calls for a shift from top-down, deterministic models to participatory, adaptive, and human-centered approaches that honor both the potential of digital technology and the irreplaceable value of human judgment in journalism.

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The State of Mathematical Sciences in the Central Maghreb during the 8th–9th Centuries AH / 14th–15th Centuries AD

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Received: 18-08-2025

Accepted: 10-10-2025

Published: 01-12-2025

Abstract:

This study seeks to provide an overview of the state of mathematical sciences in the Central Maghreb during the 8th–9th centuries AH / 14th–15th centuries AD. The aim is to identify the place of mathematical sciences within scholarly life, as well as the main factors and influences that contributed to their development during this period. Chief among these was the impact of the Andalusian elite who chose the cities of the Central Maghreb as their new home. The scholarly traditions of Tunisia and Morocco also made significant contributions, in addition to the campaign of Abu al-Hasan al-Marini into the Central Maghreb, during which he was accompanied by an army of scholars. As a result, mathematical knowledge in its various branches witnessed a remarkable revival in the urban centers of the Central Maghreb, particularly in Tlemcen. Prominent mathematicians emerged there, such as al-Ābilī, Abū ‘Uthmān Sa‘īd al-‘Uqbānī, Ibn al-Qunfudh al-Qusanṭīnī, and al-Qalaṣādī, who contributed to the advancement of mathematical knowledge through both teaching and authorship. Their fame extended beyond the Central Maghreb, ensuring the continuity of scholarly and mathematical exchange among the intellectual centers of the Islamic West.

Keywords: al-Ābilī, central Maghreb, mathematical proof, mathematical sciences, Sa‘īd

1. Introduction

The scientific movement in the Central Maghreb flourished during the 8th–9th centuries AH / 14th–15th centuries CE. This is clear from the spread of educational institutions and the rise of many scholars who preserved and advanced knowledge through study, teaching, and writing. They played a key role in disseminating a wide range of sciences that shaped intellectual life. Special attention was given to the rational sciences—such as logic, medicine, astronomy, and especially mathematics—because of their relevance to social and religious matters, including legal issues like zakāt and inheritance. Mathematical sciences gained particular prominence, as shown by the fame of Central Maghrebi scholars beyond the Zayyanid state.

This study examines mathematics in the Central Maghreb during this period, focusing on study, teaching, and authorship. It also explores the role of Central Maghrebi scholars in preserving, transmitting, and producing mathematical knowledge. The study is structured around three main themes:

- The place of mathematical sciences in Central Maghrebi scholarly life.
- The main factors influencing the development of mathematical sciences.
- The contributions of Central Maghrebi scholars to the advancement of mathematics.

2. The Place of Mathematical Sciences in the Scholarly Life of the Central Maghreb

Mathematical sciences (see Note 1) and their branches—arithmetic (see Note 2), algebra (see Note 3), commercial transactions (see Note 4), inheritance law (see Note 5), and geometry (see Note 6)—held an essential place among the rational sciences, as well as in other fields that relied on mathematics, including the religious sciences. Because jurisprudence dealt with Muslims' daily affairs—marriage, family, trade, land division, and inheritance—jurists had to master arithmetic, which helped them solve the complex issues of inheritance, especially fractions (Jalloudi, 2022, p. 366). From this need emerged a new discipline: algebra and al-muqābala (Quriyān, 2011, p. 244).

The sighting of the crescent and the determination of the qibla promoted trigonometry, while Arabic linguistics encouraged combinatorial analysis, and trade stimulated arithmetic methods (Ablaagh, 1996, p. 33). Geometry, applied in motion and mechanics, was used in building fortresses, bridges, canals, and in designing mirrors, astronomical instruments, and automata (al-Akfānī, 1990, p. 190).

Central Maghrebi scholars of the 8th–9th/14th–15th centuries recognized the practical value of mathematics, a view shared by jurists. Ibn al-Qunfudh al-Qusanṭīnī (d. 1407) stressed its importance in both rational and religious sciences: “Half of the religious sciences, namely inheritance law, is based on arithmetic” (al-Qusanṭīnī, 2007, p. 177). He also noted that acts of worship, such as prayer and zakāt, require numerical knowledge.

Ibn Khaldūn similarly praised geometry for its intellectual and practical benefits, emphasizing its clarity and order in disciplining the mind and reducing errors. As his teachers said, “Geometry for the mind is like soap for clothing—it cleans and purifies” (Ibn Khaldūn, 2016, p. 398).

Although some scholars recognized mathematics’ value in astronomy, commerce, inheritance, architecture, carpentry, and other crafts, it seems the discipline did not receive the attention it deserved. At that time, mathematics had become a model of scientific rigor in Europe (Ibn Khaldūn, 2016, p. 365). In the Central Maghreb, however, there was little integration between mathematics and other sciences or technical and artistic practices. Its demonstrative structure declined, and the discipline remained largely pedagogical, with texts relying on simplified explanations, definitions, excessive examples, and frequent digressions (al-Ba‘zāfī, 2007, p. 169).

This is illustrated in the words of al-‘Uqbānī in his commentary on *Talkhīṣ A‘māl al-Hisāb*: “...we did not deal with anything beyond the demonstrations of its problems by geometrical methods. For this reason, we did not add to the proofs of its propositions except what was strictly necessary, such as pointing out a remark or providing a preliminary demonstration upon which the proof of a problem was built” (al-‘Uqbānī, 1997, p. 219).

This may explain why al-Ghubrīnī remarked: “The attention given to mathematics was weak, and only a few excelled in it” (al-Ghubrīnī, 1981, p. 227). Ibn Khaldūn likewise noted the decline of arithmetic: “As for the later scholars, it was abandoned among them, for it was no longer in circulation” (Ibn Khaldūn, 2016, p. 395).

This situation was mainly due to the dominance of religious sciences—especially jurisprudence within the Mālikī school—which continued to be supported by both the authorities and the wider public. Consequently, rational sciences, including mathematics, received less attention than the transmitted sciences. Interest in reasoning and debate declined, which weakened the spirit of critical inquiry. As a result, scholars in the Maghreb, and particularly in the Central Maghreb, focused on the branches of mathematics that served practical ends, especially those related to the religious sciences (Jalloudi, 2022, p. 367). Their concern was mostly utilitarian, and their work remained largely theoretical.

Ibn Khaldūn also attributed this decline to political instability (see Note 7) and the weakening of economic activity, which reduced the need for mathematics in fields such as irrigation, navigation, road building, and architecture (Ibn Khaldūn, 2016, p. 394).

Nevertheless, this does not negate the attention that Central Maghrebi scholars gave to mathematics in the 8th–9th centuries AH / 14th–15th centuries AD. Owing to its dual importance—both for its utility in the religious sciences and for its intellectual discipline—mathematics retained a key position among the rational sciences in the Central Maghreb (Ṭālibī, 2011, p. 59). Within the curricula of Central Maghrebi madrasas, mathematics was studied and authored alongside other subjects, unlike the natural sciences, especially medicine, which received less focus. Cities such as Constantine, Tlemcen, and Bejaia became the main centers for the study of mathematical sciences during this period.

It is noteworthy that the city of Tlemcen became a major destination, sought from afar, for its reputation in the sciences of geometry and arithmetic, and for the opportunities it offered in their instruction (Quriyān, 2011, p. 244). A clear illustration of this is provided by Maṣṣūr ibn ‘Alī ibn ‘Abd Allāh al-Zawwāwī al-Bijājī, who, in recounting his journey to Tlemcen, wrote: “Then I directed

my course toward Tlemcen, desiring the sciences of Arabic as well as geometrical and arithmetical knowledge” (Ibn al-Khaṭīb, 1974, p. 428).

In the same vein, al-Qalaṣādī referred to the rational sciences he studied in Tlemcen, explicitly mentioning arithmetic, algebra and al-muqābala, and geometry (al-Qalaṣādī, 1978, pp. 100–101). Ibn Khaldūn also reported that al-Ābilī and Muḥammad ibn al-Najjār studied and taught the Books of the Mathematical Sciences (Kutub al-Ta’ālīm) in Tlemcen (Ibn Khaldūn, Riḥlat Ibn Khaldūn Sharqan wa-Gharban, 2004, p. 59).

Likewise, Béjaïa also played a significant role in the field of the *ta’ālīm* (mathematical sciences) thanks to its teachers of arithmetic. The city was among the earliest centers to embrace the numerical sciences, particularly arithmetic and number theory, through the use of *ghubār* numerals, well before the rise of the 7th/13th century. This tradition continued in the following centuries, making Béjaïa a center of attraction and a destination for students of knowledge not only from across the Maghrib but even from Europe (Sīdī Mūsā, 2001, p. 219).

This was largely due to the methodology of its school of mathematics, shaped in the 7th/13th century by scholars such as Muḥammad b. Muḥammad b. Abī Bakr al-Manṣūr (Quriyān, 1434H/2013, p. 151). A striking example of its influence can be seen in the figure of Leonardo of Pisa (Fibonacci), one of the most brilliant European mathematicians of that era, who is celebrated in European history as a pioneer and towering figure of medieval mathematics (Brunschvig, 1988, p. 387) (Hadvy, 1417H/1996, p. 67).

3. General Factors in the Development of the Mathematical Sciences during the Period

Historical texts show that the growth of mathematical sciences in the Central Maghreb was shaped not only by local scholars but also by the Andalusian elite who settled in cities such as Tlemcen, Béjaïa, and Constantine. These elites brought advanced knowledge in the rational sciences and actively taught and practiced them

(Hājiyāt et al., 1984, p. 437).

From the 6th/12th century onward, Maghribi mathematical texts became more numerous, reflecting Andalusian influence. Abū al-Qāsim al-Qurashī (d. 580H/1184), who taught in Béjaïa, helped train a generation of scholars, including Sa‘īd al-‘Uqbānī, who praised his master’s innovative method for inheritance calculations, avoiding fractions (al-Safī, 2009, p. 169).

Political factors also played a role. During Abū al-Ḥasan al-Marīnī’s campaign in 732 AH / 1332 CE, scholars accompanied the army, spreading knowledge alongside military action. The Tunisian poet al-Raḥawī described them as an “army” of scholars to emphasize their number and influence (Ibn Khaldūn, 2016, p. 282).

“An army of benevolence, justice, and piety—
By God, it was nobler and mightier.”

Ibn Khaldūn himself, as an eyewitness of the campaign upon its arrival in Tunis in 748 AH / 1347 CE, listed in his *al-Ta‘rīf* the names of several of these scholars. Similarly, Ibn Marzūq al-Tilimsānī in his *al-Musnad* (al-Tilimsānī, 2011, pp. 266–269) described these scholars with attributes denoting their intellectual brilliance, particularly in the rational sciences, including mathematics. Among them, for example, were:

- **Abū ‘Abd Allāh Muḥammad al-Ābilī** (d. 757 AH / 1356 CE), referred to as *ustādh al-ta‘ālīmī* (master of the mathematical sciences) (al-Tilimsānī, 2011, p. 266).
- **Abū ‘Abd Allāh Muḥammad ibn al-Ṣabbāgh** (d. 750 AH / 1349 CE) of Miknās, who accompanied Abū al-Ḥasan to Ifriqiya and was described as “distinguished in both the transmitted and rational sciences” (al-Tilimsānī, 2011, p. 268; Ibn Khaldūn, 2004, pp. 57–58).
- **Abū ‘Abd Allāh Muḥammad ibn al-Najjār** (d. 749 AH / 1348 CE), titled *shaykh al-ta‘ālīm* (master of mathematical sciences) (Ibn Khaldūn, 2004, p. 59; al-Tinbukī, n.d., p. 525).
- **Abū ‘Abd Allāh Aḥmad ibn Marzūq**, author of *al-Musnad* (Ibn Khaldūn, 2004, p. 96).

Undoubtedly, the mathematical sciences in the Central Maghreb benefited from both local scholars traveling to major learning centers

in the Islamic West and from scholars who settled in cities like Tlemcen, Constantine, and Béjaïa. Both Maghrebi and Tunisian scholarly traditions helped advance the teaching of these sciences in the region (Kanzi, 2019, p. 82). For example, Abū ‘Abd Allāh al-Sharīf al-Tilimsānī (d. 771 AH / 1370 CE) studied under Ibn ‘Abd al-Salām al-Tūnisī and mastered many rational sciences, including logic, arithmetic, astrology, geometry, music, medicine, anatomy, and agriculture (al-Tilimsānī, 1986, p. 173), becoming a leading authority in the field.

It is evident that the great mathematician Ibn al-Bannā’ al-Marrākushī (d. 721 AH/1321 CE) strongly influenced the mathematical tradition in the Islamic Maghrib. From the early 8th century AH/14th century CE, most teachers and authors in Central Maghrib’s mathematical sciences were graduates of the Marrakesh school. Among them, al-Ābilī contributed to the growth of rational sciences, particularly mathematics, in cities such as Bijāya and Tlemcen (Ibn Khaldūn, *Riḥlat Ibn Khaldūn Sharqan wa-Gharban*, 2004, p. 37). ‘Abd al-Raḥmān Ibn Khaldūn (d. 808 AH/1406 CE) highlighted al-Ābilī’s strong training and teaching in rational sciences (Ibn Khaldūn, 2004, pp. 67, 68, 90, 91, 105). Many scholars benefited from him, including Ibn Khaldūn himself, Abū ‘Abd Allāh al-Sharīf, and Abū ‘Uthmān Sa‘īd al-‘Uqbānī, who further advanced rational and mathematical sciences through teaching and writing.

Most families producing skilled mathematicians in the Central Maghrib, such as Banū Marzūq, Ibn Qunfuḍ, al-‘Uqbānī, and al-Maqqarī, belonged to scholarly lineages. Rulers also supported rational sciences due to their links with legal matters like zakāt and inheritance laws, crucial for social regulation. Consequently, this period saw the rise of several influential scholars in the Central Maghrib, particularly in Tlemcen, the Banū Zayyān capital, including Abū ‘Abd Allāh al-Sharīf, Sa‘īd al-‘Uqbānī, and Aḥmad b. Muḥammad b. Zakarī (d. 899 AH/1494 CE).

4. Contributions of Central Maghrib Scholars to the Development of Mathematical Sciences during the Period

Before examining the main contributions of Central Maghrib scholars to mathematics, it is important to note their level of involvement and the scope of their work. One striking feature is the

uneven distribution of mathematicians across cities. Of the twenty-eight prominent scholars, about eighteen were based in Tlemcen, which became the leading center for mathematics, especially in the 9th century AH/15th century CE. This prominence reflected the decline of other centers such as Tunis, Fez, Marrakesh, and Granada due to political conditions. Constantine had only four recorded mathematicians, and Bijāya six, despite its earlier role as a pioneer in mathematical sciences, suggesting reduced interest there, though teaching persisted in its institutions.

It should be noted that many mathematicians in the Central Maghrib were also jurists specializing in inheritance, property, and land division. This prompted them to seek mathematical knowledge (Yamānī, 2017, p. 144). Primary sources show that their contributions varied between teaching and writing. By the mid-8th century AH/14th century CE, some scholars focused solely on teaching mathematics, without producing written works. Among them, al-Ābilī played a key role in advancing mathematical knowledge and passing it on to his students.

4.1. Scholars of the Central Maghreb and Their Contributions to the Mathematical Sciences

Given the importance of mathematical sciences in daily and social life, and their role in developing correct reasoning, arithmetic—considered the gateway to mathematics and taught early in children’s education—was widely circulated (Ibn Khaldūn, 2016, p. 396). Teachers typically demonstrated arithmetic on tablets or paper (al-Manūnī, 1996, p. 328) and also used mental calculation, or “air calculation,” to solve large sums without writing. This method was useful for merchants, illiterate market-goers, and even educated individuals when writing tools were unavailable (al-Manūnī, 1996, p. 328). Instruction also relied on dialogue, debate, and gradual engagement with problems (Yamānī, 2017, p. 158).

If we attempt to take a closer look at the teaching methods of mathematics in the Central Maghreb, it becomes clear that they were largely based on the preparation of treatises in numerical sciences to be taught to students. Moreover, some mathematicians adopted the method of composing didactic poems (*arjūzāt*) to facilitate the memorization and mastery of arithmetic by versifying it (Filālī, 2002,

p. 471). For instance, ‘Abd al-Wāḥid b. Aḥmad al-Wansharīsī (d. 955 AH/1549 CE) composed a poem on the Summary of Arithmetic Operations, while Ibn Marzūq al-Ḥafīd (d. 842 AH/1438 CE) versified Ibn al-Bannā’s Summary of Arithmetic Operations into a didactic poem (al-Tilimsānī, 1986, p. 211).

Central Maghrebi scholars largely based their teaching on earlier works and those of contemporary scholars from the Islamic West, using them for reading, explanation, and commentary. In his *Muqaddimah* (chapter “Classification of the Sciences”), Ibn Khaldūn mentioned important Maghrebi mathematical works, including *Fiḥ al-ḥisāb* by Ibn Mun‘im al-‘Abdarī (d. 626 AH/1228 CE), *al-Kāmil* by al-Aḥḍab, and *Raf‘ al-ḥijāb* by Ibn al-Bannā’ (Ibn Khaldūn, 2016, p. 396).

The works of Ibn al-Bannā’ al-Marrākushī (d. 721 AH/1329 CE) became central references for teachers and researchers in mathematics. His *Summary of Arithmetic Operations* was highly regarded for covering problems from whole numbers to fractions and roots. It inspired many commentaries and didactic poems, with over thirteen written on it (Kanzī, 2019, p. 88). The most notable was Ibn al-Bannā’s own commentary, *Raf‘ al-ḥijāb ‘an Talḥiṣ A‘māl al-ḥisāb*, which led to his more advanced works in algebra and number theory. This commentary was the last major work in the Maghrebi mathematical tradition to receive wide attention. Ibn Khaldūn praised it, noting:

“Among the finest arithmetic treatises of our time in the Maghreb is the book of al-Ḥaṣṣār al-Ṣaghīr. Ibn al-Bannā’s Summary organizes its principles precisely, explained in his commentary *Raf‘ al-ḥijāb*. This work is challenging for beginners because of its rigorous proofs, but it is magnificent and highly esteemed. Its difficulty lies in explaining the rationale behind operations, which is harder than performing them. Reflect on this.” (Ibn Khaldūn, 2016, p. 396)

Ibn Haydūr also remarked on it, describing it as “a small volume of great benefit” (al-Manūnī, 1996, p. 331). Ibn al-Bannā’ also authored *al-Ḥaṣṣār al-Ṣaghīr*.

Among the works widely studied and valued by mathematicians in the Central Maghreb were those of Ibn al-Yasamin (see note 09). The

most notable is Ibn al-Yasamin's *Urjūza* on Algebra (see note 10), which helped students memorize algebraic methods, define the six types of equations in algebra and *al-muqābala*, present them in order with solutions, and perform calculations with algebraic objects (Qarqūr, 1432/2011, p. 88). Other important works included *Mukhtaṣar al-Jabr* by Ibn Badr al-Ishbīlī, *Mukhtaṣar al-Ḥūfī* on inheritance calculations (*farā'id*) by Aḥmad b. Muḥammad b. Khalaf al-Kalā'ī al-Ishbīlī (d. 588H/1192 CE), and the Tlemcenian poem *Tabṣirat al-Bādī wa-Tadhkirat al-Shādī* by Abū Ishāq Ibrāhīm b. Abī Bakr (d. 697H/1297 CE) (Filālī, 2002, p. 470), praised as unmatched in its field.

These works were complemented by *The Elements* (*al-ʿAnāṣir* or *al-Uṣūl*) by the Greek mathematician Euclid, founder of the Alexandrian School. Euclid compiled the known geometrical knowledge based on the assumption of a flat Earth, which became known as “plane geometry.” He also introduced the axiomatic method, where certain propositions are assumed and others follow logically—for example, that only one line parallel to a given line can pass through a point outside it. This work was translated into Arabic and widely studied by Muslim scholars through teaching and commentary. Among those who taught it in Tlemcen was al-Sharīf al-Tilimsānī (Ṭālibī, 2011, p. 58).

4.2. The Scientific Output of Mathematicians of the Central Maghreb

Mathematicians in the Central Maghreb gained prominence in the second half of the 8th/14th century, mainly through their writings. They enriched the field of mathematics, though much of their work consisted of commentaries or abridgments of earlier or contemporary texts, such as al-Ḥūfī's *Mukhtaṣar* or Ibn al-Yasamin's *Urjūza*. Their writings often relied on the works of Ibn al-Bannā' al-Marrākushī. Among the most notable original contributions of this period are the works of Aḥmad b. Qunfudh al-Qusantīnī (d. 810H/1407 CE).

• **The Works of Aḥmad b. Qunfudh al-Qusantīnī (d. 810H/1407 CE):**

Aḥmad B. Qunfudh Al-Qusantīnī is regarded as one of the most productive mathematicians after Ibn al-Bannā' al-Marrākushī. He authored five purely mathematical treatises, including Ḥaṭṭ al-niqāb 'an wujūh a'māl al-ḥisāb, a commentary on Ibn al-Bannā's Mukhtaṣar al-a'māl al-ḥisābiyya (al-Qusantīnī A., 1976, p. 82). Besides its mathematical content, this work is also an important source for the history of mathematics in the Islamic West.

His Mabādi' al-sālikīn is a commentary on Ibn al-Yasamin's Urjūza on algebra and al-muqābala, in which he introduced mathematical symbols to help students better understand equation solutions (Riziwī, 2015–2016, p. 308).

He also authored Tuhfat al-nāshi'īn fī sharḥ rajaz Ibn al-Yasamin on algebra and al-muqābala, where he incorporated symbols into the Arabic equation system and is considered the first to use zero as a second term in an equation. He employed mathematical terminology distinct from Ibn al-Bannā' al-Marrākushī and used symbolic notation for roots, algebraic equations, and chapter topic lists (al-Qusantīnī A., 1430/2009, p. 194). Additionally, he composed al-Talkhīṣ fī sharḥ al-Talkhīṣ.

• **The Works of Sa'īd B. Muḥammad Al-'Uqbānī Al-Tilimsānī (d. 811H/1418 CE):**

Sa'īd al-'Uqbānī made notable contributions to mathematical sciences, especially in arithmetic and algebra. He wrote a commentary on al-Ḥūfī's work on inheritance (*al-farā'id*), using common fractions to emphasize the role of inheritance law in Islamic jurisprudence. In it, he explained classifications and principles through logical reasoning, mathematical proofs, and computational methods. Al-Sanūsī praised it as extraordinary: "It is an explanation before which the minds of the brightest scholars halt in awe. No one has seen, nor will they ever see, anything like it, before or after—God knows best." Ibn Farḥūn similarly remarked: "Among his writings is a commentary on al-Ḥūfī's work on inheritance, upon which no equal has ever been written" (Farḥūn, n.d., p. 394).

Another of his important mathematical contributions is his *Sharḥ Urjūzat Ibn al-Yāsamīn fī al-jabr wa al-muqābala*, which stands out as one of his most significant achievements. In this work, he transcended the confines of inheritance law and engaged with pure mathematics, simplifying and explaining algebraic concepts in his own distinct style (Yamānī, 2017, p. 148).

Equally significant is al-‘Uqbānī’s commentary on Ibn al-Bannā’s *Talkhīṣ A‘māl al-ḥisāb* (al-Tilimsānī, 1986, p. 106). Beyond mathematics, it is a valuable source for the history of mathematics in the Central Maghreb, especially during the Zayyanid period. Al-‘Uqbānī’s work stands out for its systematic use of mathematical proofs to resolve doubts and verify propositions, relationships, and computational methods. For instance, he applied proof by induction in the chapter on addition, proof by contradiction in the chapter on division (for factorizing numbers into primes), and, though less frequently, geometrical proofs with references to Euclid’s propositions (Qarqūr, 1432/2011, pp. 87–88).

Al-‘Uqbānī’s book is divided into two main parts. The first part, *On the Known Number*, has fourteen chapters. The opening chapter presents algorithms for operations on natural numbers—addition, subtraction, multiplication, division, *jabr* (completion), and *ḥaṭṭ* (reduction). The second chapter applies these operations to fractions after defining them, and the third chapter explains extracting roots of natural numbers, whether perfect squares or not, before addressing operations with irrational numbers (surds).

The second part has two chapters. The first covers proportion and its use in the double false position method (*ṭarīqat al-khaṭa‘ayn*) for solving first-degree equations. The second chapter, algebraic in nature, introduces basic algorithms in algebra (Rafāf, 2006–2007).

• Works of Abū al-Ḥasan al-Qalaṣādī (d. 891/1486)

Settling in Tlemcen and studying under its scholars, al-Qalaṣādī became the last major authority in arithmetic and inheritance law (*ḥisāb* and *farā’id*). He authored many works in mathematics, including *Tuhfat al-Nāshī’in ‘alā Urjūzat Ibn al-Yāsamīn* on algebra and *muqābala*; *al-Qānūn fī al-Ḥisāb* and its commentary *Inkishāf al-*

Hijāb ‘an Qānūn al-Ḥisāb, covering number theory, arithmetic operations, roots, and solving unknowns.

He also wrote *Kashf al-Asrār* ‘an ‘Ilm Ḥurūf al-Ghubār, a concise 36-folio guide in arithmetic and algebra for beginners, as well as *Kashf al-Jilbāb* ‘an ‘Ilm al-Ḥisāb, *Ghuniyat Dhawī al-Albāb fī Sharḥ Kashf al-Jilbāb*, *Risāla fī Ma‘ānī al-Kasr wa-l-Baṣṭ*, and a commentary on al-Ḥūfī’s inheritance treatise, later used by Muḥammad al-Sanūsī. Other works include *Kitāb al-Ghunya fī al-Farā’id*, *Kulliyyāt al-Farā’id wa-Sharḥuhā*, *al-Ḍarūrī fī ‘Ilm al-Mawārīth*, and *al-Mustawfī li-Masā’il al-Ḥūfī* (al-Qalaṣādī, 1978, p. 33).

Works of A polymath, described by Ibn al-Qāḍī as “a rationalist, an expert in inheritance, and a skilled mathematician” (Ibn al-Qāḍī, 1971, p. 141), al-Sanūsī authored several important works. His major commentary on al-Ḥūfī’s treatise, *al-Muqarrib al-Mustawfā*, was his earliest and most extensive work, written to aid understanding of al-Ḥūfī’s *farā’id* manual and incorporating the teachings of his teachers, especially al-‘Uqbānī. He also wrote a commentary on Ibn al-Yāsamīn’s *Muqaddimāt fī al-Jabr wa-l-Muqābala*, as well as *Sharḥ Ikhtisār Ri‘āyat al-Muḥāsibī*.

- **Muḥammad b. Yūsuf al-Sanūsī (d. 895/1494)**
- **Works of Aḥmad b. Muḥammad b. ‘Abd al-Raḥmān Ibn Zāghū al-Tilimsānī (d. 845/1442)**

Ibn Zāghū wrote a commentary on al-Tilimsāniyya in inheritance law (al-Tilimsānī, 1986, p. 42). His student, al-Qalaṣādī, also mentioned another of his works in this field, *Muntahā al-Tawḍīḥ fī ‘Amal al-Farā’id min al-Wāḥid al-Ṣaḥīḥ* (al-Qalaṣādī, 1978, pp. 102–103).

5. Conclusion

In conclusion, mathematics received considerable attention in both teaching and writing in the Central Maghreb during the 8th–9th centuries AH / 14th–15th centuries CE, unlike the natural sciences, particularly medicine. Its importance lay in sharpening the intellect and promoting a clear scientific methodology. Consequently, urban centers, such as Constantine, Béjaïa, and Tlemcen became leading

hubs for mathematical studies, while Fez and Tunis declined due to political instability and Spanish and Portuguese incursions.

Central Maghrebi scholars played a major role in teaching and authorship. Notable figures include Abū ‘Abd Allāh al-Ābilī, Abū ‘Abd Allāh Muḥammad b. Aḥmad b. al-Najjār al-Tlemcenī, Abū ‘Abd Allāh al-Sharīf, and Abū ‘Uthmān Sa‘īd al-‘Uqbānī. Key texts such as Ibn al-Bannā’'s works, Ibn al-Yāsāmīn's *Uṛjūza fī al-Jabr wa-l-Muqābala*, and al-Ḥūfī's *Mukhtaṣar fī al-Farā‘id* were widely studied, commented upon, and transmitted, forming the foundation of mathematical education.

The contributions of scholars like Abū ‘Uthmān Sa‘īd al-‘Uqbānī and Ibn Qunfuḍ al-Qusanṭīnī in writing and teaching strengthened the field and ensured the continuity of intellectual activity. Their works circulated widely, preserving and sharing mathematical knowledge across the Islamic West, even in times of political unrest.

Notes:

Note 1: Mathematical sciences (‘ulūm riyāḍiyya) derive their name from "riyāḍa" (exercise, discipline), since they train the mind to grasp abstract concepts. They are also called "al-ta‘ālīm" (the demonstrative sciences) and comprise four fields: geometry (forms and measurement), arithmetic (calculation, algebra, equations, transactions, inheritance laws), music (relations of sounds and melodies), and astronomy (motions of planets and stars) (Ibn Khaldūn, Muqaddimah, 2016, pp. 392–399; Zādah, 1988, pp. 179–180).

Note 2: Arithmetic is the practical science of manipulating numbers by addition and subtraction. Addition may be by simple combination (sum) or by multiplying one number by the units of another (multiplication). Subtraction removes a number from another, while division distributes a number into equal parts, whether in whole numbers or fractions (Ibn Khaldūn, Muqaddimah, 2016, p. 395).

Note 3: Algebra is the art of deriving an unknown number from known ones, based on proportional relations. It rests on three foundations: number, root, and "māl" (square or power) (Ibn Khaldūn, Muqaddimah, 2016, p. 396).

Note 4: Transactions (mu‘āmalāt) are the application of arithmetic to civic dealings such as trade, land measurement, taxation, and other cases involving known and unknown numbers, fractions, and roots (Ibn Khaldūn, *Muqaddimah*, 2016, p. 397).

Note 5: Inheritance law (farā‘id) is a mathematical science concerned with correcting inheritance shares for multiple heirs, ensuring proportions of wealth correspond accurately to legal shares (Ibn Khaldūn, *Muqaddimah*, 2016, p. 397).

Note 6: Geometry studies shapes and continuous magnitudes formed by intersecting lines and their proportions (Ibn Khaldūn, *Muqaddimah*, 2016, p. 398; Zādah, 1988, p. 180).

Note 7: According to Benaṣṣar al-Ba‘zātī, the decline of scientific activity in North Africa was due to the plague of 749–750 H/1348–1349 CE, the sinking of the fleet in the mid-8th/14th century which claimed the lives of many scholars, along with political conflicts. These factors weakened intellectual pursuit, spread fear of debate, and diminished interest in refined sciences and arts (al-Ba‘zātī, 2007, p. 156).

Note 8: Ibn al-Yāsamīn (d. 601 H/1203 CE), full name Abū Muḥammad ‘Abd Allāh b. Muḥammad b. Ḥajjāj al-Adrīnī of Fez, was famous for his mathematical writings: *Urjūza fī al-kifāt*, *Urjūza fī al-jabr*, *Urjūza fī a‘māl al-judhūr*, *Talqīḥ al-afkār fī al-‘amal bi-rushūm al-ghubār*. He also wrote in literature and poetry, and died in Marrakesh in 601 H/1204 CE (Ibn al-Qāḍī, 1973, p. 423).

Note 9: His works were explained by al-Qalaṣādī, al-‘Uqbānī, and Muḥammad b. Yūsuf al-Sanūsī (al-Tilimsānī, 1986, pp. 106, 142–143, 246).

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The Waqf System and Its Role in Economic Development

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Received: 20-09-2025

Accepted: 10-10-2025

Published: 01-12-2025

Abstract:

The waqf system plays a fundamental and vital role in achieving sustainable economic development by serving as a financial and investment tool that combines saving and investing to provide permanent financial and in-kind resources supporting various vital economic sectors, such as agriculture, industry, trade, and services. Waqf contributes to mobilizing idle funds and transforming them into ongoing development projects that enhance productivity and expand the investment base, while also strengthening the social and economic infrastructure that supports comprehensive development. Additionally, waqf alleviates financial pressures on the state by funding many social and service projects and provides continuous support to the poor and needy, thereby reinforcing social solidarity and promoting economic and social stability. From this perspective, waqf is considered an important economic pillar that contributes to achieving sustainable development aimed at the welfare of the entire society and ensuring continuous and balanced economic growth.

Keywords: Economic investment, system, sustainable development, role, Waqf (Islamic endowment)

1. Introduction:

Waqf (endowment) is considered one of the ongoing forms of charity that Islam has greatly encouraged due to its role in promoting solidarity, cooperation, purifying and increasing the wealth of the rich, sustaining the

lives of needy Muslims, and protecting them from the humiliation of poverty and begging. This is supported by many texts from the Quran and Sunnah.

Does the waqf system play a role in economic development?

This research explores the role of the waqf system in economic development from different perspectives, following this structure: Introduction, Preface, three sections, and a conclusion.

The Preface will define some key terms (waqf, economic development).

Section 1: The Evidence for the Legitimacy of Waqf and Its Basic Components.

Section 2: The Goals of Economic Development.

Section 3: Financing Mechanisms for Waqf.

Section 4: The Role of Waqf in Achieving Economic Development.

The **Conclusion** will summarize the findings of the research.

2. Preface:

2.1. Definition of Waqf:

- **Literally:** Waqf means "to halt" or "to stop." For instance, the Quran says: {وَقِفُوهُمْ إِنَّهُمْ مَسْئُولُونَ} **“But stop them; indeed, they are to be questioned.”**

[Surah As-Saffat, 37:24], meaning "stop them, for they will be questioned."

- **In Sharia:** Scholars have various expressions for defining waqf. But the most common definition is that given by the Shafi'i scholar al-Dimiri, in his explanation of *Al-Minhaj* by Al-Nawawi, saying: “Waqf is the act of holding or reserving property (owned by an individual), in a way that its benefits are directed towards charity, while the principal property itself remains intact and cannot be sold or disposed of.” The benefits of the property are dedicated to acts of goodness, done as a means of drawing closer to Allah.” (al-Damīrī, 2004)

- According to the Hanbali school of thought: "The principle (or asset) is held in trust, and its benefits are allocated." This is derived from the Hadith: "Hold its principal in trust and allow its fruit (or benefits) to be given away." (al-Albānī, 1985, p. (5/453))

- According to the Hanafi school: *Waqf is the retention of the asset under the ownership of the endower (waqif), while allowing its benefit to be used, even partially, in accordance with his directive.* (‘Abidīn, 2000, pp. (13/370 – 372))

- According to the Maliki school, as stated by Al-Dardir in *Al-Sharh al-Saghir*:

“Waqf is when the owner assigns the benefit of a property—whether freely owned or leased—to be used for its intrinsic

purpose, or dedicates its yield to a beneficiary (such as a poor person or a mosque), using a phrase that clearly indicates this intention, for a duration determined by the endower.” (al-Şāwī, 1952, p. 97)

2.2. Definition of Economic Development:

Economic development is the process aimed at promoting the growth of a country's economy by implementing various developmental plans that make it more advanced and progressive. This, in turn, positively impacts society through the execution of a set of successful economic strategies.

(https://mawdoo3.com/%D9%85%D9%81%D9%87%D9%88%D9%85_%D8%A7%D9%84%D8%AA%D9%86%D9%85%D9%8A%D8%A9_%D8%A7%D9%84%D8%A7%D9%82%D8%AA%D8%B5%D8%A7%D8%AF%D9%8A%D8%A9)

3. Section one: Evidence for the Legitimacy of Waqf and Its Pillars

3.1. Evidence for the Legitimacy of Waqf

3.1.1. From the Qur'an:

1- The general meaning of Allah's statement: {لَنْ تَنَالُوا الْبِرَّ حَتَّى تُنْفِقُوا مِمَّا تُحِبُّونَ} [Surah Aal Imran, 3:92] "You will never attain righteousness until you spend [in the way of Allah] from that which you love."

This inspired Abu Talhah to endow his garden, Bayruha, which was one of his most beloved possessions.

Also, Allah says:

{وَأَفْعَلُوا} [Surah Al-Hajj, 22:77] "And do good so that you may be successful."

3.1.2. From the Sunnah :

1. The Prophet (peace be upon him) said: "When a person dies, all their deeds come to an end except for three: ongoing charity (*sadaqah jariyah*), knowledge from which others benefit, or a righteous child who prays for them." Ongoing charity (*sadaqah jariyah*) is generally understood by scholars to refer to waqf (endowment).

2. More explicit evidence is found in the two authentic collections (*Sahihayn*): When Umar ibn al-Khattab (may Allah be pleased with him) acquired a piece of land in Khaybar, the Prophet (peace be upon him) said to him: "If you wish, you can hold the principal (of the land) in trust and give its benefits in charity." Umar then donated the land on the condition that its principal could neither be sold, inherited, nor gifted. (al-Bukhārī A. '., 1993,

p. (2/982)). It is widely known that this was the first waqf (endowment) established in Islam.

3. Ibn Majah narrated that the Messenger of Allah (peace be upon him) said: *"Among the deeds and good deeds that continue to benefit a believer after their death are: knowledge they spread, a righteous child they leave behind, a Qur'an they bequeath, a mosque they build, a house they build for a wayfarer, a river they dig, or charity they give from their wealth while healthy and alive, which continues to benefit them after their death."* (Ibn Mājah, 2009, p. (1/163))

4. Anas (may Allah be pleased with him) reported: When the Messenger of Allah (peace be upon him) arrived in Medina and ordered the construction of the mosque, he asked, *"O sons of Najjar, will you give me the price of this wall?"* They replied, *"By Allah, we will only ask Allah for its price."* So, he took it and built his mosque.

5. The rightly guided Caliph Uthman ibn Affan (may Allah be pleased with him) reported that the Messenger of Allah (peace be upon him) said: *"Whoever digs the well of Roma will have Paradise."* Uthman said: *"I dug it."* (al-Dāraqutnī, 2004, p. (5/355))

6. The Prophet ﷺ said:

"Whoever keeps a horse (for use) in the cause of Allah, out of faith in Allah and belief in His promise, then its feeding, drinking, dung, and urine will all be counted in his scale (of good deeds) on the Day of Resurrection." (al-Bukhārī A. A., 1422 AH, p. (4/28))

Al-Hafiz, in *Fath al-Bari*, narrated from Al-Muhallab and others that this hadith indicates the permissibility of endowing horses for the defense of Muslims. From this, it can also be inferred that it is permissible to endow other movable assets, and all the more so, immovable assets. (al-'Asqalānī, 1380–1390 AH, p. (6/57))

7. The Messenger of Allah (peace be upon him) said:

"As for Khalid, he has held back his armor and weapons in the cause of Allah." (al-Bayhaqi, 1989, p. (2/336))

8. Narrated by 'Uthmān ibn 'Affān (May Allah be pleased with him):

I heard the Messenger of Allah ﷺ say : "Whoever builds a mosque for Allah's sake — even if it is as small as a bird's nest — Allah will build for him a house in Paradise." (ibn Hibbān, 2012, p. (1/147))

9 Sa'd ibn Ubadah (may Allah be pleased with him) said: *"O Messenger of Allah, my mother has passed away. What form of charity is best?"* The Prophet (peace be upon him) replied: *"The best charity is water."* So, Sa'd

dug a well and said: "*This is for the sake of my mother, Sa'd.*".(al-Mundhirī, p. (2/42))

10. Anas (may Allah be pleased with him) reported: Abu Talhah was the wealthiest of the Ansar in Medina, and the most beloved of his properties to him was **Bayruha'**, a date orchard located next to the Prophet's Mosque. The Prophet (peace be upon him) used to visit it and drink from its fresh, pure water.

When the following verse was revealed:

{لَنْ تَنَالُوا الْبِرَّ حَتَّى تُنْفِقُوا مِمَّا تُحِبُّونَ}[Surah Aal 'Imran, 3:92]

"You will never attain righteousness until you give [in charity] from that which you love."

Abu Talhah immediately went to the Messenger of Allah (peace be upon him) and said: "*O Messenger of Allah, Allah says in His Book: 'You will never attain righteousness until you spend from that which you love,' and the most beloved of my wealth to me is Bayruha'. I give it as charity for the sake of Allah, hoping for its reward and treasure with Allah. So, O Messenger of Allah, dispose of it wherever you see fit.*"

The Messenger of Allah (peace be upon him) replied: "*Well done! Well done! That is a profitable investment. That is a profitable investment. I have heard what you said, and I think you should give it to your relatives.*"

So, Abu Talhah distributed it among his relatives and cousins. (Imām Mālik, 1968, p. (2/995))

3.1.3. What was Reported from the Companions:

It became well-known that the Companions of the Prophet (peace be upon him) unanimously agreed on the practice of *waqf* (endowment) both in word and deed. Among those who made endowments were: Umar, Uthman, Zayd ibn Thabit, Abdullah ibn Umar, Anas, Fatimah, Al-Zubayr ibn al-Awwam, Hakim ibn Hizam, Al-Arqam, Al-Miswar ibn Makhramah, Jubayr ibn Mut'im, Amr ibn al-As, and over eighty others. All of them made charitable endowments (*waqf*).

Al-Shafi'i said: "*Most of the houses in Mecca were endowments.*" Ali (may Allah be pleased with him) endowed **Al-Bughaybighah**, a piece of land in Medina, to the family of Ja'far, as stated by Ibn Sīda. Al-Bakri mentioned that it was in **Yanbu'**.¹

¹ ينع: تقع على البحر الأحمر وهي ميناء المدينة.

3.2. Pillars of Waqf

According to the **Hanafi** school, waqf has only **one essential pillar**, which is the **contractual formula** (*sighah*), consisting of the **offer and acceptance**, as is the case in all contracts.

However, according to the majority of scholars — the **Malikis, Shafi'is, and Hanbalis** — waqf is based on **four fundamental pillars**, one of which is also the **contractual formula**.

These **four pillars** are:

- 1) **The Endower** (*al-Waqif*)
- 2) **The Endowed Property** (*al-Mawqūf*)
- 3) **The Beneficiary** (*al-Mawqūf 'alayh*)
- 4) **The Waqf Formula** (*Sīghat al-Waqf*)

4. Section Two: Objectives of Economic Development

Economic development aims to achieve a variety of key objectives, which include the following:

- **Increase in National Income:** This is the primary and most important goal of economic development. It contributes to improving the standard of living of individuals and enhances the structural composition of trade and industry, which helps address issues resulting from a weak local economy.
- **Investment in Natural Resources:** This objective seeks to boost the presence of both local and international investments in the natural resources available in a country. This is achieved by supporting public infrastructure and providing the appropriate means to support production and public services.
- **Supporting Capital:** This goal focuses on providing adequate support for public capital, which may be weak or deficient due to low savings tied to financial reserves in central banks or commercial banks, including money in its ordinary form or various financial instruments like bonds.
- **Focus on Trade Exchange:** This objective pertains to the development of trade, focusing on monitoring exports and imports based on enhancing trade between developing countries and other nations. It particularly involves countries that buy exports at acceptable prices, helping provide support for the basic needs of their populations.
- **Addressing Administrative Corruption:** This involves putting in place laws and regulations to limit the spread of administrative corruption, which affects the stability of the economic sector and exploits its resources. This helps in developing and promoting the growth of the local economy across all fields.
- **Managing External Debt:** This objective is linked to the need for monitoring the financial liabilities of developing countries'

governments and ensuring the creation of appropriate means and methods to repay these debts. This contributes to economic growth and increases spending on production.

5. Section Three: Methods of Financing Waqf

Islam encourages doing good, offering kindness, and showing compassion to all the weak and needy—whether human, animal, bird, or any living creature—with the intention of seeking Allah's pleasure, reward in the Hereafter, and dignity in this world. Allah (SWT) says:

{يَا أَيُّهَا الَّذِينَ آمَنُوا ارْكَعُوا وَاسْجُدُوا وَاعْبُدُوا رَبَّكُمْ وَافْعَلُوا الْخَيْرَ لَعَلَّكُمْ تُفْلِحُونَ} [Surah Al-Hajj, 22:77]: **"O you who have believed, bow and prostrate and worship your Lord and do good that you may succeed."**

The Duty of Encouraging to Feed the Poor:

While some people may not be able to feed the poor due to their own poverty and need, everyone is capable of encouraging others to feed the poor, even by a simple word. Allah (SWT) says: {أَرَأَيْتَ الَّذِي يُكَذِّبُ بِالدِّينِ فَذَلِكَ الَّذِي يَدُعُّ الْيَتِيمَ * وَلَا يَحِضُّ عَلَىٰ طَعَامِ الْمِسْكِينِ} [Surah Al-Ma'un, 107:1-3], **"Have you seen the one who denies the Recompense? For that is the one who drives away the orphan and does not encourage the feeding of the poor."** This is the state of the disbeliever, who denies belief in the meeting with Allah and the accountability in the Hereafter. The Quran also criticizes the harsh, self-centered society, saying: {كَلَّا بَلْ لَا تَكْرُمُونَ * وَالَّذِينَ يَدْعُونَ عَلَىٰ طَعَامِ الْمِسْكِينِ} [Surah Al-Fajr, 89:17-18] **"No! But you do not honor the orphan, nor do you encourage the feeding of the poor."**

5.1. The Pillar of Zakat:

Zakat is one of the greatest forms of charity, and it is one of the five pillars of Islam. It is the third pillar in Islam and is frequently mentioned alongside prayer in the Quran (28 times). Islam has placed three guards over it:

- 1) **The Guardian of Faith:** This is the inner conscience of the Muslim.
- 2) **The Guardian of Society:** This refers to the one who enjoins good and forbids evil.
- 3) **The Guardian of the State:** This is the state. It is responsible for collecting zakat from the rich and redistributing it to the poor, through those appointed by the state (workers who collect zakat and distribute it to the deserving). If someone does not pay it willingly, it is taken from them forcibly.

5.2. Sadaqat al-Fitr (Charity of Breaking the Fast):

This is the charity that is obligatory upon the fasting person at the end of Ramadan, in celebration of Eid al-Fitr. It was prescribed by the Prophet Muhammad (peace be upon him).

The phrase (as-Sijjīstānī, 2009, p. (3/54)) " **طهارة للصائم من اللغو والرفث، وطعمة** " (as-Sijjīstānī, 2009, p. (3/54)) " **طهارة للصائم من اللغو والرفث، وطعمة** " has two key meanings:

- 1) **Purification for the fasting person from foolish talk and inappropriate speech:** This means that **Zakat al-Fitr** purifies the fast by removing any inappropriate speech or behavior that may occur during the fasting period. It serves as a way to cleanse the fast from any mistakes or negative actions in one's behavior or speech.
- 2) **Nourishment for the poor:** This refers to the fact that **Zakat al-Fitr** is a means of **helping those in need** on the day of Eid by providing them with food. It ensures that the poor are able to share in the joy of the Eid celebrations, just as those who are more fortunate do.
- 3) In essence, **Zakat al-Fitr** acts as a **social aid on Eid day**, ensuring that everyone, whether rich or poor, can partake in the festive spirit of Eid.

5.3. Atonements (Kaffarat):

Islam has prescribed various types of atonements for specific situations. For example, someone who breaks an oath must feed ten needy people. If someone eats, drinks, or has marital relations during the daytime in Ramadan without a valid excuse, or practices *zihār* (a form of harmful speech towards one's wife), then the atonement may include fasting two consecutive months, or if unable, feeding sixty needy people. These forms of atonement serve as both spiritual purification and social support.

5.4. Voluntary Charity (Sadaqah):

There is also the category of **voluntary charity**, which is open-ended and not tied to specific times or events. The Qur'an and Sunnah strongly encourage it, pushing believers toward generosity in times of ease and hardship alike. This form of giving is described as "a good loan to Allah," promising reward in both this life and the next.

5.5. Altruism (Īthār):

Altruism is a quality for which Allah has praised its practitioners, saying:

{وَيُؤْتِرُونَ عَلَىٰ أَنفُسِهِمْ وَلَوْ كَانَ بِهِمْ خَصَاصَةٌ وَمَنْ يُوقِ شَحْنَهُ فَاُولَٰئِكَ هُمُ الْمُفْلِحُونَ} [Surah Al-Hashr, 59:9] "**And they give preference to others over themselves, even though they are in need. And whoever is protected from the stinginess of their soul—it is they who are the successful.**"

These are the individuals who generously give, even when they are in need themselves. Allah also describes the righteous, saying:

{وَأَتَىٰ الْمَالَ عَلَىٰ حُبِّهِ ذَوِي الْقُرْبَىٰ وَالْيَتَامَىٰ وَالْمَسَاكِينَ وَابْنَ السَّبِيلِ وَالسَّائِلِينَ وَفِي الرِّقَابِ} [Surah Al-Baqarah, 2:177]

"**And give the money, despite your love for it, to those who are near of kin, and to the orphans, and to the needy, and to the wayfarer, and to those who ask [for help], and for freeing slaves.**"

Furthermore, Allah praises the pious ones, saying: وَيُطْعَمُونَ الطَّعَامَ عَلَى حُبِّهِ مِسْكِينًا وَيَتِيمًا وَأَسِيرًا * إِنَّمَا نُطْعِمُكُمْ لِوَجْهِ اللَّهِ لَا نُرِيدُ مِنْكُمْ جَزَاءً وَلَا شُكْرًا [Surah Al-Insan, 76:8-9] "**And they give food in spite of love for it to the needy, the orphan, and the captive. Indeed, we feed you only for the countenance of Allah. We wish not from you reward or gratitude.**"

5.6. Bequeathing Wealth to Parents and Relatives in a Just Manner:

Among the many forms and avenues of doing good that Islam has prescribed is the act of writing a will for one's parents and close relatives, when one leaves behind considerable wealth. In fact, Allah has ordained it as a duty upon the righteous, as stated in the verse:

كُتِبَ عَلَيْكُمْ إِذَا حَضَرَ أَحَدَكُمُ الْمَوْتُ إِنْ تَرَكَ خَيْرًا الْوَصِيَّةَ لِلْأَقْرَبِينَ بِالْمَعْرُوفِ حَقًّا عَلَى { الْمُتَّقِينَ } [Surah Al-Baqarah, 2:180] "**It is prescribed for you, when death approaches any of you, if he leaves wealth, that he makes a bequest to parents and close relatives according to what is acceptable—a duty upon the righteous.**" The use of the word "kutiba" (it is prescribed) in the Qur'an indicates a firm and binding obligation—just as it does in other verses such as:

{كُتِبَ عَلَيْكُمُ الصِّيَامُ} [Surah Al-Baqarah, 2:183] "*Fasting has been prescribed for you.*"

Allah says: {كُتِبَ عَلَيْكُمُ الْقِصَاصُ فِي الْقَتْلَى} [Surah Al-Baqarah, 2:178] "*Prescribed for you is legal retribution for those who are killed.*" And as He also says: {كُتِبَ عَلَيْكُمُ الْقِتَالُ وَهُوَ كُرْهٌ لَكُمْ} [Surah Al-Baqarah, 2:216] "*Fighting has been enjoined upon you while it is hateful to you.*"

Thus, this verse makes it clear that a person who is nearing death and leaves behind substantial wealth is religiously obligated to include in their will some provision for parents and relatives **who are not entitled to inherit** under Islamic inheritance laws. This may include parents or relatives who are not Muslim, or other family members who are excluded from inheritance for various reasons.

For example, **grandchildren whose father has died during the lifetime of their grandfather** do not inherit from the grandfather directly, under the standard rules of inheritance. However, justice and compassion dictate that they should receive a share through a **mandatory will**, as ordained by Allah. These grandchildren are, after all, among the closest of kin who are, otherwise, left out of the estate.

5.7. Ongoing Charity (Sadaqah Jariyah):

One of the means of doing good is **ongoing charity**, which refers to charitable acts whose benefits and rewards continue to benefit a person even after their death. It is one of the ways through which a person's good deeds live on beyond their limited earthly life, extending their legacy and rewards

into the hereafter. This concept is supported by the authentic hadith of the Prophet Muhammad ﷺ:

“When a person dies, their deeds come to an end except for three: ongoing charity, beneficial knowledge, or a righteous child who prays for them.” (al-Albānī M. N.-D., 2000, p. (1/143))

Waqf (Endowment) for Charity:

People have long known about religious endowments on places of worship. The Pharaohs knew it, the Romans knew it, and even the Arabs before Islam practiced it on the Kaaba, the Sacred House. All followers of religions sought to draw closer to their gods through various offerings. The Qur'an mentions the polytheists of Arabia:

وَجَعَلُوا لِلَّهِ مِمَّا ذَرَأَ مِنَ الْحَرْثِ وَالْأَنْعَامِ نَصِيبًا فَقَالُوا هَذَا لِلَّهِ بِرِغْمِهِمْ وَهَذَا لِشُرَكَائِنَا (أَيِ الْأَصْنَامِ) {فَمَا كَانَ لِشُرَكَائِهِمْ فَلَا يَصِلُ إِلَى اللَّهِ وَمَا كَانَ لِلَّهِ فَهُوَ يَصِلُ إِلَى شُرَكَائِهِمْ سَاءَ مَا يَحْكُمُونَ} [Surah Al-An'am, 6:136]

"And they assign to Allah from the crops and livestock a share and say, 'This is for Allah,' according to their claim, 'and this is for our partners [associated with Him].' But what is for their partners does not reach Allah, while what is for Allah — this reaches their partners. Evil is that which they rule."

There was also the concept of family or hereditary endowment among some nations like the Romans. However, the waqf that Islam innovated and uniquely developed—and which Muslims have practiced throughout their history with exemplary models—is the **charitable waqf**. This type of endowment encompasses all forms of goodness: humanitarian, educational, health-related, social, economic, and psychological. It is not limited to humans but also extends to animals.

6. New Forms of Financing Endowments (Waqf):

The new methods for financing Islamic endowments (Waqf) do not deviate from the principles upon which Islamic banking financing methods have been based since their inception. Among these methods are (al-Qaradawi):

6.1. Murabaha:

The Murabaha financing method is also known as "Murabaha to the purchaser." In this method, the custodian (Nazir) requests the financing institution to purchase the required materials and equipment. The custodian then promises to buy them from the financing institution after it has acquired them from the original seller, through a new sale contract executed in fulfillment of the promise. The price in this second contract is deferred or paid in installments and is higher than the original purchase price by a predetermined agreed-upon amount.

6.2. Istisna' Contract:

This method requires two contracts: an Istisna' contract between the financier and the custodian of the Waqf, and another Istisna' contract between the financier and the contractor who carries out the actual construction. The construction process is funded in cash, while the custodian defers payment until the returns from the Waqf project are collected. This creates a debt obligation on the Waqf towards the financier, similar to Murabaha. This covers all construction-related costs. (Kahf, p. (154_255))

6.3. Ijarah (Leasing):

This refers to leasing the authorized construction on Waqf land. The custodian allows the financier to build on the land without an immediate apparent financial consideration. The custodian then leases the building for use in line with the Waqf purpose, such as a hospital or orphanage on Waqf-designated land. The lease agreement can be structured to end with ownership transfer through sale, gift, or simple relinquishment, since the land is owned by the Waqf. The lease installments compensate the financier for the invested capital plus a desirable profit margin. The custodian pays these installments from the Waqf's revenues, whether from investment returns or directly from the income of the Waqf institution (school, hospital, etc.)(Kahf, p. 257)

6.4. Mudharabah with Ready Cash (Liquid Capital):

The custodian (Nazir) acts as the entrepreneur (Mudharib) on behalf of the Waqf, announcing himself to accept cash capital from the financing institution as a partner, with a mutually agreed share of the net profit. The custodian then undertakes the construction and invests it for the partnership account. The contract does not specify that the Mudharib contributes the Waqf land as capital, but this is reflected in determining his profit share, which is set higher to compensate for the land contribution. Afterwards, the custodian gradually or fully purchases the building for the benefit of the Waqf, under known Shariah conditions, using the profit revenues either wholly or partially.(Kahf, p. (258))

6.5. Financing Methods via Public Subscription:

This involves stating in the announcement and subsequent contract of the subscription invitation that the Waqf custodian is authorized to manage the project. The issuance offer and subscription contract should specify two authorizations (agencies):

- One from the buyers of the financial securities to the Waqf custodian, empowering him to use their funds in the construction process.

- Another from the buyers acknowledging and accepting the custodian's management of the Waqf project financed by the funds of shareholders, stockholders, or bondholders.
- There are five types of financial securities suitable for public subscription offerings, which are:

6.5.1. Production Shares:

These are securities of equal value issued by the custodian to the financiers, representing ownership shares in the investment enterprise established by the custodian on the Waqf land, using funds obtained from the production share holders and their agency. These shares are tradable after the project begins operations, or when most of the corresponding debts convert into tangible assets, rights, and benefits. These shares entitle their holders to a share of the total production of the project, which consists of the land and the buildings on it together. Whenever the Waqf wishes to own the building constructed on its land, it can purchase production shares from the market using its surplus share of the total returns.

6.5.2. Waqf Participation Shares:

These are ordinary participation shares of equal value similar to shares in joint-stock companies. They are issued by the Waqf or its custodian and include an issuance prospectus authorizing the Waqf to use the proceeds for construction on the Waqf land. Shareholders own the building in proportion to their shares, while the Waqf custodian acts as the project manager for a fixed fee, which includes a premium as compensation for the use of the land. Net profits from the project are distributed to shareholders after deducting operational expenses and other costs, just like in joint-stock companies.

6.5.3. Leased Asset Bonds:

These are certificates or securities representing equal parts of ownership in a leased building issued and sold by the custodian to the public. The bond includes authorization from the Waqf to the bondholders for the construction, and grants the bondholder an agency to the custodian for building on the Waqf land on behalf of bondholders. The bond also includes an agreement with the Waqf to lease the completed building at a specified rent, with agreed payment schedules. Unlike other shares or bonds where distributions are net profits (which vary and are only distributed after realization), the rent is a fixed obligation for the lessee and may have a different payment schedule than the benefit period.

6.5.4. Ijarah Shares (Lease Shares):

These shares represent equal ownership shares in a building constructed on Waqf land leased under a long-term Ijarah (lease) contract with a fixed rent for the entire lease term. The custodian manages the project as an agent on behalf of the owners and distributes net profits to them. These shares resemble leased asset bonds as they represent equal shares of ownership in a

building subject to a lease contract for the investment period, but resemble participation shares because their returns represent net profit, which is not fixed in advance unlike rent returns.

6.5.5. Mudarabah Bonds:

These bonds are based on the Mudarabah (profit-sharing) contract, similar to investment deposits in Islamic banks. Mudarabah bonds have equal nominal value, representing capital invested in partnership with the Waqf. Holders are entitled to profits from the Waqf project as per agreement and share losses according to their capital shares. The custodian uses these funds for a specific investment agreed upon with the bondholders. (Kahf, pp. (268 – 276))

Waqf Funds:

Among the new methods introduced by those interested in renewing Waqf and its funding sources—and striving to find new forms consistent with the objectives of Islamic law (Maqasid al-Sharia) and jurisprudential principles, rather than sticking to traditional forms—are **Waqf Funds**. These funds have been established in some countries, including Kuwait. They continue to develop and improve, enriched by experience, and aim to establish their presence and achieve their goals. (az-Zuḥaylī, pp. (13-22))

Waqf Funds in Kuwait

Waqf Banks in Sharjah

7. Section four: The Role of Waqf in Achieving Economic Development

Waqf is a process that combines both saving and investment. Establishing a Waqf is much like founding an economic institution with a permanent existence. It is an investment for the future and a means to build productive wealth for coming generations. Waqf plays a vital and important role in achieving economic development through the following:

7.1. Financing Development:

Waqf plays an influential role in financing development by helping to combat hoarding, which is the failure of some wealth and productive assets to participate in economic activity, leaving them idle. Waqf, as a voluntary charity alongside obligatory Zakat, helps to free up tangible and monetary capital—whether forcibly or voluntarily—from the natural attachment of their owners. It encourages them to invest these assets in community development, seeking blessings, growth, and divine reward in the Hereafter.

7.2. Developing Economic Sectors:

Waqf actively supports various sectors—agriculture, industry, commerce, and services—pushing them forward to achieve comprehensive development.

- **Agricultural Sector:**

Especially in agricultural countries, cultivated lands are dedicated as Waqf, with their revenues spent on various charitable causes. A portion of the produce is reserved for maintaining and expanding the Waqf land, which contributes to the growth of this important sector.

- **Industrial Sector**

Waqf has contributed to the development of various industries through endowments whose proceeds are allocated for essential industries, providing raw materials and training workers in technical and artisanal skills.

- **Commercial Sector**

Waqf has played a role in providing internal and external markets, which are suitable places for distributing products and understanding buyers' needs and producers' capabilities. It has established shops for merchants of all kinds, built water pools for their pack animals that carry goods, and provided public water fountains along trade routes free of charge. These efforts significantly boosted industrial activity along these routes.

- **Service Sector**

Many Waqf endowments were created to establish infrastructure such as roads, bridges, water channels, and inns (khans) to shelter travelers—whether poor or merchants—during their journeys across various regions of the Islamic world.-(*Ṣalāh*)

7.3. Economists' Interest in Waqf:

First: The concept of Waqf investment has become an economic concept that is widely spreading in Islamic societies. It is well received by researchers in Islamic economics and those specializing in Waqf affairs, as well as development banks and funds worldwide.

Second: The permanence of Waqf is its most distinguishing feature as a lasting investment asset, thus achieving the concept of sustainable development.

Third: Waqf is considered an economic pillar and a real safeguard for the poor, orphans, and needy who are vulnerable to economic fluctuations.(Al-Romani, 2017).

8. Conclusion:

Waqf, especially charitable Waqf, is one of the greatest and most rewarding acts of worship. It is a continuous charity whose benefits remain even after the death of the donor. Waqf covers all humanitarian fields that contribute to building human civilization and shaping righteous individuals in Muslim society. Waqf has contributed to economic development in all its

fields. Waqf can help reduce pressure on contemporary state finances through its diverse investments. The Waqf institution has contributed to financing economic infrastructure across all sectors. Waqf has had significant effects in economic, social, and educational fields and continues to have the potential to elevate the level of Muslim societies in these areas. Islamic financing and investment methods can be utilized to establish innovative Waqf projects.

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Women's Volunteer Work in the Mozabite Community

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Received: 18-10-2025

Accepted: 13-11-2025

Published: 01-12-2025

Abstract:

This study examines women's voluntary work in the Mozabite community, exploring whether it is an individual initiative or a cultural and religious tradition. Field research was conducted through interviews with women volunteers from the "Tamsiridin" organization, chosen as a model for this study. The findings reveal that this organisation forms the core of women's voluntary work in the community. It transformed women's voluntary work from isolated individual acts into an institutional and social practice that was once exclusively for men. Thanks to the "Tamsiridin" organization, women have gained the opportunity to assert their presence as active and productive members of society. Women now contribute to the construction, stability, and continuity of the social system alongside men.

Keywords: Mozabite community, Mozabite women, Tamsiridin organization, voluntary work,

1. Introduction

Voluntary work is considered a crucial foundation for building society due to its great human value, manifested in giving and offering in all its forms. It is a civilizational behavior aimed at fostering social cohesion and solidarity among the society's members, groups, and institutions. Voluntary work is a human practice closely linked to all meanings of goodness and righteous deeds across all human groups

since ancient times, though its scale, form, orientations, and motives vary from one society and time to another.

The Mozabite community features numerous systems and institutions where voluntary work holds great importance and contributes to its development. This was confirmed by the thinker Malek Ben nabi during his visit to M'zab Valley: "This society, whose characteristic is that every individual is for the sake of the collective, and the entire collective is for the sake of the individual, is the magical rule that organizes life and relationships in the Mozabite community." (Malek Ben nabi, 1968).

One manifestation of voluntary work in the Mozabite community is the efforts carried out by the members of the **Azaba organization**, which is considered one of the most prominent pillars upon which the society relies in managing its social, religious, and cultural affairs. This system has paid attention to women, considering them the fundamental cell and axis of the Mozabite community, enacting laws to care for them, preserve their rights and dignity, and issuing decisions that serve their interest and the community's. To this end, a special council for women, responsible for women and family affairs, was established: the "**Tamsiridin**" organization. This body is considered one of the supporting bodies for the "Azaba" system, through which Mozabite women have been able to contribute to voluntary work, embodied in their duties and functions.

Based on the above, this study seeks to answer the following question: **Is women's voluntary work within the "Tamsiridin" organization an extension of the Mozabite community's culture or an exceptional individual endeavor?**

2. The Concept of Voluntary Work in the Sociological Field

When asking about the meaning of "Voluntary Work," most people refer to concepts like will, goodness, generosity, and donation. However, voluntary work is, in addition, a free act performed without compensation and directed towards the community. In the lexicon of sociologists, it is associated with the word gift (don). It also falls under the non-profit sector and social economy. Nevertheless, the

researcher, Dan Ferrand-Beckmann, suggests that one should question the free bond linking the volunteer and the recipient to define volunteering. The relationship between the giver and the taker within an association is volunteering, and when individuals share the same problems or needs, the exchange becomes volunteering; in this case, everyone gives and takes, but freely (Fawzi Boukhriss, 2013, p: 102).

A volunteer is someone who willingly and wholeheartedly undertakes an action. The social nature of the actions performed by the volunteer receives no compensation, and they act individually or collectively outside the scope of their usual activities.

Voluntary work has numerous linguistic synonyms, including: donation, altruism, generosity, giving, assistance, cooperation, charity, and solidarity. Each synonym has a different meaning and connotative significance that varies with different groups, associative, and professional cultures. It is a symbolic-value activity through which values such as freedom, equality, fraternity, and solidarity are embodied. (Fawzi Boukhriss, 2013, pp: 105-106).

There are multiple and diverse definitions for the concept of voluntary work. We will mention a few:

- Defined as: "The contribution of an individual or group to the completion of work outside the scope of their paid employment, which benefits their community and brings them satisfaction, done out of their **spontaneous desire and willingness**, without deriving any kind of profit from their achievement." (Mohamed Arafa, 2001, p: 333). This definition focused on subjective motivations and referred to contribution, whereas volunteering may go beyond contribution to organized effort.
- Voluntary work is also defined as: "A social activity undertaken by individuals, either individually or collectively, through an association or institution, **without expecting a return**, with the aim of satisfying needs, solving community problems, and contributing to the support of the development process." (Medhat Aboul Nasr, 2004, p: 65). Despite this definition having the elements of volunteering, it does not refer to assuming social responsibility and providing services to the community.

- Some define it as: "The employment and utilization of unpaid individuals and groups in providing humanitarian services **outside the framework of governmental institutions.**" (Ahmed Shafiq Al-Sukkari, 2000, p: 98). This definition clearly uses the term exploitation, which is closer to material resources, and did not address the subjective motivations that express the volunteer's free will.
- Others define voluntary work as: "Organized efforts performed by individuals or groups who engage in the activities and tasks of civil and community organizations, primarily to undertake **developmental efforts.**" (Khaled Abdelfattah Abdullah, 2006, p: 29). This definition does not mention subjective motivations or the absence of financial compensation, while focusing on organized effort.

From the preceding definitions, we can deduce that the concept of volunteering includes organized voluntary work, which differs from simple forms of spontaneous volunteering (more common in spontaneous individual acts) and leans more towards organized and collective volunteering. Therefore, we can deduce that voluntary work encompasses the following essential elements:

- Organized human effort;
- Subjective motivation and desire;
- Absence of financial compensation ;
- Goal of Assuming Social Responsibility and Providing Service to the Community.

Based on our topic, we can define voluntary work as the organized and directed effort, based on subjective motivations and without expecting financial compensation, with the goal of assuming social responsibility and providing a service to the community within an association framework.

This definition points to the following:

- Voluntary work is a human effort exerted individually or collectively among people with shared interests. This effort may be intellectual, physical, or both, and involves a sacrifice of time, money, or expertise. This effort is organized and directed because the degree of organization and planning in voluntary work adds social value, making the social outcomes of volunteering clearer.

- Voluntary work is based on subjective motivation because it relates to satisfying specific needs for the individual and the social value it represents for the group. The level of conviction and enthusiasm for voluntary work depends on this motivation.

Volunteering dates back to the beginnings of humanity. People's need for one another required humans to provide certain services and tasks for the group they lived with, in exchange for others performing tasks according to their abilities and capacities. The individual viewed it as a duty that supported their bond with the group. The beginnings of humanity witnessed actions that can all be classified under the concept of unpaid voluntary work (Ghabari Mohamed Salama et al., 1998, p: 41).

Looking at human history, there is a prevailing feeling in humans since the dawn of history, driven by the acute need for cooperation to survive harsh conditions. Voluntary work stems from an innate feeling within the human being that drives them to participate in community service. It is not new to human societies; it existed in primitive societies and took different forms, starting with individual efforts, then family efforts, then the tribe, relying on simplicity in activity, systems, and relationships among community members.

Various human cultures have discussed volunteering for the service of others, describing it as part of the system of absolute values with which these cultures coexisted in the domain of goodness. Voluntary work here, whether through effort or money, aimed at providing assistance to the poor and needy. These cultures rewarded those who volunteered their effort and money, prioritizing them in social standing. This suggests that there are many cultural considerations that prioritize the volunteer, linking this to the concept of giving that is the most prominent concept of goodness.

Volunteering, throughout Arab culture, has been part of an individual's behavior towards their local community and the group they live with, either as unpaid voluntary work or as a material contribution. This is the case, for example, during a village wedding, where individuals express their participation by providing social

obligations related to the marriage. Gifts related to the feasts held by the groom's family during the wedding ceremony are an expression of assistance that amounts to a duty. This is considered a type of social behavior aimed at social solidarity, and the same applies during a death or a disaster in the village.

Talk of assistance is not limited to the material aspect but clearly extends to providing effort and labor on all occasions experienced by the Arab community. It has been observed that this continues in the countryside in many Arab countries, where individuals in local communities provide assistance to those needing help in construction or harvesting agricultural crops. It is noted that they perform this voluntary work while singing, expressing their joy and satisfaction with what they are doing. (Abdullah Abdel Hamid Al-Khatib, 2010, pp: 8-9).

Voluntary work originated with the creation of man and emerged in every human society, and wherever a civilization arose. It has evolved with the development of human societies.

However, the voluntary work we encountered in our research is not based solely on subjective motivations; it carries a religious metaphysical dimension. The male or female volunteer in the Mozabite community does not perform voluntary work without compensation; rather, they expect the deferred reward to attain the pleasure of Allah Almighty, win Paradise, and escape Hellfire. Therefore, the volunteer who lives within a social framework performs their duties with an uninterrupted religious incentive, and it becomes a social culture inherited across generations.

3 .The Historicity of Voluntary Work in the Mozabite Community

The Mozabite community has known voluntary work since ancient times within its social systems. Among these is the Azaba system, which is considered a link between the past and the present, a unique model of volunteering that distinguishes this community from others. It constitutes the depth of Mozabite history and civilization. Voluntary work emerged and became more prominent with the establishment of this system, which dates back to 409 AH / 1018 AD, by Sheikh Abi Abdullah Muhammad ibn Bakr Al-Farsita'i Al-Nafusi. Initially, it was

a purely religious and educational system, but it evolved over time to become a comprehensive and precise system built on solid foundations, which helped it survive, stabilize, and become deeply rooted, specializing in all areas of social life.

The Azaba is a voluntary religious body that emerged to replace the community's leadership after the collapse of the Rostomid state in Tahert and the exodus of the Ibadiya to the Algerian South, where they settled in Ouargla and M'zab Valley. Since the Azaba circle arose in an era without righteous governance, it led the Ibadi communities in North Africa for many centuries, especially during the colonial period.

Throughout this historical journey, it became a role model and the fundamental pillar in the Mozabite community, overseeing, supporting, and preserving Mozabite civilization. This system continues to fulfill its religious, social, and educational role to this day (Saleh Ben Omar Asmaoui, 2005, p: 1162). This role was certainly not a paid assignment for the members of the leadership body but was voluntary work driven by a religious and existential incentive, as voluntary work was linked to religious texts and to repelling aggression and attacks that the Ibadi community faced during its historical formation.

The actions carried out by the Azaba organization are considered a model of voluntary work. Its roots go deep in the history of this society, which was founded and built on a network of solid social relationships that govern the lives of its individuals and unite them to live in it, following the principles of Islam that call for social solidarity, mutual support, and cooperation in righteousness and piety. The creation, organization, and structuring of this social network took several centuries. This system gradually began to participate in managing the region's affairs. It managed to attract all social organizations and instill in them the correct religious and cultural character with the aim of being a unified society with bodies overseeing the management of its various affairs under a comprehensive and organized voluntary effort. Effectively, a homogeneous unit governed by a set of customs, traditions, and

norms, inherited by generations from their first predecessors in this community, has been formed. These differ from other societies by their religious nature, such as festivals, holidays, the Prophet's birthday, weddings, and individual and collective celebrations, which are held under the supervision of the mosques, coordinated with artistic splendor, environmental purity, and the spirit of religion.

Among these social organizations is the "Tamsiridin" organization, which appeared after the founding of the M'zab cities. According to the documents of the M'zab Council Agreements, its establishment was a practical and rational reaction from the "Azaba" system due to the ethical disturbances. The Mozabite community witnessed, at a certain point in time, marriage problems, divorced women, and immorality spread in the community during the first half of the 9th century AH (Khawaja Abdelaziz, 2017, p: 147). This led to the founding and organization of an active, influential, and advising women's body (Issa Baamara, 1983; p. 35), whose work is based on volunteering with a religious incentive to solve such social and family problems, especially since this body has been known throughout its history for its strong influence on Mozabite women. In fact, it is still operational today.

The anthropologist "Émilie Marie Goichon" also considers it a unique body historically and socially in the Islamic world because its decisions carry the force of social laws (Khawaja Abdelaziz, 2017, pp: 148-149). A body of this form and type exists only in the seven ksours (cities) of the Mozabite community. It is considered a local voluntary innovation whose roots extend historically to the Prophet Muhammad's message of enjoining good and forbidding evil and guidance.

4 . The Centrality of Voluntary Work in the Mozabite Community

Voluntary work is one of the most prominent characteristics of the Mozabite community, and its most important manifestation is the Azaba system, which is the greatest model of volunteering in this society; indeed, it is spontaneous voluntary work in itself. It is one of

the highest religious and social systems and bodies, comprising a group of the best scholars, thinkers, people of opinion, and specialists. Among the tasks entrusted to this system is the complete supervision of the various affairs of the Mozabite community—religious, social, economic, and political (Saleh Ben Omar Asmawi, 1886/1987, p: 13). The Azaba circle is one of the most prominent pillars upon which the Mozabite community relies. In turn, it is a structured and organized society in form of institutions and social organizations. They are subordinate to and supportive of the Azaba system, including ‘The Tribe Council’, ‘Ammi Said Council’, ‘Abdurrahman Al-Karthi Council’, ‘Irouane Council’, ‘Imssourdane Organization’, ‘Al-Awam Council’, ‘Laouemna Foundation’, ‘Council of Notables’, and ‘Tamsiridin organization’, in which voluntary work is embodied in different ways and forms according to the area of work of each one.

These institutions have got different adequate tasks and services. For example, the Irouane organization is a supporting force immediately following the Azaba organization, which plays a major role in preserving and memorizing the Holy Quran and acting upon its principles among the youth, with the aim of educating and urging them to adhere to the teachings of Islam. The Tribe Council also undertakes the care of needy groups, such as widows, the poor, and orphans, to combat poverty, begging, homelessness, and class division within the community. (Youssef Ben Bekir Al-Haj Said, 2011, p: 22).

The Imssourdane organization also works on giving and volunteering in public affairs. They are the backbone of any voluntary work, as they perform public services, organize voluntary campaigns and special events, maintain the mosques during the five prayer times, and distribute charity and endowments (Al-Haj Ayoub Ibrahim Ben Yahia, 2015, p: 67), which are considered among the greatest forms of giving and volunteering in the Mozabite community. Guarding the village and the oasis day and night is the main and permanent work of this body.

Alongside the Azaba system, which is for men, there is a special organization for women, called "Tamsiridin," which includes devout women of wisdom and management skills in family affairs,

appointed by the Azaba circle. Their work is spontaneous and voluntary. Through them, the Azaba monitor the women's community during weddings, parties, feasts, and funerals to combat extravagance, wastefulness, mixing, and all harmful introduced customs, in addition to their role in enjoining good and forbidding evil, guidance, and reconciliation. (Saleh Omar Asmawi, 1986/1987, p: 147).

All the work, guidance, and counseling performed by the Azaba organization, its sheikhs, and all its subordinate bodies, are intended for the sake of Allah Almighty and without compensation. Thus, the fruits of this voluntary work are manifested in all aspects of social solidarity and cooperation, the continuity of the communal spirit and collective work, and volunteering to serve the community—all of which contribute to human care, the development of the mind, spirit, soul, and body, and protection from deviation and corruption. This is where the centrality of voluntary work in the Mozabite community lies.

5 . Women's Voluntary Work in the Mozabite Community... The "Tamsiridin" Organization as a Model

To confirm the centrality of women's voluntary work and its extension as an inherited culture in the Mozabite community, we focused in this section on voluntary work in the "Tamsiridin" organization, selecting it as a model for our field study at the local level in Ghardaia Wilaya. This study was conducted on a group of women guides and volunteers in this organization through an interview questionnaire containing several questions aimed at reaching answers that serve the subject of our study.

Before discussing the results of the field study, we find it necessary to address the nature of the organization and its role in activating women's voluntary work.

5.1. The Nature of the "Tamsiridin" Organization

The success of the Mozabites in ensuring the continuity of their society to this day is due to the element of stability provided by women, who have always remained faithful to their ideals in a conservative society (Émilie Marie Goichon, 2019, p: 13). This encouraged and prompted the Azaba system to establish a special

council for women to guide and organize their social relations in the Mozabite community, called the "Tamsiridin Organization." It was named after one of its most prominent tasks, which is the washing of deceased women and children (Muhammad Nasser, 1989, p: 44), noting that the word "Tamsiridin" is of Berber origin meaning "The Washers."

It is a special women's body that handles the affairs of the women's community, its care, organization, and preservation of its dignity and rights, within laws and decisions derived from and based on the Book of Allah Almighty and the Sunnah of His noble Messenger ﷺ. It focuses on all areas of education, raising the youth, and household affairs, with the aim of preparing the Muslim daughter, the ideal wife, and the mother of the future, and combating innovations and everything that leads to deviation and disintegration (Saleh Ben Omar Asmawi, 1986/1987, p: 483).

This body consists of 12 women who are righteous believing mothers, referred to by several names, including "Al-Azzabiyat, Al-Azzabat, The Washers, The Guides." They are chosen for their intellect and ability to speak the truth. They are not required to have memorized the entire Quran, but they must have memorized a portion of the Holy Quran by listening, and they must frequent the mosque and attend sermons and guidance lessons (Al-Haj Ayoub Ibrahim Ben Yahia, 2015, p: 69). They must also possess piety, fear of God, and knowledge of God's rulings, based on the verse:)...Indeed, the most noble of you in the sight of Allah is the most righteous of you... (Surah Al-Hujurat: Verse 13). A head of the organization is also appointed, called "Mama Shaykha" in some villages and "Kabeerat Al-Ghasilat" (Head of the Washers) in others.

A "special wing for women" is dedicated in the mosques of the Mozabite community, like other mosques of Muslims around the world. This wing, specially built for them, is connected to the mosque's recitation council area (where the recitation circle is held). They can hear everything that happens in the mosque, including prayers, remembrance of God (Dhikr), Quran recitation, and guidance lessons, and men are strictly forbidden from entering this wing (Saleh Ben Omar Asmawi, 1986/1987, p: 490). It is here that the Holy Quran is memorized by hearing, and sermons are listened to to be repeated in women's gatherings.

"The Guides" meetings are sometimes held in a large house designated for them called "Dar Al-Ilm" (House of Knowledge), built in many villages. These meetings are held at least twice a week to

collectively read a portion of the Holy Quran, followed by a sermon or advice from one of them. Sometimes, a lesson is delivered to them by one of the sheikhs once a week, where he is heard but not seen.

5.2. Voluntary Work in the Organization... Connection with Religion and Heritage

The organization plays an active role in monitoring the Mozabite women's community. One of the most important matters it still maintains is the convention of the "La Ilaha Illa Allah" conference (There is no god but Allah), named so because women repeat the monotheistic phrase "La Ilaha Illa Allah" a thousand times before opening the agenda and discussing their issues and developments. (Tawfiq Al-Madani, 1984, p: 114).

This is an annual gathering for Mozabite women in the M'zab villages under the administration and supervision of the organization. It begins with a general assembly in the mosque of Sheikh "Abi Abdurrahman Al-Karthi." This gathering is a preliminary meeting where the organizational schedule for the upcoming meeting days is discussed. It opens with the supplication of initiation (Du'a al-Istiftah), the recitation of Surah "Al-Fatiha" and some other Surahs of the Holy Quran. This meeting lasts for a full organized day for the recitation of the Holy Dhikr, guidance, reminder, and the distribution of charity, interspersed with a break for prayer.

A week after this preliminary meeting, the series of gatherings begins on Mondays and Thursdays, starting from Ghardaia and concluding in Al-Atteuf, usually at the end of spring before moving to the oases (Al-Haj Ayoub Ibrahim Ben Yahia, 2015, p: 70). The gatherings open with the recitation of Surahs from the Quran, a series of remembrances, and the repetition of "La Ilaha Illa Allah" a thousand times with glorification (Tasbih) and frequent remembrance (Dhikr), followed by guidance speeches in preaching and counseling, especially concerning newly introduced innovations (Bida'a). After lunch, the women leave for their homes to pray and return after the Asr prayer to hear the decisions regarding the customs of weddings and funerals, then they depart with supplication and exaltation (Tahleel). These decisions focus on combating extravagance, wastefulness, harmful customs, and innovations detrimental to the

family and community. They remind women to strive for obedience to Allah and His noble Messenger ﷺ, adherence to religion, obedience to the husband, caring for and raising their children, especially daughters, preparing them to be ideal believing wives and righteous mothers, observing modesty and lawful dress, avoiding revealing clothing, and warning against following innovations and fashions. (Saleh Ben Omar Asmawi, 1986/1987, p: 497).

The organization has contributed to the protection, preservation of dignity, guidance, and education of women, providing them with necessary religious knowledge and matters related to worship. It has preserved portions of the Holy Quran and authentic supplications, thanks to the organizational role played by the guides daily or weekly at their headquarters to maintain acts of righteousness, in accordance with the saying of the Prophet ﷺ: "The most beloved of deeds to Allah are those that are most constant, even if they are few."

Among its works, it is concerned with the review of women's specific religious affairs. This is to include the washing of deceased women and pre-pubescent boys, verifying signs of puberty for girls, clarifying religious issues specific to women concerning worship, purity, menstruation, pregnancy, childbirth, and postnatal bleeding (Nifas), and training prospective brides —i.e. teaching women the rules of jurisprudence (Fiqh), creed ('Aqidah), and Hadith. This is driven by religious motivation, so they may grow up in purity, uprightness, and piety towards Allah the Almighty, be insightful in matters of their husbands concerning treatment and service, their rights and their duties, and grow up to be religious, committed, and callers to Allah Almighty. It is stated in Quran: {This is my way; I invite to Allah with insight, me and those who follow me. And exalted is Allah ; and I am not of the polytheists} (Surah Yusuf: Verse 108). This was also concluded empirically through the interviews. (*During these interviews conducted with a group of volunteers, we found that the majority of answers to questions concerning religious matters pointed to the same idea mentioned above*).

The organization's social tasks within the women's community are numerous, including monitoring customs and traditions,

implementing the orders of the "Azaba" system, carrying out social awareness, combating social scourges and innovations, and monitoring weddings, regarding dowries, the bride's affairs, her rights, and expenses, according to mosque instructions and customs (Boudaoud Boumedine, 2006; p. 76). Its purpose is to avoid extravagance and wastefulness, especially during seasons, celebrations, and funerals. During weddings, they supervise the feast, the bride's dressing, the recitation of the Book of Allah, and the delivery of lessons, some verses, chants, and praises of the Messenger ﷺ. Additionally, they engage in conciliating between women and families, resolving any tensions and disputes, and contributing to solving family and marital problems, teaching religious and social duty. This is considered one of the best deeds. The Prophet ﷺ said: "Shall I not inform you of what is better than the degree of fasting, prayer, and charity? They said, "Yes." He said, "Reconciliation between people, for grudges (or corruption) between people is the razor (that shaves away good deeds)." The organization plays a fundamental role in all family affairs (Nana Ahmed Baammar Al-Sheikh, 2009/2010, p: 27).

We find that the organization also helped with household economics. The rising generation benefits from modern education in free schools, where various modern household arts and crafts are taught (Saleh Ben Omar Asmaoui, 1986/1987; p. 494). The organization also encourages the teaching of traditional crafts (weaving, spinning industry, etc.) that they consider an important ancient heritage that must be preserved. This is a source of income for the Mozabite woman so that she is not a burden on her family and community, and a good investment of time instead of wasting it on useless things, especially for those without a diplomat to earn a living with.

The organization is concerned with religious, scientific, and educational reform, and keen on preserving and maintaining the heritage, by intervening in all areas that ensure the community's cohesion and solidarity, strengthening and deepening its communal spirit, and embodying it by encouraging collective voluntary work. It

opens the door for women to participate in charitable, scientific, artistic, and cultural associations, and prepares and schedules them for occasions, such as holidays, weddings, and celebrations. It has offered, and continues to offer, continuous and ongoing voluntary work.

This was confirmed during interviews with some of the guides. Through their answers, the idea of their commitment to voluntary work and considering it a social duty became apparent, and that all that the organization and its guides offer is volunteering for the sake of Allah Almighty. According to the volunteers' statements when inquiring about the nature of the organization and its work, a blessed voluntary organization, seeking no reward except from Allah the Almighty. In turn, this reflects the centrality of voluntary work in the community.

Abdel Latif Bola says that "People who respect their heritage and work to immortalize it and disseminate it among the youth and rising generations are more authentic, more unified, and of higher morals than those who have no heritage or traditions to gather their members. Through this, they remember their past and their ancestors who inherited that heritage, which is an important part of the history and culture of the indigenous peoples." (Abdel Latif Bola, 1992; p. 154).

The Mozabite community is a model of adherence to its religion, authenticity, and heritage thanks to its continuous efforts to maintain this by forming a social base that includes the idea of caring for heritage and working to instill its value in the minds of boys, girls, and social classes.

The Mozabite woman, as a building block within the Mozabite social structure, plays an essential and important role in ensuring the stability and continuity of the family system and the cultural inheritance and its preservation. Evidently, she is the reservoir and transmitter of social and cultural heritage by raising generations with purposeful education, instilling the idea that national identity is represented in preserving the heritage. In turn, this reinforces identity because identity is what unites the members of society as long as the

nation has a deep history and a culture expressed by its symbols. She makes them aware that the importance of knowing the heritage is primarily linked to preserving its deeply rooted origins in the Mozabite community's history, both materially and spiritually.

Thus, the Mozabite woman has been able to work within the pattern of feeling existence and preserving her identity through volunteering and sacrifice for the stability and continuity of her community's identity, transforming the voluntary work she practices from an individual behavior to a social phenomenon, and from an isolated incident to a continuous and inherited culture. The work offered by the organization is nothing but a historical extension, a link to religion, and a connection to heritage, and the continuity of the Mozabite community's culture.

Based on the above and through our field study, we find that the centrality and core of the organization's voluntary work are embodied in women specifically and the Mozabite community generally, resulting from the important role the organization plays through its various and numerous tasks, and its accurately and meticulously programmed and organized meetings and gatherings. Thus, the organization has a prominent impact and great credit in the community, as it gave women the opportunity to assert their presence as active and productive members of society. It has become the social mechanism, or apparatus, that ensures the continuity of women's voluntary work and its transformation from individual work into a social culture. Voluntary efforts in the Mozabite community have, thus, expanded and become centralized, continuing thanks to the contributions the organization still offers today, making voluntary work a social culture inherited by the generations of this community. From this, we can conclude that women's voluntary work in the "Tamsiridin" organization is not an exceptional individual endeavor, but an extension of the Mozabite community's culture.

5. Conclusion

In light of what has been presented, we can say that the Mozabite community, based on the centrality of voluntary work, has been able

to preserve its religious and social values. Since the process of its historical formation in the community, it has managed to sow the seeds of the culture of volunteering, allowing it to become an extension of the ancestors and a continuation for the descendants.

Over time, the Mozabite community divided voluntary work between men and women, entrusting women with performing educational and social voluntary tasks directed towards women, embodied in the "Tamsiridin" women's organization. This organization played a major role in framing the Mozabite woman and opened the field for them to compete with men in voluntary service for the Mozabite community with a religious incentive, through its numerous and diverse voluntary tasks. Thanks to this, the Mozabite community has preserved its culture, which continues to this day, making this voluntary work a social phenomenon and a continuous, inherited culture, evidenced by its historical extension and its link to religion and heritage across time.

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