



Hurghada College of Education

Department of Foundations of Education

The book

Lectures on child rearing and community problems

Department: third major

Chemistry, math & biology

رؤية الكلية

تسعى الكلية إلى مساعدة الجامعة في تحقيق أهدافها الاستراتيجية من خلال أن تكون واحدة من الكليات المتميزة والمنافسة داخلياً وخارجياً في التعليم وخدمة المجتمع والبحث العلمي من خلال تحقيق مستوى رفيع من الأداء وتقديم خريج متميز يقابل الاحتياجات المتعددة لسوق العمل المحلي والخارجي.

رسالة الكلية

تهدف كلية التربية بالگردقة إلى التميز من خلال:

- إعداد المربين والمعلمين المتخصصين والقادة في مختلف التخصصات التربوية.
- تنمية القدرات المهنية والعلمية للعاملين في ميدان.
- التربية والتعليم بتعريفهم بالاتجاهات التربوية الحديثة.
- إجراء البحوث والدراسات في التخصصات التربوية المختلفة بالكلية.
- نشر الفكر التربوي الحديث وإسهاماته لحل مشكلات البيئة والمجتمع.
- تبادل الخبرات والمعلومات مع الهيئات والمؤسسات التعليمية والثقافية.
- تنمية جوانب شخصية الطلاب ورعاية الموهوبين والمبدعين.

Index:

Chapter 1..... Education and Society

Chapter 2..... Social problems

Chapter 3..... Addiction problem

Chapter 4 Bullying problem

Chapter 5..... Domestic violence

Chapter one

(Education and Society)

introduction:

Education is a social phenomenon because it does not take place in a vacuum or without the existence of society, as it does not exist except with the existence of society.

And education in all its conditions does not concern the individual isolated from society, but rather cares about the individual and society together, simultaneously and simultaneously through the individual's contact with his society and his interaction with him, negatively and positively.

Education plays an important and dangerous role in the life of nations. It is the tool of society in preserving its basic components of lifestyles and different modes of thinking.

On the basis of this definition, it becomes clear that education is a human act and that its material is human individuals alone, excluding other living or inanimate organisms. This means that there may be training for animals, but there may be no breeding for them. Thus, the nature of human individuals is distinguished from others in other animal levels, provided that it must Do we not fail to mention that the concern of education and its focus on the human individual alone does not negate that there is a connection and continuity of a certain kind between the animal levels and the human levels. It is also evident from the previous **definition that education is not something that individuals possess, but it**

is a process that has its stages and objectives. Knowledge, skill or good morals are not In and of itself, education, but it only indicates that the individual has been educated. When we say that the school is educated, it means that it is preoccupied with a specific process. When we say that the individual has been educated, it means that he has gone through a specific process.

Education is thus a process of development of human individuals with a specific direction. It follows from this that it needs an educational agent who directs the person who is going through this process, that is, it is based on two foundations, namely the student and the educational means that constitute his human nature. It is based on this educational method and is directed by humane individuals. Thus, education is a process of development of humane individuals carried out by humane individuals.

To the extent that societies differ and differ, education differs in its types, concept, goals, and methods. The reason for that is the action and influence of the cultural forces that affect each society separately. It is commensurate with him and his satisfaction, through his members and his constituent daughters.

Education concept

There are many opinions about the concept of education, and people differ about it, and the reference to this lies in the difference on the subject of education, as well as the understanding of human nature, which is due primarily to the difference in philosophies or cultural environments that are characterized and varied by the difference in the forces and influencing factors such as philosophical, cultural, social, religious, and so on.

Thus, educators, thinkers and scholars differed in the meaning of education due to the breadth of its significance.

The term education may mean any of the following:

- 1- What parents, teachers, and the school do, or in other words, the activity that you do to educate the young.
- 2- What happens in the classroom in terms of changes or the process of being a learner.
- 3- The final outcome or what the child acquires, and what is called in the end education.

4- The education system is that system that teaches any of the three previous points.

Education has also been defined as a process of adaptation to the surrounding environment or as a process of adaptation to the surrounding culture. The educational process interacts with the environment in terms of culture, material and non-material components, and all its natural and human elements. It is an interaction with life with man, it is a continuous process like society.

Education is a process of social normalization that aims to give the individual a social self that distinguishes him from all other animals in all its evolutionary levels. But this cultural framework differs from one society to another.

As for the latest definitions of education, it is the definition that revolves around the process of adaptation, meaning that: Education is the process of adaptation or interaction between the learner and his environment in which he lives.

From the above definitions, it is clear to us that most of those who have defined education, as well as most of the educational concepts, include:

- 1- They are all limited to the human race.
- 2- They all consider education as an act practiced by a living being in another living being, usually an adult in a young person or a very mature generation in an emerging generation.
- 3- They all acknowledge that this action is directed towards a goal that must be reached, bearing in mind that the goal defines a goal for it that is of interest to the group that carries out the education process.

In front of all this, education appears as if it is not subject to a specific definition, and that the multiplicity of its concepts is a natural matter that is commensurate with its place in the midst of changing circumstances and factors. .

It seems that the reason for this difference is not looking at education in a comprehensive way and limiting it to a partial view, including:

Looking at it through its influence on the social and political conditions in their differences by the factors of time and place only.

- Looking at it through school education only.

Looking at it through the type of education subject.

Looking at it through different disciplines.

1- The disagreement about the concept of education may come as a result of the different meanings given to it by different nations and groups, because it has meanings in rural environments other than those it has in industrial areas. From life then it is even in the case of the country There are many similarities between them, and they may differ greatly in the field of education, whether in terms of idea, practice, or application, and even more than that. People's view of it in poor areas differs from people's view of it in rich areas, and so on.

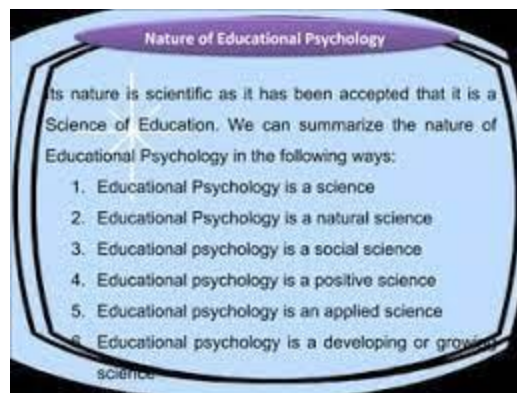
2- This difference may come as a result of looking at it from the angle of school education. We may find those who assert that education is limited to places of study as places that have specialized in the art of education and that aim to bring about drawn and clear changes in the behavior of young people and youth, and on the basis that other places and organizations have their own. Other jobs are far from any educational responsibility - there are those who argue that education does not only include the intended stages of study in school and university, but extends beyond that and includes even indirect influences and incidental factors. Education does not include everything that we make for ourselves and everything that others make. Not only for our sake, with the intention of approaching perfection in our human nature, but that the powers of education extend beyond that, as they, in their broadest sense, also include indirect effects on the creation, behavior, and faculties of the individual. Government, industrial arts, social ways of life, and even natural facts themselves are not subject to human management such as atmosphere, soil, and location.

3- The difference may appear about the concept of education as a result of the lack of agreement on the subject and content of education.

4- This difference appeared between thinkers and philosophers a long time ago, including what we find in one of the notes of Aristotle himself, when he says, "We should not lose sight of the nature of education or the appropriate means to achieve it. Which should be learned by young people and do not agree on the desired goal of teaching it.

5- The difference about the concept of education also appeared in the light of the different approaches to its study. Given its importance in the continuity of society, the development of its culture and the formation of its trends, it was the subject of

interest for everyone who researched the affairs of society and culture and the nature of individuals and their role in it. The biologist defined it as a process of adaptation on the part of the individual to the environment in which he lives and looking at the individual in it from the angle of his natural development in the stages of his development and growth. In the view of the psychologist, it became synonymous with the learning process, regardless of the conditions of time and place in which the individual lives, which shape his behavior and trends. The conservative trend is those who care about culture and cultural heritage in terms of being a means of culture in preserving and transmitting it from one generation to the next, while the extremist progressive trend looked at it from the angle of the individual, so they considered it the process in which the individual expresses himself with his tendencies and desires.



The nature of education:

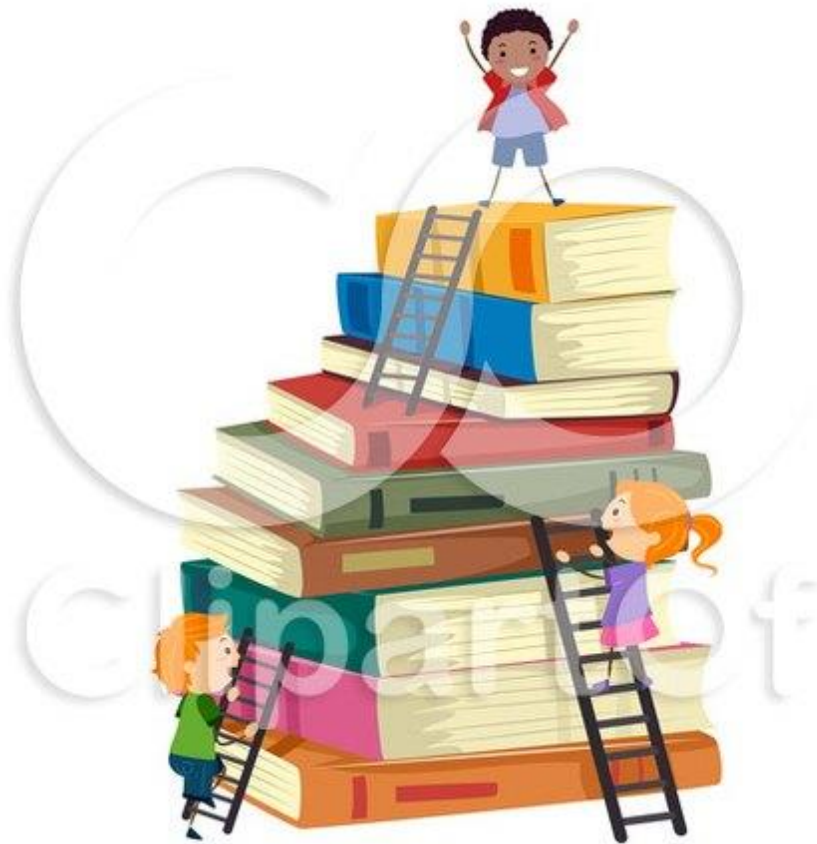
Education as a subject must be given great importance, as through it the process of life takes place in harmony and agreement with society, and through education also nations advance and progress.

Since history was known, philosophers have been searching for the best ways for a good human life on this earth, and then they aim to achieve their survival and the survival of their systems, values, principles, laws, and laws, and the continuity of their ideas and the products of their minds. These principles and ideas to generations were not transmitted randomly on any given day. Rather, it was and still will remain organized, codified, and codified. It is transmitted to subsequent generations with a system and follow-up plans that they are satisfied with, just as the society is satisfied with it, including its systems, values, and systems of governance. This process was not rigid, but rather It was a progressive, changing, gradual process, and it is a global process that is not limited to one group over another, or one type of human being over another. It is a process that prepares a

person with what suits him in his daily life and life practices. Over the years, it prepares the adaptable, open-minded human being for development and prosperity. It is the process of building human beings, and it is not an easy process, and it cannot be controlled, as the engineer builds from what he builds. A lofty tower or factories are a strong industry. It is a humane process that concerns the human being.

And that this process is as old as the creatures on the face of this earth, and it continues as life continues on the face of this earth, and it will remain with the survival of man. The educational process was and still is the area of concern for developed and progressive societies. Of importance in making the developed man in modern societies.

The educational process was not a day or an hour, but it was an accumulation of experiences and behaviors that people were satisfied with over time. Through the educational process, the individual knew the facts in the world and learned the skills that benefit him in life, and through them his abilities grew, his inclinations branched out, and his desires were fulfilled. For this, education came with many concepts and was interpreted with meanings. Several, but every definition of it does nothing more than take it out of the scope of interest and adaptation to the surrounding life at the specified time and place.



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The educational process is not monopolized by anyone, nor is it the task of one person to the exclusion of another. It is also a general process that may be undertaken by the father, the mother, the teacher, the school, the driver, the seller, or any creature that has qualified for that: i.e.: a creature that knows the values and traditions of its society, knows its customs, values and systems. What is valid and invalid knows what he has and what he owes, so the religious man is an educator, the teacher is an educator, the father is an educator, and the leader is an educator, and because the educational process is an adaptive process, a process of adapting to life and adapting to the surrounding environment, whether it is the natural, social, cultural or economic environment, it is a process as old as this life, since it existed A person trains his children to live in the environment and overcome the difficulties of life, and this is the educational process by which a person maintains his survival and thus his continuity.

A person began life alone, intermarried and had a family, and the family grew and became a clan, and the clans gathered, and the tribe formed, and the tribes united, so the state was formed, and this heritage must be perpetuated, and its

permanence was through the educational process that transmits, preserves, develops, develops, and preserves the heritage at all times. It varied with the diversity of systems and multiplied by the multiplicity of thinkers, so the meanings of education became different, comprehensive and general. It does not pertain to one group without the other, nor is it limited to a nation without others, nor is it the result of a time without a time, but rather a continuity process that is not limited by time, place, or people without a people.

Therefore, the educational process is an important process for human beings, and its importance lies in being the organized way for the transmission of heritage and its continued survival for all nations.

Education goals:

Education is an individual social process that deals with an individual in a society to which the knowledge, skills, beliefs, and language of the group are transmitted to him from one generation to the next. The human being is the subject of education concerned with his behavior and development, but not in isolation from the group, because the human self is formed only in a human society and to the extent available for education in terms of clarity and depth. The concepts and foundations on which they are based have their strength and effect in the lives of nations and peoples, in the attitudes of individuals, in the various relationships and in the multiple fields of work. Due to this importance of education as a vital issue and a necessary social necessity, people's interest in it has increased and there is an intensified need to study it and identify its dimensions, and then it was necessary for the student. Education and its practitioner in the future to recognize the nature of this process and its various aspects and necessity.

It can be said that the primary goal of education is to humanize the human being, that is, to make him a human being who lives in a society within a social framework that contains traditions, systems, values, standards and ideas of his own.

- The educational process gives the individual the civilization of the past and enables him to participate in the practice of the civilization of the present and prepares for the development, addition, invention and progress of the civilization of the future.

- It is a process that contributes, participates, and drives the wheel of time to survival. It is the collection of an individual in the group's heritage, and the heritage of a group transmitted by an individual.

Education is a means and a goal, a method and an end that begins with the beginning of life and does not end despite the end of the life of individuals because it is social and pertains to society as pertaining to every individual in it. It is practiced in society and applied over generations.

- The function of education is mainly in transmitting heritage from one generation and in acquiring increasing experiences as a basis for growth, modification and development of different social systems. Education also works to provide members of society with attitudes that develop their thinking.

Education is the institution of culture through which the minds of individuals can be changed and renewed.

Foundations of education:

Considering the interaction between social forces as the reality of society and culture as the product of this interaction means that each of them relies on another fact, which is the existence of a power possessed by individuals by virtue of their social and cultural existence, which achieves for them the continuity of this interaction and also guarantees them benefit from this product after their assimilation to it and their assimilation of its elements in advancing the causes of their cultural life social.

And this strength is education, which, if it indicates something, indicates:

First: the individual's infinite willingness to change and shape up.

Secondly: his ability to change himself by what he changed in his way of life, the ways of life of his society, and the patterns of his culture.

Third: I have to diagnose the cultural environment to which he belongs and identify the strengths and weaknesses in it, distinguish between them and direct them in order to reach a better level for this environment with its many different levels.

Fourth: The extent to which he exerts positivity in promoting the level of interaction and communication processes between him and others in the various

social circles in which he exercises his roles as a member of various groups organized by his society.

This power, in this sense, does not have its beginning and does not continue on its own, as it exists with the presence of individuals in their human groups and by the action of their activity and their practice of methods of work and thinking in the context of the related interaction processes in which they live and by which they live, since the act of education in this general cultural sense is not unique to one institution of society. This is because the process of socialization and social normalization, for which education is a context, is not confined to a specific institution or to one situation in life, but rather it is a connected process in which all social circles that are represented in the means of culture participate, such as the family, the mosque, the church, the group of comrades and colleagues, the school, the institutions, the social ties, etc. It is created by members of the community in terms of means of communication and gathering, such as clubs, economic and political organizations, the press, radio, cinema, theater and television. Hence, some of the foundations emerge for us that must be aware of and considered as a framework in which education operates, namely:

First, that education is a social and cultural process whose necessity derives from the necessity of the social existence of individuals and from their being the bearers of culture.

Secondly, culture with all its means is considered the general educational vessel: where the process of socialization of individuals takes place, which leads to them acquiring behavioral patterns that define their relationships and express themselves in the social roles they play.

Thirdly, the school, which is the specialized educational institution, is considered one among the various social institutions that must be coordinated between them to direct their influences and transform them into educational influences in the lives of individuals in which there is awareness, purposefulness and planning.

Fourthly, the role of education in the processes of change is a shared responsibility between the school and other social institutions: so that education can actually play this role, which is facilitating change, pushing it, and increasing it at the same time.

Pillars of education:

Education revolves around the human being and his place in the civilization that he lives and creates in his society, and this gives education pillars from which its functions and objectives are derived:

The cultural balance is considered an essential source for education from which it derives its material and some of its perceptions and standards. Hence, the processes of assimilation, preservation and retrieval are considered among the important educational processes because they develop in man these capabilities that distinguished him from other living beings and that enabled him to make history and culture and preserve, develop and continue with them. her way.

The present in which man lives is considered a second source, from which education also derives its objectives, material and standards. The problems, issues and challenges of this present are what constitute education and are the demands placed upon it, and man cannot keep up with all this except through criticism, analysis and extrapolation. Hence thinking becomes an essential process for education in order to achieve its function. Thinking here means realizing the relationship between the present with its problems, issues and challenges - and the past that And the future that a person aspires to in his society is considered a third source from which education derives its directives, goals and perceptions. The development of perception, imagination, and the ability to create and innovate is considered one of the functions of education, because all these abilities are the way for man to make his future and predict it.

The need for education:

Education is a necessary process for the individual human being, just as it is necessary for the group and for all living beings. All living creatures seek to perpetuate their kind through reproduction, and then keep and protect the offspring. As for the human being, his upbringing takes place by training the young on ways of living or appropriate living so that they can preserve themselves, but it is not easy. Since maintaining the goal of life without the guidance and advice of those who are more experienced and older, the child, as some psychologists see, is born equipped with the ability for a special behavior or a type of behavior, then comes his need to adapt to society, and here he needs someone to take his hand and guide him to know the needs of that society so that he can Living in it and here comes the need to adapt to the environment around it (the natural environment and the social environment together because they have the greatest impact on the life of the individual and it is not possible to escape from them or evade their demands and

since each society has its own requirements, individuals must therefore submit to those requirements if they want to live in That society, and we have come to know that education is a continuous and permanent process, rather it is a process of permanent human growth. Therefore, it is a process that takes a long time, because man is the only living being that has n stages. It is not long and slow at the same time, and since the process of education lasts for a long time, it is therefore greatly affected by individual experiences, and the more a person advances and the more advanced the means of civilization he has, the more he needs education, due to his need for the process of adapting to the new environment. This is why our need for education increases day after day, and education is a conscious process, not random. A purposeful process that has goals, systems, and rules, but it differs according to different societies. The necessity of education for a person is evident in the following matters.

- 1- Education is necessary for the progress of human beings and their continuous progress. The length of childhood helps a person to educate and advance.
- 2- Education is necessary for a person to face the requirements of life and the competition that occurs between individuals, in order to live a happy life in his society.
- 3- Education is necessary for the nation just as it is necessary for the individual. There is competition for nations as it exists between individuals. Every nation wants to adopt the means of progress and progress in order to keep pace with civilization and compete with other nations in various fields. Then the necessity of education for individuals is matched by its necessity for societies, so it is therefore an individual necessity on the one hand and a necessity social on the other hand



The importance of education:

- Education is a means of communication and development for individuals: the survival of society does not depend only on the transfer of the lifestyle through the contact of adults with children, whatever the type of this communication, but the survival of society is achieved through communication that confirms participation in concepts and similarity in feelings to obtain the expected responses from members of society in situations.

- Education works on the continuity and renewal of the culture of society and the transfer of cultural heritage: in this sense, education occupies a prominent place in the culture of society. His path begins from where their deadlines were cut off. The path is transmitted and continues through interaction, upbringing and education.

Formation of behavioral attitudes: This and there are many other social functions of education that are achieved through the work of the social environment, because the only way in which adults control the education of young people is through control of the environment in which they work, think and feel.



The educational impact of the social environment is reflected in the formation of the personality of the individual and his emotional mental attitudes and in determining his behavioral patterns. The environment requires individuals to have certain responses in certain situations. From this milieu, a behavioral trend appears in his activity and interaction with the people of his environment.

Behavioral trends in the environment are formed by forming and fixing the motive habits of the child and by modifying his original motives to modify the principle of pleasure and pain.

- The role of the environment in providing the individual with the situations and stimuli that he responds to according to the environmental response pattern.

The environment is a learning process for behavioral patterns present in the environment due to the presence of its stimuli, and the patterns differ from one environment to another depending on the different stimuli and the different responses resulting from them.

Achieving comprehensive growth and gaining experience: education provides various means to achieve the child's growth potential mentally, socially, physically, and the environment is the educational medium. achieving his goals.

Language Acquisition: The impact of the environment on language teaching and knowledge acquisition is evident. The child learns the language and speech methods from those he mixes with in the early stages of his development, and language and knowledge are then in their simplest forms. When the child hears the sound, he often hears it accompanied or associated with something tangible

- **Education works to achieve democracy:** and education in our contemporary world has the first place in fulfilling the aspirations of peoples in a life based on freedom, justice and the rule of law. In it, young people are prepared for the democratic ways of life, so they understand the principles of this life and practice them in organized educational experiences. It requires a kind of education that enables one to practice freedom on the basis of knowledge, and provides an opportunity for all people, while revealing excellence and superiority among them, and so on.

- **Education works to dissolve the differences between classes: This is because the spread of knowledge and the dissemination of knowledge tends to weaken the industrial advantages that differentiate between people and calls for good understanding and cooperation between these classes. Excellence in skill and work, not wealth, lineage, or origin, is the basis for judging individuals.** Hence, education in our contemporary world has been linked to social philosophies, as no philosophy can be achieved by law alone or by administrative procedures and regulations without being based on an idea and behavior expressed by individuals in their interactions. And their relationships and within their systems and circles of activity.

Acquisition of moral and aesthetic values and tasting them: We have known that the environment has a subliminal effect on acquiring language habits and speech styles through the activity of children and their interaction with adults.

Achieving development and shaping the future: Education is always considered a factor in development that motivates change and submission. Education is shaping the individual and culture and plays its role in the political, economic and social fields. Time, if society has changed to a great degree during the past ten years until now, and if the change is taking place at an increasing speed, then the form, structure, ideas and events of society at the beginning of the third millennium must be fundamentally different from what it is now, and this means that schools prepare today's children for a society that is completely different from The present society creates the society by creating the attitudes of children and youth, shaping their values and shaping their thoughts, and thus it determines the future of culture and the quality of life. The future and its quality is to the best and the best as long as education aims for the best and the finest and it tends To stagnation and constancy as long as education is controlled by traditions and mechanistic processes. The relationship is mutually organic between education and the future, that is, education in the language of scientific research is an independent factor and a dependent factor at the same time. Therefore, differences appear between

education based on awareness of the importance of the future and its quality, and education that revolves around itself without intellectual clarity regarding its role in determining the behavior of individuals and the life of society. Education for the future means the necessity of existence. A clear philosophy moves education from within, as well as the relations between it and the various work sectors. Then, the existence of this philosophy means the need to adopt planning, which organizes the education movement and pushes it forward to influence and shape the future. In this way, education occupies an important place in the interest of our contemporary world after it became futuristic. One of the important dimensions in the eyes of societies, and after the practical methods of studying and controlling the future became popular, and after the relationship between education and progress became clear.

Education and its relationship to society:

Education cannot take place in a vacuum, and therefore it lives in a society, because it is the tool of society in shaping individuals who cannot grow in isolation, and this is not due to the fact that human individuals form an appropriate environment that provides protection and enjoyment only.

But because these individuals also play more important roles, which is that their existence is necessary for the relationships that the developing individual forms with them, as they are the real components of his self. Related in a relationship



There is no doubt that society is a large school in which the individual receives many practical lessons that he may not be able to receive in his life from regular school benches. And the pictures refine his knowledge and school experiences, and since life does not stop when the individual stops going to regular school, his life in society is considered a process of continuity of study, research and education in the large school (community), with its professions, communication tools, means of clarification, and the systems imposed by the state or institutions. The public is refined by experiences over the years, and man is nothing but a group of powers that remain latent until experiences appear on the surface and experiences release them.

Modern societies have understood the importance of education, giving it all attention and care, allocating money and effort to it, and preparing experts and specialists. Therefore, education occupies an effective place that it did not occupy in any era, as it occupies today in the era of transformation and progress from the industrial stage to the knowledge revolution. Therefore, educators are in all parts of the world. The world is now interested in the educational process and the services that that process leads to for the developed societies. Education can be relied upon whether it is to spread any particular idea, opinion or belief. From here it becomes clear to us that it is dangerous.

Society is the vessel that contains education within it, and therefore education is affected by society with its perception or the framework of its life. For this reason, the effectiveness of education programs does not come by itself and is not imposed on it from the outside by laws outside its social nature and the circumstances of the time and place in which this education lives. Society and its external culture must be studied.

This means that education necessarily works in the light of a specific social system that its members distinguish and choose from among other social systems to achieve certain goals, and then any education expresses a social point because it means choosing a specific pattern in social systems. Its objectives and the conditions of life contain its curricula, as there is no value for the theoretical educational thought unless this thought is associated with some dynamics of applied work, so the thought must be translated into a social reality.

Defining a community:

The definitions of society differed according to the scholars who dealt with this topic, and they also differed due to the different cultural concepts of each group, or the difference in belief, principle, or goal that they seek to achieve.

Society is defined as a group of people who live together and work together for a long period of time on a regular basis, and have social relations between them, and they have common goals and resources that they use to satisfy their needs within the framework of an economic system and social systems that help satisfy the needs of society. On this basis, the state can be considered a public society.



The components of this community can be identified as follows:

A group of people who have social relationships and interactions.

- Their participation in the natural resources and existing experiences in their society.
- The existence of a kind of division of labor and exchange of benefits between its groups in a way that achieves functional integration in society.

The existence of common desires among its members.

The existence of social systems that determine the relationships between its members.

Ibn Khaldun believes that society is the creator and is the creator of civilization and civilization. Then Ibn Khaldun, in his introduction, also believes that man is civil, of course, meaning that he cannot live isolated from people, as he is a social being who feels the need for other people to deal with them, mix with them, give them and take from them while he is in A permanent need for his gender to satisfy his basic and secondary needs.

The scientific concept of society stems from an integrative view of society as a group of social systems that interact with each other, link and cooperate organically to achieve social goals according to a comprehensive scientific planning approach

for comprehensive development. Therefore, the characteristics of social systems in society include the following:

Intertwining and overlapping in structure and functions in particular.

- Influence and mutual influence between the different systems in society.

give-and-take between systems.

And every system is part of the total system in society, and at the same time, every partial system is a total system with respect to its elements and parts that were formed. The educational charter, and so on. This integrated view of society includes the following:

Every social system has its own social goal within the general, holistic and integrated goals of society.

Education is a social system within these systems and within the overall system of society.

Education prepares manpower for the different social systems.

Education takes from the culture of the society and gives it to the new generations on the culture of the society and the development it brings about in it.

Community elements:

Each of the societies has basic elements that completely affect the life of the group in it and imbue them with a certain dye and shape them in particular. Hence, their problems differ and the solution to these problems varies according to the diversity of the group, whether it is an individual group, an urban industrial group, or a commercial group. Therefore, the basic elements that make up each community must be mentioned, which are :

1- **Normal conditions**

2- **People (individuals) in society**

3- **Social organization**

Normals:

Every society has certain natural and geographical situations that are influenced by many factors, and thus the life of the group adapts to that natural environment. The most important of these factors are:

A- **the climate:**

It includes temperature, cold, humidity, storms, winds, and the amount of rain, all of which affect the quality of agriculture and the life of the community.

b- **The size of the surrounding community:**

What is meant by this is the community of the village, city, agricultural or industrial area, because the size of the group affects the type and nature of the services provided to these groups.

C- **Topography:**

This means planning places, especially countries or villages, and knowing the terrain of the region, including plains, mountains, or valleys, because this is of great importance in the methods of communication and transportation, and therefore in the type of professions that the group can be interested in.

d- The type of breeding and the degree of its fertility.

E- Water sources, rivers and hot springs.

f- Mineral resources: of iron, coal or petroleum.

O - **Natural resources such as forests and trees** and the animals that live on them, all of this has an effective impact on the interaction of the group and the lives of individuals and also affects their way of life, their view of life, their hopes and goals.

2- **The people (individuals) who live in the community.**

Societies with a similar geographical situation may differ from one another due to a difference in the lifestyle and behavior of the people who live in those societies, because people have a great impact on the life of the group.

Among the important things that must be known about individuals who live on one spot or in one place are the following:

- **The number of population in the community:** “Because the systems of society differ according to the number of its members and its needs.”

- **Age and sexual structure:** it means the elderly and children, males and females.
- **The cultural situation,** level of education, illiteracy rate and educational problems.
- **The types of occupations** that the residents of the community are professional in give a certain color to the image that the society has.
- **The different races and nationalities** that exist in the same society, which may lead to a difference in directions and goals.

The social levels in society and the existence of classes lead to the emergence of a certain state of relations among the same group.

3- **Social organization:**

What is meant by it is the social units that are based on serving the group in the same community and are made up of the members of that group and their aim is to confront the problems of the group and meet their needs from those units.

A- **Institutions that are highly stable and have a special constitution, such as the family, schools, places of worship, and other government departments.**

B- **Groups that have a special system:**

1- **Business and professional organizations such as the Chamber of Commerce and the Factory Owners Association.**

2- **Charitable groups.** 3- **Trade unions of all kinds.** 4- **Sports clubs.**

C- **Bodies, which is a formed group with its own system established to perform specific and specific services and may be private or public, such as the Association of Libraries, "Social Services Office, Agricultural Extension Centers, YMCA etc."**

D- **Private Projects: These are organizations established primarily for gain. They may be a project or projects managed by an individual or a group of individuals, or they may be managed cooperatively or syndically.**

E - **Associations that do not change by a special system and do not have a constitution and perform specific services for which they were established.**

Conditions to be met in a cohesive society:

- That there be material or formal continuity in society. As for material continuity, it is that the members of society communicate with each other for a long period of

time. As for formal continuity, it means that despite the relatively rapid change in the members of society, the customs and traditions in society are of a certain nature.

- That the members of the community have an idea of the existence of this community and its components and characteristics.
- That the society has traditions as a result of the passage of time.
- To strengthen collective awareness and grow through contact and friction with other societies.
- To establish a respectable system in this society that guarantees individuals their safety and identity.

Community composition:

Each of these societies is composed of certain structural dimensions that can be summarized as follows:

1- Natural or physical construction:

What is meant by it is that every society is built on a specific nature and is influenced by influences that man has no hand in because they exist in nature and affect society, its culture and its life system, and the group has only to adapt to it or try to protect themselves from it or control it, such as the climate, the nature of the earth, its topography, and the natural resources in it.

2- Population construction:

It means the race, religion, type, origin, age structure, or subordination of the population, for example: Arabs, Muslims, Jews, Christians, old or young, educated, illiterate, camp residents, indigenous people, and so on.

3- Professional build:

In some regions there are certain industries that lead to the emergence of certain professions or special conditions that lead to the emergence of professions suitable for those conditions, such as cities located on the shores of the seas that lead to the emergence of workers in the seas or marine products or services, as well as in most of the regions where there are certain industries.

4- Institution building:

This includes the family system as a social institution, schools, places of worship, and various government departments, each of which is concerned with addressing the group's problems. The differences are clear here by looking at the family system in the countryside and the family system in cities, noting that the family system in commercial cities differs from the family system in industrial or agricultural cities... ..And so on

5- Layered construction:

What is meant by it is the caste system in societies, or what is called the system of social levels and the caste system, a phenomenon that has existed since the dawn of history and differs from one society to another, but all of them do not deviate from the existence of three class categories: (upper, middle, and lower).

6- Organizational structure: It refers to the methods of dealing with the problems faced by the group, depending on the style of the leaders or the leadership that organizes the life of the group, the nature of that leadership, and the prevailing system of government in society: democratic or republican.

Royal, princely, communist, etc.



Forms of society:

Some sociologists consider that society can contain the following main forms:

A- Primary groups :

Primary groups are considered the groups with which the individual comes into contact and belongs to. Among these primary groups are the child's family or other families that are related to his family through neighborhood or kinship. This also applies to the group of friends (play group) to which the child belongs. These primary groups are relatively small groups. It involves children's relationship with each other on the basis of direct confrontation in these groups, and although the

primary group has a great influence on the child's life and almost determines the features of his personality in the future, but rather it is, as psychologists say, on the other hand, there are limits to what members of the group can achieve. Shot and goals.

B- the local community:

It is a social organization or social system that includes a group of families and other social units, one of which is mutually dependent on the other in order to satisfy the bulk of their daily needs.

On the other hand, there is a difference between the local communities, whether this difference is quantitative or qualitative. Some of these communities are relatively small, as they include a limited number of families and social units, such as the village or desert community, and some consist of thousands of families and contain social units that exchange benefits and depend on each other, such as the community of big cities. On the other hand, some of these communities are characterized by a high degree of specialization, meaning that the local community benefits from a specific production line. For example, there are local communities centered around oil wells, and some around iron and coal mines.

C- The casual group:

It is the group whose members do not have a common consciousness, and it is an unstable, unintentional and spontaneous group, such as those passing by on the road, meeting in a movie theater, the railway, a vigil party, a rhetorical symposium, or a fleeting lecture.

d- Social bodies

We can give many examples of it, such as political parties, cooperative societies, charities, clubs, followers of religious sects, and the General Union of Transport Workers.



Community characteristics:

Society also needs education in order to preserve its characteristics. Each society has its own characteristics that it wishes to preserve. These characteristics include:

1- Self-characteristic and identity:

This characteristic is present in society as a whole and in all the organizations that make up the society. Indeed, every human being has a power that motivates him to preserve himself financially and morally. Secrets to work so that the young understand the group and the ways to preserve it so that it does not dissolve or perish, and every society desires to preserve its identity and works to prepare its members and provide them with the means of struggle and dealing with the rest of the members of society and the idea of loyalty to it.

2- The characteristic of continuity: This characteristic is not achieved by the continuity of the members of the group, because the basic year of life requires that every individual in society be born and his inevitable destiny is death (every soul will taste death). Society needs education to transfer its value and return it organized to the generation of young people who are born unaware of any of the skills, knowledge, habits and values of the group.

Education gives each generation the skill of life in the group and the skill of preserving it and acquiring its sciences. Thus, there are individuals who master the skills of the group and the way of life in it, and the community remains and continues to continue the value of our ideal, generation after generation, despite the disappearance of individuals following death. Thus, we find that the characteristic of continuity does not depend on reproduction by an amount. What depends on the education that the society is able to transfer through its various institutions and the cultural heritage that the older generation is very keen on, and sincerely desires to transfer it to the younger generation so that life continues.

3- **The characteristic of progress and development**: that each of the groups seeks to raise the standard of life in it to rise to the level of the age in which it lives, provided that this is within the framework of its value and ideals, and this does not come except through education, without which societies would have descended and perhaps wiped out of existence.



The importance of education for the individual and society:

A- **The importance of education for the individual**: –

Education is an individual necessity on the one hand, and a social necessity on the other hand, so neither the individual nor the society can dispense with it. Where he feels belonging and joining a group that accepts him, not hypocrisy with its members in many values and trends with others, which other individuals gain, and the human newborn is born completely incapable of satisfying any of his basic needs or providing security and protection for himself.

The individual needs education because he is born different in terms of maturity and growth and remains for a long time without having the means to take care of himself and interact with others. That is, the newborn needs all the physical, psychological and social care on the part of the adults who surround him and who imbue him in the life of the group, which increases the individual's need for education. The human and material environment contracts with time and saturates its elements and components, so the human race stocks skills and ideas,

which made the individual in need of a lot of experiences that help him to adapt to the environment and to conform to the changing and renewed conditions of life. Thus, the necessity and importance of education for the individual becomes clear for the following reasons:

1- **Knowledge is not transmitted from one generation** to another by inheritance: this is a clear reason among newborns of individuals at different cultural levels of their parents and their minds are free from any trace of information and knowledge. A social heritage that successive human generations struggled to acquire and preserve over the years with effort and perspiration. If the adult generation wants to pass on its cultural heritage to the young, it must have an education process that helps in this matter. From here, the importance of education for the individual and their need for it emerges. The many sayings of educators have confirmed this importance. Education and individuals' need for it Imam Al-Ghazali says, "If it were not for the scholars, people would have become like beasts, meaning that through education they would bring people out of the barbarism to the level of humanity."

2- **The human child is a highly dependent creature before adaptation: the human child is characterized as a weak creature that relies heavily on members** of his own kind, when compared with the young of other animals. The environment helps him achieve maturity and the weakness of the human child, accompanied by another characteristic of his flexibility or his ability to adapt quickly, as he grew and grew up compared to other animals that stand at a limit that does not exceed him. Given these two characteristics in the human child, he needs a lot of care and guidance in order to depend on himself and contribute In improving his community and his school is the one that carries out this difficult and dangerous task.



The human environment is very complex and changeable: the human child is born in a complex environment financially, socially and spiritually which is difficult for him to adapt to. To education, therefore, the duty of the teacher is to prepare the young people for the world of today and tomorrow together by accustoming them and being flexible in their thoughts, work, and needs, so that they are able to adapt themselves according to the change that is taking place around them in various aspects of life. Ready-made solutions, and Imam Ali said in this sense: Do not accustom your children to your morals, for they were created in a time other than your time.

B- The importance of education for society:

It is the one that enables society to see itself, review itself, and discuss its conditions in pursuit of renewal.

Human civilization owes its existence to education, which enables each group to criticize its system, fix its defects, address its problems, and face the various challenges it faces. Their society catches up with the constant pursuit of civilization, the quick step, and it is necessary for the advancement of the individual and society and their advancement, as it is the means to build human beings and provide individuals, depending on their age, capabilities, and levels of

maturity, with attitudes that develop the innovative mentality that enables them to discover new horizons that advance their reality.

Societies depend on education for life, as it is the means for its survival and continuity, establishing its goals, concepts and directions, making its future and building its political and social strength. Therefore, it is not surprising that it is at the top of the programs and projects undertaken by modern countries.

The educational needs of the community:

If the psychological foundations are related to the individual and his capabilities, then the social foundations of education are related to the nature of society and its needs. Education, in addition to caring for the individual, is caring for society and meeting the needs of society.

As for the need for education in society, it appears as follows:

- 1- **Preserving the cultural heritage:** If the society wants to preserve its cultural heritage from being lost, the way to do so is by transferring this heritage to the emerging generations through education.
- 2- **Promoting the cultural heritage:** A person should not only be satisfied with preserving his cultural heritage in spite of its contents. Although the contents of this heritage are abundant and wide, they cannot be devoid of some defects. The old generation is about reforming it, and education here is capable of reforming this heritage from its old defects.

Some educators consider that the needs of society are basically six, each of which represents one aspect of social life, and they are here: the moral aspect, the professional aspect, the family aspect, the patriotic aspect, the recreational and health aspect.

- 1- **The need for moral education:** it means adhering to the principles and values that people have inherited through generations, adhering to virtues, and staying away from the vices agreed upon in the culture of society.
- 2- **The need for vocational education:** It is an urgent need to keep pace with the industrial renaissance, which has had a great impact on education and education.
- 3- **The need for family education:** The origin and foundation of society is the family, and it is the smallest social unit whose members have one blood beating in their veins. However, the function of the family has differed from that of the past

ages. It used to perform almost all functions and satisfy all needs, but in modern society, due to the many requirements of life, it does not. It can fulfill all the necessities of life, so other social institutions have been established, but it still performs some of its basic functions, such as raising and educating young people.

4- The need for national education: People have felt the need to prepare a good citizen since ancient times

5- The need for recreational education: The higher a person rises in the ladder of civilization, the more his free time increases. Modern laws and inventions work to reduce working hours. Life is not all work, and a person must spend free time to entertain himself, renew his energies, and delight his life. Continuous continuous work leads to severe trouble and then collapse. Therefore, there must be time for recreation in order for a person to regain his activity again, and there are many types of recreational activities, including social, artistic, or sports.and others.

6 - The need for health education: Only a strong nation can create and maintain a sophisticated civilization, just as only a strong individual can achieve his potential to its fullest extent. The body or the requirements for success in life and for the nation to consist of healthy individuals are the first conditions for prosperity in its life. Health in its broadest terms is one of the necessities of individual and social life.

Reasons necessary to educate the individual and society: -

Based on the foregoing, it can be said that education is necessary and important for the individual.

society for the following reasons:

1- Education is a major national strategy for all the peoples of the world: it has become no less a priority in terms of the priority of defense and national security, because the progress, progress and civilization of peoples depend on the quality of individuals and not their number. The field of education is left to be taken over by local efforts without national guidance from it, and from here it is clear that education has become the lifeblood of peoples.

2- It is an important factor in the economic development of peoples: the human element is the most important thing that any country possesses. It has emphasized the important role that education plays in increasing national income. Education has become viewed economically as a national investment of human resources.

Education has an important role in revitalizing industrial and productive institutions, including: Through the development of knowledge and methods of work and production.

3- **It is an important factor in human development:** Education has an important role in the human development of individuals in terms of their being individuals in a social relationship imposed on them by their multiple roles in society, such as playing the role of good citizenship capable of assuming responsibilities and carrying out the duties imposed by this citizenship and exercising national and social rights and duties and playing a role Father and mother and the success of these roles depends on the degree of educational maturity.

4- **It is a necessity to establish true democracy:** There is a proverb that says the more a person learns, the greater his freedom. This means that freedom is linked to education. Education liberates a person from the chains of slavery and ignorance, and freedom can work in light of illiteracy or cultural poverty, and this outweighs the importance of education in forming a free and enlightened citizen who is able to participate. .

5- **It is necessary for social cohesion and national and national unity:** Education is an important factor in unifying the religious, intellectual and cultural tendencies of the members of society, and by this it helps them in creating an intellectual unit that helps them interact and leads to their interdependence and cohesion.

6- **It is an important factor in bringing about social mobility:** Social mobility or social mobility means the advancement of individuals and their advancement in the social ladder. Mobility is either horizontal, which is the transfer of a cultural phenomenon from a person or group to another person or group who are similar or identical, and vertically if this phenomenon passes. Cultural movement is from top to bottom or from bottom to top, and there may be a mediating movement if people's centers and positions remain undetermined when moving. For the individual, the movement is horizontal if he moves from one social group to another group of the same level and vertically if he moves from a lower group to any higher group or On the contrary, social mobility is affected by the following conditions and reasons:

A- **Social change:** It facilitates the process of individuals moving from the bottom of the ladder to the top or vice versa. It also works to open classes and remove narrow class restrictions.

B- Means of communication: The greater the means of communication between people and between groups, the more this encourages social mobility, and vice versa.

C- **The division of labor**: It is the third factor influencing the process of social mobility. Whenever the scope of the division of labor and the diversity of specialization expands to a complex degree, this creates conditions that impede the easy transition from one class to another within society. Perhaps the division of labor and specialization is one of the important factors in modern society that led to creating distinctions between people and classifying them into categories and classes. Education plays an important role in progress and social mobility, because it increases the quality of the individual and raises the rest of him, and then his income improves and increases by the amount of his skills and knowledge, and the increase in his income results in an improvement in his economic and social status.

7- **It is necessary for building the modern** state: the modern state means the states that live their age on the basis of scientific progress and in which the individual enjoys a free and dignified life and the flags of prosperity and social justice flutter on its sides.

What is the concept of education? And what are its characteristics?

What is the concept of society? What are its elements and features?

What is the importance of education for the individual and society?



Chapter II

(Social problems)

The concept of social problem:

The social problem is a situation that requires corrective treatment and results from the conditions of society and the social environment to confront and improve it. Social problems accompany industrial progress, and the sense of them increases among some groups of the population when they compare the conditions in which people live, for example, with the conditions that could exist and lead to breaking the severity of these problems. Therefore, social problems are divided into two parts:

A- Social disintegration.

B - deviant behavior

Muhammad Al-Muhais believes that the social problem is those difficulties and manifestations of deviation and anomalies in social behavior, and manifestations of proper social maladjustment that the individual is exposed to, which reduces his effectiveness and social sufficiency and limits his ability to build successful social relationships with others, and to achieve the desired social acceptance. The social problem of youth They are not separate from their physical, psychological, mental and intellectual problems. Rather, they are completely linked and often we find them intertwined with them. If a young man's health worsens or he suffers from a physical deficiency, the effect of this does not stop at reducing his physical sufficiency, rather it goes beyond that to reducing his psychological, mental and social sufficiency.

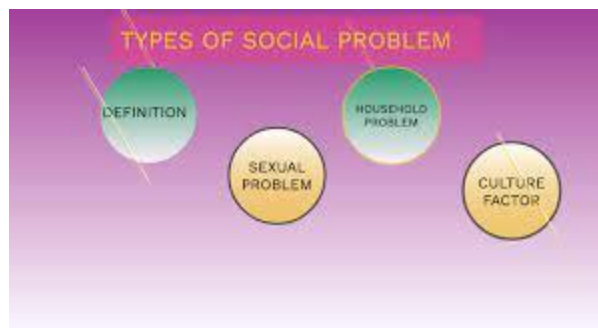
Horton and Leslie believe that a social problem is a condition that affects a number of people, and this influence takes place in ways and methods that are seen as unacceptable and undesirable, and they feel a strong desire to carry out a collective social action against these methods and the party in which the problem appears.

Characteristics of the social problem:

The social problem is characterized by:



- 1- It arouses the interest and attention of a great deal of society and its institutions.
- 2- The overlapping of social problems, as they are usually intertwined with each other, like the overlapping of social systems completely.
- 3- The single social problem has different dimensions that affect its manifestations, degree, and the extent of its priority. It is related to the dimension of history, place, law, politics, economy, and the social, cultural, and educational dimension.
- 4- Relativism, in the sense that social problems differ according to different societies and times, and the identification of problems is affected by the individual's condition. The problem may arise due to age, color or race.
- 5- It is automatic and is not made by the individual or a few individuals, but rather by society
- 6- It is endowed with the attribute of tyranny and obligation, meaning that it imposes itself on individuals and they cannot go against it.
- 7- It is general and widespread, and it is also a historical phenomenon, i.e. a moment in the history of a group of people.



Classification of social problems:

There are several types of social problems:

1- Life problems (basic):

They are the ones that greatly affect the members of society, such as problems (housing, food, education, health, and social care). Such problems, if not addressed, affect the structure and functions of society, and lead to other problems such as high crime rates, illiteracy, and the spread of epidemics and diseases.

If educational problems are not addressed, the illiteracy rate will increase, and if there is no appropriate health care (preventive or curative), epidemics and diseases will spread.

2- Economic problems:

They include low average per capita income, low productivity among members of society, weak economic institutions in carrying out their productive functions, relying on consumption more than production, weak savings for citizens and the inclination of citizens to establish economic projects.

3- Social problems:

It means more than just having unsatisfied needs for large segments of the population, but rather the members of society feel the brunt of these problems and seek to make efforts, either on their own or with the help of a team, to face these problems.

Among these social problems is what the family suffers from, disintegration in social relations, lack of places to occupy leisure, one of the family members suffering from a major problem such as drug addiction, problems of family conflicts, divorce.



4- Societal problems:

It relates to building society (organizations, institutions) and community policy (a set of procedures, regulations, legislation, and general policies for societies) and the constituent individuals of society (individuals, groups, communities) and it also relates to the functions of society (productivity, social, politics) which have a direct impact on security. and community stability.

Societal problems also include problems of juvenile delinquency, unemployment, terrorism, and such problems have an impact on all other sectors of society, and this type of problem falls under this type of problem (economic, social, political, health, security, and educational problems).

Causes of social problems:

The trend in modern sociology centers around the study of social problems from one starting point, which is deviation from the rules and standards set by society for correct behavior, and the interest in studying deviant behavior is not focused on its simple or non-recurring types, or that encounter mere aversion and disgust, but revolve around Those types that are considered a threat to the entity of the group on the one hand, and to the rules of acceptable behavior on the other hand.

The social problem is the deviation of social behavior from the rules set by society for correct behavior, as long as these rules set certain standards, the deviation from which leads to a clear reaction from the group.

Many researchers believe that many social problems are due to the non-satisfaction of some needs among the members of society, and these needs may be social, psychological, economic, biological, health, educational or recreational.

- 1- Subjective factors: due to the citizen himself.
- 2- Family factors: It is related to the citizen's family.
- 3- Social factors: refer to the groups to which the citizen belongs.
- 4- Environmental factors: due to the limited neighborhood or community in which the citizen lives.
- 5- Societal factors: due to the conditions of the general society in which the citizen lives.

Among the causes that lead to social problems, the most important of which are the following:

Technological progress that is accompanied by the export of types of devices, tools and machines to some societies, which is accompanied by new cultural patterns in those societies, and some of these cultural patterns may be completely alien to the members of the society, and from here some social shocks occur that may result in some social problems .

- Extreme openness to other societies and cultural transfer from them, as human societies deal with each other and transfer from one another in many fields, especially in technical fields, which have increased these days because of the ease of communication, and because of the validity of technical patterns for use in all societies.
- Society's lack of understanding of the needs of young people, and the failure to satisfy those needs by sound and legitimate means.
- The cultural gap between generations. It is noticeable that there is a difference between adults and children in their understanding of things and in their dealings with events. Therefore, there are types of conflict that begin between the parties to the equation in the same society.

In order for us to understand and explain social problems, there are many facts that should be taken into account, namely:

Measures (criteria) of the social problem:

The social problem usually exists when a kind of contradiction or conflict appears between what is or actually exists, and what people think it should be. Individuals in these societies or groups, as well as such matters vary within the same society from time to time according to the development of society and the degree of growth

Social origins of problems:

Social problems have social origins, and although when society describes the contradiction between some of its members or groups due to the existence of the problem as unacceptable, and that it should be confronted and confronted, despite this, the society itself can be behind the occurrence of the social problem in a way or another.

Sociologists usually focus on the social origins of problems more than they focus on anything else, and this, of course, does not mean that there are other

causes for social problems such as natural disasters such as earthquakes, erupting volcanoes, floods, hurricanes, infectious diseases, and so on.

It may result in many social problems.

Apparent and latent social problems:

Many social problems are visible and visible, and people do not differ on them. Crimes of all kinds are part of the social problems that exist in all societies to varying degrees, and everyone denounces them to one degree or another. The problem of drug abuse, for example among young people in many societies, is considered one of the clear and apparent problems. Which all societies are trying hard to eradicate.

But there are types of social problems that are hidden and not clear to many. For example, there are social problems that may arise among young people as a result of watching some television programmes, as it has been proven that some young people imitate the heroes of the television series that they watch in the field of crime, such as stealing cars in a specific way or burglary. Some are safe in their homes.

People's perceptions and convictions about the social problem:

People's perceptions of their social problems differ. There are those who view the social problem as every difficulty that faces normal patterns of behavior in society, or as deviations that appear in the behavior of individuals and groups, in the sense that it is a deviation from the standards agreed upon in a culture or a society.

There are also many scientific theories that have tried to explain social problems and focused on the social aspect, and see that social problems deal with problems related to large numbers of members of society, and the problems that hinder their lives or indulge in them.

Theories explaining social problems:

Social disintegration theory:

The stability and solidity of any society is due to the consensus of its members and their agreement on the standards and rules of behavior that they have accepted for themselves, and thus everyone becomes well-adapted in their lives, but when the consensus of these individuals is shaken, for one reason or another, and when the existing rules of behavior do not become coherent, or when these are

challenged Behavioral rules are other new rules, then society becomes in a state of social disintegration.

It can be said that social disintegration is a new state of society in which its members find themselves, and they do not share the same standards of behavior that they shared before, and their expectations regarding the behavior of each other are no longer subject to agreement or consensus.

On the other hand, the results of social disintegration cause pressure on individuals and groups within a single society. The phenomenon of divorce, which many societies suffer from, causes an imbalance in the first cell of society, which is the family. In addition, the roles that parents used to play are also disturbed, which exacerbates the severity of the problem. Social disintegration.

The theory of social change.

Social change here refers to a change in the patterns of interaction within society, such as a change in customs, traditions and the technology used. Likewise, social change can include something, starting with people's changing attitudes towards anything.

And this, and some sociologists have adopted the idea that social change is the original and initial cause of social problems, and they have tried to link that specifically with the rate of change, while some of them said that the speed of change is behind the social problems, others said that the difference in the rate of change for certain parts of society is The reason for the change.

The theory of conflict of social values:

It is well known that in every society there are sets of values that almost all members of this society share in, just as there are values that are specific to certain groups within the same society and it is not a requirement that they be general to all individuals, and these last values differ from one group to another.

The most important thing that we should pay attention to is that the conflict of values is considered one of the most dangerous conflicts, and it is not easy for society to reach simple solutions in it, because every group believes that it is right with regard to its values that it defends, and on the other hand, it is not willing to concede its values. Easily.

Deflection theory:

He advocated the theory of deviation and loss of standards, the role of Kane, and he believes that the social problem is violations of existing standards in society and a departure from them.

According to the interpretation of this theory, a group or groups of individuals dissent from society in their behavior, so that these behaviors appear to be abnormal in relation to the standards of society, and thus completely contradict them and the normal behavior expectations that society expects from its members.

Merton believes that every society has certain goals that it seeks to achieve through or through legitimate means that the society has accepted, but within every society we find that there are some individuals or small groups that have been deprived of achieving these goals, and therefore they follow illegal means to reach what they want, and they do so. They go out on the custom of the group and on its laws that it has accepted.

social construction theory.

The proponents of this theory see that society as a whole is the problem, including all its institutions, as well as all the opinions and doctrines that exist in it. They reject the building of society itself, and this is in complete contrast to other theories that favor and support social construction.

They believe that in order to solve the problem, we must reorganize the whole social situation again, and they present a comprehensive point of view confirming that we should not pay attention to individuals or even to the different groups in society, but rather the whole social structure that should be looked at and taken care of, and that in order to solve any social problem, we must To reshape the social structure in all its components.



How to study social problems:

The scientific study of social problems is like the scientific approach to the study of any subject. The study of social problems depends on the methods of social research, just as the natural sciences depend on laboratory tools. The scientific approach in the study of social problems can be identified as follows:

- Determine the rules or criteria on which deviant behavior is measured.
- Estimating the degree to which the population of the community complies with the rule that will serve as a measure.
- Studying the deviant behavior in the light of the situation in which it occurred, as well as estimating the degree of the deviant's lack of sensitivity in relation to the rules of society.
- In the light of these steps, the researcher arrives at a sound description of the problems of society, in addition to what they contain of practical benefit to light the way in front of him to protect society or to reach a solution to the problem.
- Likewise, the researcher should know what is called (understanding the sociality of social problems), meaning that he understands how the problem developed into what it has become and why? How does this problem affect people's lives? And what are the effective elements in it?

- This understanding is an important frame of reference for the researcher in his work, and it helps to organize the information he gets, which saves him a lot of time, and ultimately helps him solve problems intelligently and effectively.

When studying the social problem, we are necessarily subject to a set of considerations:

- 1- Strict adherence to the scientific approach that leads to recognition of the sequence of causative factors and the pervasive nature of the social problem. This entails recognition, on the other hand, that the major problem in society reflects the contradiction of the building parts, while some minor problems may express an imbalance in function.
- 2- Studying the social problem should not be done in isolation from understanding the close connection between culture and society.
- 3- Social systems are organically interconnected, as well as social problems are also organically interconnected. The interpretation of these connections is primarily due to the fact that the social structure itself and its functions are also organically linked, and therefore the social problem is nothing but a result of a disturbance affecting the social structure.
- 4- The social problem reflects the value orientation of society, and solving social problems can lead to a total change in the nature of social life.
- 5- There is no inevitability that the social problem has a general character, and that social life leads to deviations in the roles and positions of people as a result of the shocks that affect the social structure.

Among the important approaches and methods for studying social problems are the following:

- Religion: Religion reveals and creates the foundation and authorial essence in life, and it deals with many problems, especially those related to deviations from the moral system from a theological point of view, by saying that God punishes them, and these deviations are from evil, sin and aggression, and the clergyman is ready if he is asked for help In a lot of interpretation and theft and to call for repentance and forgiveness for not doing such actions harmful to society.

Of course, his explanations for these actions are due to religion, considering that these actions represent deviations or departure from God's teachings and commands as a sin.

Law: An important fact that should not be overlooked is that the social problem has a legal reality, such as crime or any breach of the legal system. Murder represents a crime that moves the penal apparatus of the state as a whole, and this move is permanent from a legal point of view as long as there is a sin.

It is certain that there is an increase in legal procedures today until they are linked to medicine, psychology, and social sciences. The case begins under the penalty of strict law, with understanding, filing lawsuits, and punishing deviants of opinion and viewpoints, and reaches the arena of justice and ends with treatment more than it ends with punishment.

- Journalism: The approach to journalism is completely different from any other approach to studying and understanding social problems. Until the eighteenth century, newspapers (al-Ikhbariya - magazines) were noteworthy, revealing everything and protecting against exploitation, corruption, and intellectual or moral decline in society.

Today, newspapers and magazines have become a useful tool for awakening and alerting the public response against many social problems such as drug addiction and prostitution.

Exposing and disclosing social problems is the ultimate goal, whether to understand, prevent, protect, or punish, and the approach here is always impressionistic, and rarely calm.

The sociological approach: the sociologist studies the social aspect of the problem, and this does not mean that he isolates it from the rest of the society, because despite the variation and disparity of the social problem, especially in modern society, and although its causes lie outside the individual, they occur within the social structure. .

The sociologist must be objective in the sense that he writes what he sees and studies what he observes. He is neutral and impartial as a requirement for knowledge and an aim for abstraction, especially with regard to the ethical rules of any form of behavior.

The treatment of social problems may take a long time, and its means and methods may be multiplied. There are levels to study the social problem and work to solve it and confront it. These two levels are:

1- Therapeutic level: It aims to eliminate existing problems, or at least tries to mitigate their consequences as much as possible.

2- The preventive level: It is the one in which those responsible for society expect problems to occur as a result of their knowledge of their causes in advance, and then they begin to prepare for that before the calamity occurs, and the result is fewer losses, and the preventive level depends on the results of other sciences and on their data such as psychology, sociology, And the science of statistics.

Difficulties in solving social problems:

There are many difficulties that limit the use of this method and limit access to results similar, or even close to those of the natural sciences, and they can be summarized as follows:

1- Complicated situations:

This is because it is difficult to separate social situations from each other because they are intertwined and complicated in the field of social sciences, because the problem may be due in its causes to natural conditions or to social skin factors, and such social human factors change from time to time according to the movement of life in society and according to the surrounding circumstances and its relationships with others . Likewise, social attitudes are difficult to adjust and control. In fact, it is often difficult to isolate the feelings of the researcher himself from the subject he is looking at, or the problem he is trying to solve.

2- The difficulty of conducting experiments in the social sciences:

In the natural sciences, all variables can be controlled and controlled, as well as knowing and measuring the results of each experiment, and then repeating it again to control any factor or element, no matter how simple it is. Social, just as the social problem is characterized by uniqueness, in the sense that it does not occur except once in the same form.

Likewise, the social problems that occur in one society may be somewhat similar to some of the problems that may occur in other societies, but they still bear the characteristics of the society in which they fall, and the characteristics of the era in which they live.

3- Inability to reach social laws:

As long as we cannot control the social phenomenon, nor can we control the social problems that result from it, then we cannot talk about social laws that can be enacted, nor can they be applied to social problems.

The speed of social change differs from one society to another, and from one era to another, even within the same society. Hence, it is difficult to reach social laws that apply to some societies and their social problems, or to one society in different periods with regard to dealing with its social problems.

4- The researcher's difficulty in avoiding the subjective aspects:

The social problems that scientists study cannot yield results from some personal judgments, those that are reflected in the personalities of the researchers. In many cases, it is difficult for the researcher to abstract himself completely when studying a problem, unlike what happens, for example, when studying some natural phenomena.

No matter how much the researcher tries to achieve a degree of objectivity and impartiality, his choice of the problem, as well as his study, analysis and attempt to treat it is affected by several factors, including:

- His experiences and ideological affiliation.

His caste status.

- His position in society.

The impossibility of accurate social measures:

- For example: the problem of pupils dropping out from the primary stage is recognized as serious, as it is easy to know the numbers of pupils who drop out, and it may be possible to know the reasons for their dropping out through careful scientific studies, but measuring the danger of this social problem is more difficult to achieve.



Some misconceptions about social problems:

- The general public has a set of impressions, which may not necessarily be correct, and they often affect the work of sociologists and educators.
- Lack of agreement among people on what is considered a social problem.
- Considering social problems as something normal.

Insufficient information on some problems:

Some serious social problems may not have enough and appropriate data about them for one reason or another, and among these reasons is that some individuals may not allow others to investigate them and know their private affairs that make them a party to a social problem that affects a wide segment of society.

Conflicts of values and interests:

In some societies, some of the values believed in by the vast majority of the members of those societies may conflict with the interests of a particular class that has special interests and has a certain influence on the course of affairs in those societies.

Lack of integration of solutions:

The large number of social problems and their expansion to include large sectors of contemporary societies has made the integration of solutions related to them difficult, whether for governments or institutions that seek such solutions. Likewise, the solutions that were found for some problems resulted in other

problems that cannot be underestimated. For example For example, we find that medical care and higher living standards for the middle classes helped to reach the population explosion.



Examples of social problems in the Arab world:

1- Marital and family problems:

The balance of any social group with society stems from the moral and behavioral challenges that keep the social entity from falling into the clutches of problems as a result of poor compatibility and the inability to adapt within the framework of the group.

And what applies to the social group applies to the family (since it is the basic social group in society). Hence, the ill-adapted family tends towards behavioral and moral labyrinths that are reflected in the strength of its cohesion and the possibility of its continuity.

The moral and behavioral standards and values of the family are determined by what society imposes on the manners of behavior and transactions for any member of the family in terms of indoctrination and application to formulate general behavior.

Perhaps the most important relationship that contributes to strengthening the bonds of stability in the family is marriage, which is considered the basis for the formation of the family, and it is the relationship on which it is based and that all other family relationships are built. Taking care of children and raising them as good citizens, and the continuity and stability of marriage depends on the extent of understanding, compatibility, and the possibility of adaptation between the spouses, and the condition of rejecting prostitute and adultery relationships, and relationships that do not conform to religion, social norms, and prevailing systems in society.

Among the most important marital and family problems:

1- The problem of divorce:



2-

Among these reasons:

- Lack of harmony between the spouses emotionally, culturally or financially.

- The dispute escalated to the point of conflict between the husband and wife's families because of the children and their responsibilities in care and living.
- Divorce rates vary from one society to another depending on its societal, political and economic conditions, and according to the values and standards that society believes in and the religion that individuals profess.
- The divorce rate in the Arab countries in general is high, and this is controlled by a lack of considerations, the most important of which are:
 - The first marriage period, which is characterized by its seriousness in the marital relationship as a result of the difference between the marriage and the wife, their inability to accept each other, and the lack of psychological compatibility and adaptation to the new reality.
 - This stage often continues in the first years of marriage, and divorce cases decrease the longer the ten years, as the wife and husband understand each other more, as the family produces children and their responsibilities increase, and each of them devotes himself to performing his duties and roles in caring for his family.
 - Which increases the strength of the marital bond, and leads to a decrease in divorce rates, the presence of children and the emergence of positive fruits of family life, because their absence often leads to the search for another wife who gives the husband a sense of security and reassurance for marital life.

Reasons for divorce:

- The economic factor, and its impact on the life of the family.
- The development of women's social status.
- The marriage is not based on clear foundations.
- Difference in cultural level, social status and age.
- Weak religious and moral motives.
- Lack of harmony necessary to support the family before and after marriage.
- family instability.

Dealing with the problem of divorce:

- Expanding the scope of care and social assistance, in order to reduce the burdens on the heads of families, in order to treat the physical and health causes that threaten the life of the family.
- Applications for marriage or divorce must be examined and studied by psychological, social and medical specialists, and so-called family clinics should be established in an attempt to identify problems, provide advice and work to reconcile the parties.
- Awareness of the problems and harms caused by polygamy, as it is necessary only in special cases and circumstances. As for polygamy for the purpose of pleasure only, it is necessary to raise awareness of its harms and effects on the family, its members and society.
- Taking care of the recreational aspects and organizing leisure time for the family and trying to improve their artistic and tasteful levels in order to reduce the intensity of family tension that leads to many cases of divorce.
- Create A health clerk to detect those wishing to marry before the knot, thus disappearing cases of divorce due to disease, infertility or homosexuality.
- Raising the marriage age for both sexes.
- Bulletin of family culture in schools and universities.
- The media spread marital awareness.
- It is possible to mitigate the problems of family disintegration through the spread of study programs on marital education in university colleges and secondary schools.

The problem of family disintegration:

Experience indicates that tensions between spouses must end the life of the family, i.e. by its disintegration and dissolution. This disintegration may be internal or partial, such as temporary separation or intermittent abandonment. Separation and abandonment mean leaving marital life and thinking of ending it or evading its responsibilities.

However, there is a subtle difference in the use of the two terms. Separation indicates that the husband or wife left home life based on a previous agreement between the spouses on this situation.

As for abandonment, it indicates that one of them left this life without agreement and without expressing his point of view on maintaining or ending marital relations.

The incoherent family is also a result of marital tension, as the spouses are unable to live together and feel alienated from each other, and the spouses do not feel the obligation of people towards each other, but for many reasons they do not submit to separation or divorce.

It is noticeable that violence and public disagreements prevail in this type of family. The family atmosphere is usually devoid of laughter and humor, and is even dominated by clear depression. The members of this family do not tend to discuss with each other regarding their problems and experiences, which means that contact with them is very limited. their obligations in an automatic, non-expressive manner.

The husband holds a job and provides for the family, the wife takes care of the household affairs, prepares meals and takes care of the children, and the children go to their schools and perform their daily duties, and all of this is done without any emotional expression on the part of the family members towards each other.

In this type of family, we find that one or both of the spouses have a strong personality and avoiding divorce is a rational decision on their part.

As for the justifications for that, they are sacrificing for the sake of their children, or maintaining the respect of others for them, or not wanting the moral rules to end.

- In this type of family, enmity prevails between individuals to a large extent, and discussions and disagreements often revolve around minor issues of little weight, and their relationships with others are often affected by their experiences within the family.

The problem of the death of one of the spouses:

There are many similarities between divorce and the death of one of the spouses, and this is naturally related to a basic sociological fact that they mean that one of the spouses stops performing his roles and obligations, which requires adaptation at the level of the entire family.

The similarities between death and divorce can be summarized as follows:

- Loss of a sense of security and safety.
- Loss of ideals, models and role models for children.
- Increased burdens on the party in charge of childcare.

Increased financial problems (especially in the case of the departure of the husband)

- Redistribution of household tasks and responsibilities
- If these are the similarities, then there is a fundamental difference between the meaning of death and divorce. When marriage ends with the death of one of the partners, the prevailing belief is that if it were not for death, the marriage would have continued, because the other partner is seen as a person who has not only lost a human partner, but is seen as a marital relationship. is over.

2- Societal problems:

The problem of begging:

Begging is one of the social phenomena that threatens social life in developed and developing countries alike. This phenomenon indicates satisfactory personality traits such as dependence and passivity. From a social point of view, it is a form of real threat to the active class in society and a clear indication of the difficulty of adapting to the general framework of society.

Begging very simply is extending the palm to ask for charity from others or pretending to be in dire need for it by practicing forms of marginal wire or methods that may draw attention.



The share of Islamic societies is large in the size of this phenomenon, because the beggar tries to evoke sympathy and feelings of pity in the Muslim person under the pretext of doing good and supporting the anxious and the needy, and it is found in all age groups.

There are many factors that lead to beggary, and they may differ from one society to another and from one age group to another, but there are physical, mental, psychological or social characteristics that push a person to beg, including:

- congenital malformations. . - Mental weakness - Some chronic diseases - Deprivation and lack of material or emotional satisfaction - Disorder of personality development - Failure and despair from the multiplicity of life's demands.
- Poverty and the low social status of some families - weak personal potential and capabilities
- In order to eliminate this phenomenon, the efforts of all state institutions should be combined.

The problem of unemployment:



The problem of unemployment is considered at the forefront of the problems that the third world suffers from in particular, and the whole world in general, however, its size and dimensions vary according to the view of each society regarding unemployed individuals, just as unemployment is a disease that results in many diseases. serious economic and social issues that can be summed up as follows:

- **Economic results:** The economic effects of unemployment are summarized in poverty and a decrease in the standard of living, which leads to epidemics, diseases and illnesses.
- **Social results:** since unemployment has a negative impact on population growth, as it leads to a delay in the age of marriage, and all kinds of crime, especially theft.
- **Psychological results:** Unemployment also has psychological effects, as the unemployed does not feel national affiliation, and generates a sense of insecurity, reassurance, and indifference, and this results in his violent behavior in all matters, and the unemployed is linked to thinking, feelings, and dependence.
- **Political results:** Unemployment also has its political effects.
- Numerous studies have shown that the problem of unemployment is linked to crime, and there are several characteristics that characterize the unemployed, which can be summarized as follows:
 - - The unemployed tend to mix with neighbors and friends who are characterized by criminal behavior and who have criminal records.
 - The unemployed tend to migrate internally in search of work, but he soon leaves this job of his own free will.

Tends to social isolation and manifestations of this:

- His problems with his colleagues in any job he joins.
- He resorted to leaving work to escape from these problems.
- Poor relationship with his neighbours.

Juvenile ward and displacement problem:

The problem of juvenile homelessness and delinquency comes as a result of the social changes that accompanied the development in the social environment, as a result of industrialization, child labor, women going out to work, and the weakness of family control, especially in backward neighborhoods and industrial urban cities.

The juvenile delinquent: is every person over seven years of age but not over fifteen years of age, that juvenile is not adapted, commits bad behavior, which requires him to be held legally accountable. Due to certain circumstances, including the following:



- Exposure (the juvenile) to mixing with bad role models such as criminals, beggars, drug dealers, and so on.
- Escaping from the parents' authority and the parents' control over the juvenile's behavior and actions.

- Carrying out immoral acts that harm others and put them at risk.

Societal and family factors that lead to the emergence of this problem:

There are several opinions, including:

- The disintegration of society in general and the disintegration of the family in particular.
- polygamy.
- A child who develops in a healthy way emotionally and spiritually begins the journey of socialization inside and outside the home from a good start, and continues to be compatible with society, helping him to be in harmony with teachings and values.
- Release from collective obligations is one of the factors that encourage the spread of vagrancy and delinquency in the social environment, and within this dissolution are the following:
 - The lack of interest on the part of those responsible for caring for young children in providing modern methods of education, as well as extreme treatment, whether it is pampering or cruelty.

Economic conditions.

Lack of appropriate educational conditions.

Bad behavioral level.

The environment's lack of the necessary measures to prevent juvenile delinquency, whether they are delinquency or delinquency, including the following:

- The need for specialized devices to care for homeless and delinquent juveniles.
- The need for effective measures to address unemployment.
- The need to provide vocational rehabilitation opportunities for disabled juveniles.
- Providing nurseries for the children of working mothers.
- The need for more cooperation between the means of social upbringing, especially the school and the family, in the field of education and education, and paying attention to behavioral problems that reveal aggressive tendencies against society.

- The social environment's need for legislation to protect children and the implementation of existing legislation to counteract the effects of delinquency.

pollution problem:

Pollution in the simplest sense is any manifestation of interference with a component of the environment so that it affects it and changes its nature, and thus leads to harm to humans and other living organisms.

All countries, regardless of their economic levels and political affiliations, have managed the danger of pollution in all its forms and types, and have realized that it leads to harm to all living creatures on the surface of the earth, and it will even become a source of many diseases that will be difficult to treat in the long run, and many organizations have taken care of the issue of pollution.



The term pollution summarizes the various environmental threats that individuals are exposed to, and they often become more accustomed to it.

As **for the factors that produce the state of pollution**, they are known as pollutants, and pollutants are materials or microbes that harm humans, cause diseases, or lead to death. Pollutants can be classified into two types:

- **Natural pollutants:** pollutants emanating from the components of the environment itself, such as components of harmful insects, microbes, poisonous plants and animals.

- **New pollutants:** which are formed as a result of what man has developed in the environment in terms of technologies and what he has invented of discoveries and projects such as those resulting from various industries, atomic explosions, means of transportation, and the gases, waste and noise caused by those means.

Pollution has become a phenomenon where the environment is no longer able to renew its natural resources, and the balance between the various elements is disturbed, and these elements are no longer able to analyze human waste or waste consumption resulting from its various activities, the most important of which are:

- **Pollution of cities with smoke from automobile** exhaust and gases from chimneys of factories and power stations.

- **Pollution of agricultural soil** as a result of the extensive use of pesticides.

Pollution of waterways as a result of industrial waste and human excrement thrown into them.

- **Huge pressure on natural resources** as a result of industrial progress, especially non-renewable resources (such as coal - oil - groundwater - mineral ores)

- **Stripping large areas of forests** and forests and the extinction of a large number of animals.

- The high rate of loss **of marine organisms** and the increase in the percentage of swamps.

Radioactive materials from nuclear test areas.

Excessive use of technology **without taking into account its danger to humans and the environment.**

The role of educational institutions in treating the phenomenon of pollution:

1. **Introducing individuals to the different natural environment** components and the social components in which they live and affect their lives.

2. **Paying attention to the environmental approach**, as it is an introduction to the development of education, because human life and the development of civilization are linked to the environment in which they live

3. Activate students' contact with the natural environment in which they live.
4. Deepening environmental awareness among students so that awareness turns into a positive behavior to preserve the environment and take into account the close relationship between human life and environmental health and not violate it.
5. Developing the relationship between the school and the environment so that the curricula and the function of education serve the environment and improve it.
6. The school studies community problems
7. The school works on continuous coordination between its own efforts and the efforts of public institutions and agencies in the field of environmental protection.
8. The school is a link between the state and citizens through its efforts to educate local communities about some environmental problems, such as burning rice and encroaching on fish wealth.
9. It works to instill healthy values, knowledge and positive attitudes in the hearts of students
10. Holding training courses for teachers to raise their awareness of environmental problems and confront them
11. Spreading the environmental culture continuously through a set of procedures by giving a specific speech on the radio - trips and visits to environmental areas - skill development - wall magazines.

The role of non-school institutions in dealing with the problem of pollution:

The role played by non-school institutions is complementary to the role played by school institutions, especially in a society where the illiteracy rate is high.

The most important non-school institutions:

1. **The family:** one of the important institutions in the life of the child, and the child is the building unit of society. Therefore, it was necessary for the family to take into account God in its children and to have an effective role in the field of developing environmental awareness, and this is through some of its roles:
 - **Work to nurture artistic taste,** love of beauty in all its forms, love of flowers, love of birds, their protection, and care for public utilities.

Providing a healthy social environment for the child to develop physical, mental and social capabilities in an atmosphere of love, safety and stability

- **Protecting the environment** from pollution by setting a good example from the father and mother, as children are by nature imitators

Therefore, the role of the family is effective in this matter and is constantly required.

2. **The media:** The media are considered to have a very important influence because they reach all homes very easily without being linked to the possibilities. Therefore, their impact is direct and rapid. Therefore, attention must be paid on the part of the media to inculcate the desired religious values, modify the behavior of individuals, and rise to the level of responsibility. Where the means can The media dealt with any environmental problem in a dramatic way, explaining the problem, its causes and how to overcome it. This requires a media body specialized in media and a strong will.

3. **Museums:** The role of museums, especially geological museums, can place these museums in their appropriate place in Egypt as a means of instilling the value of interest in environmental elements among students in scientific visits. The agricultural museum plays a positive role in introducing the agricultural environment, especially as it is at risk as a result of urban invasion and bulldozing. Water museums are also Zoos are no less important in creating environmental awareness among Egyptians.

4. **Clubs and youth centers:** Clubs can play an important role in terms of programmes, activities and trips that contribute to the dissemination of environmental culture and the advancement of the environment. This can be done through:

Inculcating desirable habits, attitudes, and values

- Developing youth awareness of the environmental problem

Acquiring healthy habits and training in risk prevention

5. **Places of worship:** The mosque is one of the important Islamic institutions that contribute to the education of the Muslim, as well as the Qur'an, the Prophet's hadith, and the Rightly Guided Caliphs. The Almighty said: "Walk on its slopes and eat from His provision." Just as Islam rejects and warns against every harmful matter that hinders the course of life. The Messenger of God, may God's prayers

and peace be upon him, said: “Beware of the three curses.” This care from the Qur’an and Sunnah obliges scholars and preachers to take care of the environment With the aim of instilling the value of cleanliness. The mosque also has an educational role as it is a religious, scientific, cultural and environmental center that serves the community.



Educational approaches to treat the social problem:

There are two types of entrances:

1. Preventive approaches 2. Curative approaches.

First: **the preventive entrances, and the most prominent of these entrances are the following:**

1- **Education: It is behavior modification**, as society expects behaviors and behaviors from its members that are consistent with the societal philosophy it adopts, and thus the required educational goals are achieved. When all educational institutions play their roles to the fullest extent in positively modifying the behavior of members of society, this is considered a preventive method that protects society from risks and problems.

2- Education: If educational institutions carry out their assigned roles, they will have contributed to the preparation and building of community members

- 3- **The prevailing general climate in society**: If the society adopts a clear and original philosophy, a healthy and sound climate ensues from that, which contributes to protecting society from various problems.
- 4- **Prevailing values in society**: any society must be governed by a set of standards and foundations that determine right behavior from wrong.
- 5- **Social Control**: A set of rules, foundations, and standards that govern the behavior of members of society and determine what is right and what is wrong, and what is positive and what is negative.
- 6- **Inculcating the correct belief**: This is done in the hearts of children and youth, as an example of Islamic beliefs, acts of worship, and dealings, and then the behavior of the youth is according to a sound and correct belief that was instilled in them from childhood.

Secondly, therapeutic approaches to face societal problems:

a. Eliminate improper thinking styles, including:

1. **Thinking based on authority**: in which orders, decisions, and rulings are issued from top to bottom, and whoever implements them is not allowed to express his opinion or discuss these rulings, i.e. the abolition of minds, and this is found in Egypt where dictatorship prevails
2. **Thinking based on trial and error**: There is a difference between teaching by trial and error and thinking by trial and error. Trial and error is a learning method from the methods of education, but it should not be a method of thinking, and this thinking is not based on reflection, thought or mental scales. It can be said that thinking By trial and error, it is characterized by the fact that the elements of the problem are not clear, and coincidence is an essential factor for the existence of a solution to the problem, as well as the low mental level and lack of experience. It can also be said that thinking of this kind is a waste of time and effort, and using this method exposes things to damage.
3. **Metaphysical thinking**: This type depends on the fear of the unseen, which only God knows, and this type was prevalent in the Arabian Peninsula, for example, it fears beyond the seas and beyond the winds.
4. Superstitious thinking: it is superficial, illogical thinking based on superstitions and not based on scientific facts. It is pathological behavior and does not lead to modifying human behavior for the better, but rather for the worse. One of the

characteristics of this thinking is that it is based on subjective individualism and is not based on a scientific method and does not link the cause. by reason.

B. Building sound thinking methods, such as:

1. Developing creative and innovative thinking: There is a difference between innovation and creativity. Innovation is coming up with something unprecedented that no one has come up with. Creativity is an update or a result of something that exists, which is illogical. This type, whether innovation or creativity, is not desirable. For example, developing something in a specific device It is called creativity. As for creating a new device, this is innovation

2. Critical thinking: part of it means the individual's ability to distinguish between what is good and what is bad, so it is based on doubting everything. That is, when reading something, do not accept the validity of what you read.

- Bloom's work of thinking in several stages (remembering, memorizing, understanding, applying, analyzing and evaluating)

3. **Developing logical thinking**: it depends on judging an issue whose advantages and disadvantages are known, and in which reason is used to judge the validity of things, and this requires some ingredients, including:

Vitality and mental activity

Having previous life experiences

Having a stock of information

- The existence of a specific time period

This type of thinking is based on the mind of the individual type.

Logical thinking stage:

1. Feeling the need to think

2. Evoking experiences and information related to the problem.

3. Search for other ideas that help in treating the problem.

4. Choosing the appropriate solution to solve this problem.

This type is distinguished by its gradual stages and depends on interrelated mental processes to achieve the goal, such as comparison, classification, organization, abstraction, generalization, analysis, synthesis, inference, deduction, and induction.

4. Scientific thinking: It is the highest type of thinking and depends on the use of scientific steps to reach reliable results.

Scientific thinking steps:

1. Feeling the problem
2. Identifying the problem
3. Gathering information about the problem
4. Imposing hypotheses
5. Choosing the validity of hypotheses
6. Arriving at conclusions
7. Generalizing

And defining the problem must be spatial and temporal, i.e. adjusting the variables. This method is named scientific because it is based on honesty and trustworthiness and is based on the use of scientific steps and scientific studies to reach reliable results, and for this reason it is generalized.

The teacher's role in developing students' scientific thinking:

One of the goals of education is to develop the learner's personality and change his behavior for the better, to the best beneficial behavior. We are supposed to teach with the aim of the ability to collect information, the ability to know, innovate, and the ability to technological development.

And the teacher must be keen on active education, i.e. brainstorming and cooperative learning, as well as financing the educational situation into skill and teaching methods, including lecture, discussion, dialogue, active learning, and discovery learning. Examinations are not supposed to measure the learner's ability to memorize and memorize, but evaluation is in all fields.

Third: Cooperation between founders

Various community developments: Cooperation between community institutions takes place through:

- The society's adoption of a clear and authentic societal philosophy that guides life and work
- The need for cooperation between the various institutions of society

- The need to find a permanent dialogue between the institutions of society to avoid contradiction and achieve integration
- The importance of defining the terms of reference and responsibilities of each institution clearly and authentically.



What are the important approaches and methods for studying social problems?

What are the difficulties in solving social problems?

Mention examples of social problems in the Arab world.

Chapter III

(Addiction problem)

introduction:

The phenomenon of drug abuse is one of the dangerous phenomena that threatens individuals and groups, and this phenomenon has spread to all countries of the world, with varying degrees of prevalence and severity from one country to another.



The seriousness of drugs is evident in the religious, health, psychological, social and economic harms they cause. On the one hand, they cause religious harm, as their use is considered a violation of the teachings of the true Sharia, and their abuse is also an attack on the five necessities that Islamic Sharia has been keen to preserve, which are religion, soul, mind, honor and money, and to In addition, there are many health harms resulting from drug abuse, including: Disorders of mental functions, including disturbances in perception, memory, impaired thinking, multiple personality disorders, sensory dysfunction, glandular disorders, cancers of the respiratory system, cardiovascular diseases, kidney and liver diseases. In addition to immunodeficiency disease, on the other hand, drug addiction leads to family disintegration, the dissolution of moral values and standards among addicts, in addition to the prevalence of delinquency and crime among a society.

The problem of drugs is no longer only a social problem, but has become a psychological, physical, economic and moral problem, and what raises concern and fear among the authorities concerned with the drug file is that the age of drug abuse began to decrease in recent years to the age of 17 years, and this is considered the age of production in any country, and this is what I warned It is dangerous for all local and international health authorities, aware of the seriousness of the drug problem.

Addiction is a legal problem:

Addiction to narcotic substances is considered a legal problem, because the individuals with the problem, whether drug users or dealers, clash with the laws of society, and in this there is a waste of human strength and a disruption of it, just as it is a loss and a disruption of the state's forces. .

Addiction is a psychological and physical problem:

The use of narcotic substances is a health problem related to the physical side on the one hand and the psychological side on the other hand. The drug of any kind undoubtedly affects the various systems of the body, as well as the psychological side. Some believe that addiction leads to a state of temporary mental disorder that goes away by abstaining from the drug, and some The other believes that addiction is only a symptom and indication of a psychological disorder that already exists in the personality. Addiction affects the mental functions of the individual, in terms of perception, remembering and imagination, and the consequent adaptation of the individual with himself, and with regard to him with other people.

Addiction is an economic problem:

The phenomenon of addiction has an economic aspect for the individual on the one hand, and for society on the other hand. The state spends money in combating, prosecuting and punishing, and it can use these funds to raise the economic level of the people, as well as the addicted person, in terms of being a labor force that is idle from work and production, so the addict's level of ambition is affected. Directly or indirectly, given that the anesthesia process requires effort and staying up late, and that depletes his capabilities of energy and effort, and this also results in a loss for himself and society and impedes its progress.

Secondly, the concept of addiction:



Addiction is meant by the language of perseverance or steady dependence on something, and a man addicted to alcohol, i.e. he continues to drink, and so-and-so is addicted to such-and-such, i.e. he perpetuates it.

Finally, the opinion has been that the effect of the narcotic substance is not caused by mere perseverance and habituation over a long time, but it results in the body relying on the narcotic substance in the performance of its functions, so that the body experiences changes and pains if it is cut off from it, which is something that the drug user cannot bear.



There are many definitions of addiction, including:

Addiction is a state of periodic or chronic intoxication that severely harms the body. It results from the use of a narcotic drug, whether natural or synthetic. The most important characteristic of addiction is that it leads to the compulsive need to continue using this drug and the tendency to increase its dose.

Addiction is a condition that an individual suffers from after taking a drug for a long time, so the body gets used to it and is known as organic dependence. After a while, the addict feels that he needs to increase the amount to get the same effect.

Sociological analysis of addiction:

Addiction from a social (sociological) point of view is linked to social norms and values. It is a form of withdrawal adaptation that is not compatible with the norms and values prevailing in society.

Addiction is usually interpreted from a purely social point of view as a result of the pressures of the society in which the individual lives, such as poverty, the frustrations of minorities, and the destructive forces that may work with poverty to

show the motives of dissatisfaction among young people, disintegrated families, and empty voids of goals.

We can identify the most important social (sociological) trends to explain addiction as follows:

social role. - Dysfunction - Ecological factors - Social learning

Behavior is the result of interaction between the individual and society, and we will discuss each of them in some detail.

Social role:

The owners of this trend believe that behavioral deviations in general, and drug and alcohol addiction in particular, result from the growing feelings of anxiety that are common among some individuals who fail to perform their social roles in the manner that society expects of them.

The more the individual performs his social roles in the way that society expects him to be, the less anxiety he has, and thus the less the possibility of behavioral deviations.

- Dysfunction:

The owners of this trend believe that the presence of a social problem in a sector necessarily means the existence of a dysfunction in the system, and therefore all their interests focus on studying the effects of any deviation, delinquency, or social imbalance.

If this actually causes a dysfunction in society, then they consider it a social problem and therefore they focus in their studies on addiction on the number of addicts, their geographical distribution, their age groups, their productivity at work and the prevalence of unemployment among them.

ecological factors:

The proponents of this trend are interested in linking the different behavioral deviations of the individual with the physical environment in which he lives, which may include various bad pressures and culturally deficient conditions that help him acquire various types of sick or anti-social behavior and the law.

These areas are distinguished, as shown in many different social studies, as follows:

- The prevalence of dilapidated, cramped and crowded dwellings that do not meet health conditions, which are usually on the outskirts of cities.
- The population's belonging to different cultural patterns, some of whom were displaced to the city from the countryside, and some of them were immigrants who were lured by the rental licenses of these areas to live there.
- High unemployment rate, and then low socio-economic level.
- The existence of a cultural conflict between these regions and the neighboring regions.
- E - the instability of the rules of social control in it.

Social education:

The reason for this trend is that behavior in general is learned behavior through social interaction between the individual and others, and that most types of behavior are learned through a group, such as the family, school, or peer groups, and that the individual acquires a set of attitudes and beliefs for or against various topics, according to what it is dictated by the environment around him, and the addict's behavior is explained based on the social learning of the behavior.

Effects of drug addiction on contemporary youth:

The psychological and mental effects of addiction:

Drugs affect consciousness, behavior, and the immune system:

Consciousness: Drugs cause a clear effect on consciousness in more than one way:

Reduced or absent consciousness (opium - heroin)

Alert and activate awareness (cocaine - amphetamines)

Disorder in the perception of reality and hallucinations (banjo - hashish)

Behavior: the addict becomes preoccupied with drug abuse and forgets the concerns of the other life and is exposed to a bad state and suffers pain if he does not find the narcotic substance he is taking, and the addict's matter increases whether his body gets used to the drug, so its effect on him decreases, and thus the dose he takes increases and the matter gets worse.

Immune system: Narcotic substances weaken the immune system, and the addict becomes vulnerable to disease and suffers more from it. All kinds of drugs have a

serious effect on the nervous system, as they attack the higher brain centers, and the addict shows movement imbalance and blurred perception, and a decrease in pain sensation occurs.

The health and physical effects of addiction:

Addicts generally suffer from general weakness and deterioration in all aspects of their health to the point where they are unable to perform any professional work, no matter how easy it is, in addition to poisoning resulting from alcoholism, and cirrhosis of the liver, which often kills the addict. Personal destruction.

The social effects of addiction:

The spread of narcotics is a disaster, addiction to it is a pest and a social disease that humiliates and destroys the individual and affects his psyche, and it reflects on his personality, erasing virtue from it and pushing it to vice, destroying high ideals and leading the person to dullness and indifference, and makes him lose a sense of responsibility and distances him from the reality of life and affects his health, wisdom over things, and his behavior Abnormal and his thinking is sick, always sitting and moving little and does not accept work.

From a social point of view, most cases lead to family disintegration and loss of ties within the family. An addicted father is a person who is unable to raise his children in a proper social manner.

It is bad because he is unaware of his family's problems, in addition to that he loses the respect of his children for him as a result of distorting his image in front of his children, which affects their role model.

The economic effects of addiction:

For the individual, it has a negative impact on the individual, as he directs the bulk of his income to spending on drugs.

Likewise, the production of the individual at work is affected in quantity and quality by the changes that occur to it as a direct result of drug abuse, and therefore it has a great income in the spread of unemployment and lack of production.

At the level of the individual, disease, decay, criminality, deterioration in moral and religious values, and then a collapse of the economic situation.

With regard to society, it is reflected in production in quantity and quality, and affects the economics of society, and is affected accordingly by all productive and economic projects, and the psychological, social and health effects are integrated with the economic effects and eliminates the members of society, weakens and destroys them, and thus the society collapses from within.

The role of society in its various bodies in treating addiction:



The role of the media:

The media has a fruitful and effective role in treating the problem of addiction, which it plays in a targeted and indirect way, by presenting the problem of addiction through a strategy directed through the media (visual - audio - print) because of its ability to influence public opinion with the aim of creating awareness of the danger of addiction, and forming Opinion is against it, which is mobilizing public opinion against the danger of addiction. It can also be extended to include the quality of teachers, clerics, and parents, in order to reflect this on the upbringing of children, a sound upbringing that is far from addiction. This requires an integrated media plan.

The role of the religious institution:

And that is by calling for adherence to religious and moral values and principles, and then addiction should be fought by strengthening the religious faith of our children, by multiplying family conversations and religious classes in orbit and sermons in mosques and places of worship that call for spreading religious awareness and religious values that alert to the harms of addiction and its consequences.

The role of the family:

The family's concern for its children opens up various fields for them to practice different activities and discover children's scientific, mathematical or intellectual capabilities alike, given that this is the best way to absorb their energies.

The family (father and mother in particular) should take into account the basics of upbringing, the most important of which are:

- The spread of discrimination and comparison between children: as the repetition of emphasizing the capabilities of some of them and bragging about them and ignoring others leads to the frustration of these others, and pushes them to try to search for other areas of excellence and self-affirmation.
- Moderation and balance in dealing with children, without exaggeration or negligence, whether in evidence or harshness.
- Help the son choose his friends and get to know their friends, without coercion or coercion, because bad friends influence him and may lead him to forbidden practices.
- Observing and following up the children's behavior until any change is noticed in their behavior or in their health condition for early detection and then quick guidance to places of treatment to ensure a speedy and final recovery.
- The family deals with the abuser with maturity and understanding so that the problem does not increase, so the family organizes that the presence of someone who abuses is a stigma on its forehead, rather it is an emergency situation that must come together to save him from it.
- At the start of treatment, the family must play an important role in encouraging the drug user to continue his treatment, supporting him psychologically, and solving his problems that were the cause of his deviation.
- If the rehabilitation is complementary to the treatment, then the family must provide psychological and social support to the patient so that he does not relapse.
- For all of this, the family is considered the first line of defense, and if it is reconciled, then the community will be reconciled with it.

The role of the school:

This is as follows:

- Paying attention to strengthening the role of the social worker in monitoring individual cases at risk of delinquency, then professional intervention according to a well-studied scientific plan.

- Developing a program to be implemented throughout the year with lectures, seminars and debates on prevention from the dangers of drugs, through the assistance of a large number of specialists in various fields including religious, health and psychological aspects.
- Seeking help from organizations, bodies, and institutions whose goals include combating and combating drugs, whether with the help of experts or financial support for projects implemented by the school in this field.

Employing the health community (the Red Crescent) to raise awareness of the dangers of drugs, provided that the students themselves carry out this awareness because of the double benefit, as the students are educated on the one hand, and then they address their colleagues on the other hand.

Employing the Parents and Teachers Council to benefit from the experiences of those who include them and push them to participate in collective guidance programs through lectures and seminars.

- Employing various groups of activities to serve a general goal of drug prevention.
- Teachers in various disciplines make daily radio programs to raise awareness of the dangers of drugs.
- Organizing cultural, sports, artistic, social and research competitions related to addiction and setting prizes that motivate students to participate in them.
- The social worker forms treatment groups, a group whose members do not exceed fifteen students who have actually fallen into the problem of addiction, and the methods used in treatment are applied.

Occupying students' time in an optimal manner and helping them to carry out productive projects that invest their energies and benefit their society, and social groups in the school are the best way to achieve this (cooperative society, public service).

- Training social workers in schools on how to deal with the drug problem, how to deal with it, and how to identify an addict.

Role of the state in addiction treatment:

The role of any country is to issue the necessary laws for deterrence, and work to maximize the role of control agencies in all their forms, while developing a directed scientific policy aimed at working on:

- Fighting supply b- Reducing demand

Supply control is intended to reduce the quantity of psychotropic substances offered in illegal trade markets.

Demand reduction is intended to limit the demand or demand for psychotropic substances, by limiting the number of drug users in society, as well as the volume of psychotropic substances they consume per year.

The first axis (combating supply) is achieved through control efforts by intensifying campaigns by security men and arresting merchants, annihilating lands planted with illegal psychotropic substances, curtailing the activity of major drug smugglers and their accomplices and tracking their wealth, in addition to tightening penalties with the introduction of actions that were not covered by the law before, including Helps limit the spread of the problem.

As for the second axis, it is achieved through providing treatment services and intensifying awareness-raising efforts, by conducting seminars and scientific research to combat and treat addiction, introducing hotline services, and national competitions to raise awareness of the dangers of addiction.

Addiction prevention measures:

Prevention means the set of measures that are taken in anticipation of the occurrence of a problem.

Or due to the emergence of complications due to specific circumstances, or to an already existing problem. The aim of these measures is the complete or partial elimination of the possibility of the problem or complications occurring, or the problem and all its complications. Prevention has three levels:



1- First degree prevention: Its aim is to prevent the problem or disorders from occurring in the first place.

2- Second-degree prevention: Its aim is to diagnose the problem or disorder, and eliminate or improve it as much as possible in the shortest possible time.

3- Prevention of the third degree: Its aim is to stop the progression of the problem or to delay its aggravation, despite the existence of the circumstances that surrounded its emergence.

The preventive plan or policy for the prevention of addiction, and the resulting problems, should have a reasonable level of efficiency, in the sense that this policy should be directed towards goals characterized by two main characteristics:

A- Specific B- Realistic

Specifically, in this context, we mean:

The required level of protection.

- The limits of the target social segment for these procedures.

The nature of the intended addictive substance.

By the realism of the objectives of the plan in this regard, we mean:

- The extent to which it is suitable or combats the degree of complexity that characterizes the problems of abuse and addiction.

To what extent do the desired positive effects of the plan outweigh the side effects that may result from its implementation?

Determine the size of the direct or indirect effects of the application.

In terms of the nature and components of the preventive policy, this policy must be based on three axes:

1- Presentation theme (legal and police):

In the sense that the ideas and steps taken on this axis tend to be of a legal or conditional nature, or both.

2- The focus of the request: most of what is in it is educational and informational, some of it is economic and social, and some of it is medical.

3- The focus of the results: its content is often medical, or psychosocial:

In the sense that programs and services are predominantly of a medical or psychosocial nature, and in most cases the goal of programs and services here is prevention of the second and third degrees.

Measures to prevent addiction have several dimensions, the most important of which are:

A- Socialization:

It is one of the important processes that require the collaboration of many agencies and institutions, such as the family, the media, and religious institutions, so that aspects of the process of upbringing can be achieved, and help individuals acquire different behavior patterns, in addition to information, skills, social relations, and effective participation in the social, economic, religious, and educational institutions that exist in society. in which the individual lives.

The most important factors affecting the process of socialization:

Family size.

Type of family relationships.

- Society's culture .

The social class to which the family belongs.

The social and economic status of the family.

The educational and cultural level of the family.

B- The family:

The mother plays an essential role in the process of socialization for the individual, especially in the first years of his life. She is the first guarantor of all his desires, and the first helper for every need that he may feel, and therefore she has a major role in satisfying his basic needs.

The father also has a direct role that he plays in a direct way to normalize the individual, and he also secures everything that would help the mother to perform her job, especially preparing the psychological atmosphere for her to devote herself completely to the tasks of motherhood.

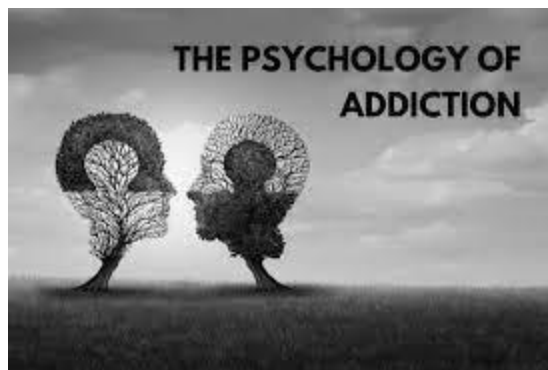


C- Comrades group:

The group of comrades plays a clear role in socialization, and in providing the individual with behavioral standards. These standards play an important role in protecting the individual from drug abuse.

D- Social Service:

Social service is a dynamic, integrated task that deals with man in various forms as an individual, as a member of a group, and as a citizen living in a society through three basic methods:



Individual service.

Community service.

Community organization.

This profession can play a prominent role in preventing addiction, and the most important features of this role.

The specialist helps the students to solve their individual problems, whether psychological or social, through the dysfunctional methods of serving the individual.

It also follows up the students, their academic level and their relationship with their families so that the individual service specialist can discover cases and treat them effectively in cooperation with the family and help them treat the addict and how they treat him and prevent him from returning after treatment.

A community service specialist can help students hold seminars and discussions on addiction to contribute to raising awareness and raising attention towards drugs and their harms in order to prevent students from using them.

It works to help students invest their free time through targeted group activities as a tool for social control, and to acquire desirable and protective behavior models from deviation.

Educational dimension:

The school or formal educational institution can play an important role in preventing the problem of addiction.

This is because of its qualified human capabilities specialized in the educational, psychological and social aspects, in addition to the great influence of the teacher on the personality of the student in the formation or modification of many methods of behavior, and the most important features of this role are:



Paying attention to studying student problems in the school community, with a focus on cases of absence, escaping from school, and school dropouts.

- Confronting the reasons that drive students to take or abuse drugs by studying the environment in which the student who uses drugs lives.

Linking between the educational institution and the home in achieving follow-up of students and protecting them from the dangers of deviation and keeping up with bad friends through guidance and targeted counseling programs.

- Holding awareness sessions for students about the dangers of addiction.
- Paying attention to artistic, social and scouting activities so that its main objective is to direct the energies of students towards productive activity and to distance them from the areas of deviation.

Realizing the primary responsibility of parents, teachers and social mentors, which is to listen to the emerging generations living in the world of the future.



What is the concept of addiction? What are its types?

Explain the measures to prevent addiction problem.

How to avoid falling into addiction.

the fourth chapter (Bullying problem)

introduction:

The whole world has been complaining about the phenomenon of bullying and suffers from its scourge, and those interested in the educational process and the upbringing of generations are looking for ways to treat it due to its seriousness, and that has been going on for a long time, and this phenomenon has received extraordinary attention from those interested in issues and problems of education

all over the world, as this problem is considered a cause Important and influential in the failure of many students academically, and it may push some to hate studying and leave it altogether, namely, the phenomenon of extreme violence in schools among students, which has reached a level of brutality to the extent that the world dealt with it under a new descriptive name and called it “the phenomenon of bullying”, as an indication of the transformation of behavior Human behavior is similar to animal behavior in dealing in the forest, where there is no survival for the weak and no recourse is made except for the language of brute force without regard for righteous morals or virtuous behavior.



Our society is now inseparable and we also cannot isolate it from the global community in light of this intense convergence of ideas and problems that quickly roam the globe in a few minutes, and what the West suffers in particular from behavioral and educational problems has become necessarily transmitted to everywhere in a short time and has a great impact, especially If educators in families and schools do not pay attention to the repercussions of these negative phenomena.

Definition of bullying phenomenon:

We can derive a semi-inclusive definition of bullying by looking at the writings of Western specialists who preceded us in monitoring this phenomenon in their

countries, and we say: “Bullying is that repeated aggressive behavior that aims to harm another person physically or morally by one or more people by saying Or the act of controlling and humiliating the victim and obtaining illegitimate gains from her.

Perhaps many parents, or even educational officials in schools, do not realize the extent of the problem in which their children or students fall as victims of bullying until after a relatively long period, as a result of these children falling under severe pressure and physical or moral terror that does not allow them even to simply express a complaint or Announcing what they are exposed to so that they do not suffer further harm at the hands of these bullies.

This problem is not limited to boys' classes and schools only - despite its relative prevalence among them - but it is also present in girls' schools, but with a severity and a picture that suits their personalities, and in which the victim girl is more tolerant and more willing to conceal what she suffers due to the weak female nature - in all girls of their sex - that God loved them.



The one who deals with the study of the phenomenon as being only a problem for the victim who is harmed is mistaken, because the problem has two forms that have a strong impact on societies. A child or a group of bullied students who take the image of violence as a constant behavior in their dealings, it is another image of a different kind of victim whose presence is more dangerous to society than the first image, both of them are victims, and both need psychological and behavioral treatment, and both must be rid of that harm, especially since they are together They constitute the elements of building the future nation, as the aggressor and the victim are essential members of all societies, and if we neglect the aggressor child and do not improve it - educationally and behaviorally - we will expose other children to fall into the same problem, and this will contribute to the spread of this

phenomenon in a greater way in society, with the need to pay most of our attention On the child victim who fell under the neglect of many.

Forms and manifestations of bullying:

The forms and manifestations of bullying in schools vary, which usually begins with an instinctive automatic division that children do at the beginning of their presence together, in a physical, racial, sectarian, or class manner. Paying attention to it and correcting it from the beginning, and bullying begins with the forms of light, playful caresses called “pranks”, and soon moves towards specific individuals who are taken as targets from outside the group to develop rapidly from gentle foreplay to deliberate absurdities and harassment and showing ability, control and harm from the victim to be subjected to that group And the matter develops for some in many cases into deliberate physical violence or repeated psychological insult as a means of entertainment, amusement, display of strength and a show of control, and in many cases it has reached in some schools (it is rare for us as Arabs and Muslims so far and has not reached the level of phenomenon, but it is very widespread in the West Now) to collective or individual sexual assault, and the phenomenon in the West ended with some students shooting at their classmates and injuring them severely, and it reached the point of killing, and the news carried Many of them have reached the level of primary school students.



The means of defamation and physical and psychological abuse are increasing to subjugate the victim due to the means provided by modern technology in which bullies can take pictures and videos of the victim in times of their control, and then they are threatened with them by publishing and exchanging them on mobile

phones or publishing them on social networks, which constitutes a permanent and continuous threat to the victim. Victims, especially if there is a gap between parents and educators on the one hand, and their knowledge of the nature of what their children are exposed to as a result of the deliberate concealment of children who are exposed to these problems because of fear and threat.

The family that knows that it has children who are subject to school bullying always considers that their children are in a problem that must be found and resolved, unlike some families that know that one or all of their children deal with their peers with violence, so some of those families consider that behavior as behavior Positive and benign in their children, and they consider it an indication of the brilliance and superiority of their children in their leadership of their peers and their ability to control others, which achieves for them future distinction in any place or any work they will be in, and therefore they do not welcome any educational intervention to modify it, and they may even use their powers, abilities and capabilities to devote this The situation and confronting anyone based on the educational process from taking any educational directive or punitive means to deter these children, and this is frequent when that parent is one of the people of power, wealth, or others, and this imbalance is also very frequent in private schools and universities in which the student considers himself to be of the highest value And the influence of the educators, so no one has the right to interfere in his evaluation, because it is his presence and others like him that enable the school - financially - to pay the salaries of those in charge of the educational process, and it also abounds when the student is of a nationality The country and the teacher or the one in charge of the educational process is an expatriate, so he cannot face any behavior outside his students, and thus society loses an important pillar of education And waste it.

And none of the parents thinks that when he contributes to finding a human beast in his house to raise him and to prepare him to terrorize his opponents with it and confront them, and when he does not teach him the difference between injustice and justice when obtaining rights, they do not think that he is safe from the treachery of this beast after the passage of days, because after a while no one will stand. A barrier in front of the desires and whims of this beast, it will not be known to its people as a favor, nor will it deny them an abomination, and this is seen in people's lives many times.

Some may try to deny the existence of bullying as a phenomenon that is already present and dangerous, and this can be explained in one of two ways. Even if it is not to this degree of existence - according to the knowledge of its owner or his point of view - so that we do not bury our heads in the sand and pretend that the matter is fine, then we should examine, research, investigate and study with all seriousness and interest to participate in the solution.

Reasons for the spread of bullying:

The use of force among peers was not a new behavior in schools. Rather, it can be said that it is a natural and instinctive human behavior among people in all human societies, and it can be confronted and corrected. Not confronting it with a deterrent educational confrontation that controls it and limits its spread and reduces its effects, and for this it was necessary to research and investigate the reasons that led to its rapid and suspicious spread, and it was:



1- Violent, corrupt electronic games:

Many children are accustomed to spending long hours playing violent and corrupt electronic games on computers or mobile phones, whose main and only idea is based on concepts such as superpowers, crushing opponents, and using all methods to collect the highest points and victory without any educational goal, and without worrying about The parents are concerned about the psychological future of these children who consider life as a continuation of these games, so they have a strong hostile tendency towards others, so they practice their lives with it in their schools or among their acquaintances and those around them in the same way. , as well as on.

The state in general should intervene and prevent the spread of these scary games, even with the authority of the law, because they destroy generations and kill them, so it must fight them just as it fights the entry of drugs because of their severity.

2- The spread of violent films among our children:

By analyzing the films that children and adults see, it was found that scenes of violence in films have increased in an alarming manner, and that films that specialize in extreme violence, such as vampire films and films of barbaric killing without deterrence, reckoning or punishment, have also increased in a way that must be addressed, so that the child or youth underestimates the view He considers that the one who does this - as the film suggests to him - is the brave hero who should be imitated, so they wear masks (masks) on their faces in imitation of these “heroes”, and they seek to buy clothes that resemble their clothes, and they make their pictures personal pictures for their accounts on social networking sites, and they keep pictures of them. They have many children in their rooms, and many parents ignore this tradition, which increases violence in schools or universities.



3- Violent cartoon films:

Violent films were not limited to real films represented by actors, but rather reached the level of cartoon films in which the child spends most of his time in front of them, and parents think that their children are safe as they only watch these

channels, and the truth is that they are more dangerous in communicating that violent message as the young child accepts ideas faster From the adults, and where the cartoon films depend on the extraordinary and imaginative ability of human action in embodying the impact of force in the interaction between the film's heroes,

The terminology of the use of magic, the extermination of opponents with one movement, the use of tonics and stimulants, and the use of those with the greatest strength in battles, all of these are widespread and strongly in those cartoon films, which contribute to creating a corrupt environment in which children are raised to use violence as the only means to obtain rights or to extend control.



4- Educational imbalance in some families:

Some families are preoccupied with following their children behaviorally and consider that the measure of their performance of their job towards their children is to meet their material needs in terms of housing, clothing and food, and to enter them in the best schools and help them in the field of study and excellence and meet their needs of money or picnics and other material requirements only, and they forget that the most important role that they must have in relation to For the

child or the young man, it is the educational follow-up, the correction of behavior, the modification of bad traits, and the upbringing of them in a good way.

Perhaps we may find a reason for the son's deviation or psychological distortion as a result of the educational error committed by his parents, but what is the fault of the child - who was abused by that hideous bullying behavior - who pays the price for an educational error that a family other than his own made when it produced a distorted model for society to exceed its danger and harm to many who have no fault of their own. Nor to their families.

5- The spread of violent free wrestling channels:

It has been observed in the recent period that there has been a very large increase in very violent free wrestling channels in which all unusual means are used in the struggle, which often ends with the bloodshed of one or both of the wrestlers in a very backward and aggressive scene, bringing to mind the scenes of the conflict arenas that were held in Roman theaters. In the Middle Ages, which always ended with the killing of one of the wrestlers among the slaves, as a means of barbaric entertainment, and presented them as a bloody savage ritual to cause the abhorrent happiness of these followers.

It is strange that a large audience of followers of this channel Here are the girls on a curious note about this sport which has long been a special hobby of theirs

The hobbies of young men, not young women, greatly affected the general behavior of female followers, which led to the emergence of a phenomenon called "boys", who are girls who imitate men in their behavior and behavior, and thus formed the seed for the growth of bullying within student circles of girls in schools.

6- Family and community violence:

Every human being, especially at the beginning of his life, is imprinted on the behaviors he witnessed within his small environment, such as the family and parents, as well as on what he witnesses daily in terms of societal behaviors. So whoever witnesses acts or reactions that are characterized by violence between his parents, or who lived by himself with violence practiced by a family member on him personally or Anyone who deals with the family, such as servants, nannies, or drivers, or who witnesses societal violence, especially in countries where the

security grip has weakened as a result of revolutions and others, and bullying has spread as a guaranteed means of obtaining rights or assaulting rights without fear of deterrent punishment or effective accountability, so he must be affected by what He watched it, and he might actually practice it if he had the opportunity to do so, and this is how society reaps on his children, and also this is how parents contribute to corrupting the behavior of their children by pushing them in a practical way to follow the same approach that they witnessed, and thus families reap on the children of other families. They have no fault or fault except that God He did not give them family power or material capabilities, or did not give their children the physical strength with which to defend themselves in the face of that bullying, or perhaps their parents raised them on sublime meanings such as hatred of injustice and the oppressors when they are able to do so.

Parents must review themselves well and pay attention to their children and their behavior in schools or clubs and in all gatherings so that their children do not practice that disgraceful path. Likewise, educators in schools must monitor this phenomenon and follow it up effectively, realistically, correctly and consciously so that they can take solutions to it on both sides. The side of the aggressor and the side of the aggressor.

Likewise, families must follow up on their children if they find signs on them such as unwillingness to go to school, a sudden delay in their academic level, the presence of pain, wounds, or injuries in their bodies, or any brokenness in their personalities, or psychological withdrawal and a tendency to isolate even at home. They must reassure their children. Asking them and inquiring from them about the reasons for that, with kindness and gentleness, until they discover the truth about those reasons. Their children may have been subjected to school oppression or bullying by their peers, and the parents are heedless and do not feel that. Responsibility, so the pains are multiplied for their children, so they must do their duties and not limit their children's academic follow-up only to asking about their grades in the annual or periodic exams.

Distribution of students' roles in school bullying:

1- The bully: the student responsible for carrying out bullying behavior against students, and encouraging others to bully as well.

- 2- The victim: a student who is subjected to daily bullying during school.
- 3- The bully: the student who supports the phenomenon of bullying and supports the behavior of the bully and encourages him to do so.
- 4- Defender: He is the student who defends the victim and stands by him and supports him permanently.
- 5- The viewer: This is the student who is satisfied with watching, without interfering between the two parties, i.e. between the bully and the victim, and without informing any of the teachers or the administration about what happened.

Basic signs indicating that a child is being bullied at school:

When the parents notice that the child has some strange behavior that he did not practice in the past, this may indicate that he was exposed to some negative situations that affected his psyche and changed his habits and behaviors. Below we will learn about some of the signs that indicate that the child is exposed to the problem of bullying inside school, most notably:

- The school is one of the places where the child is most exposed to the problem of bullying, so losing his desire to go to school, and citing some things such as sleepiness and abdominal pain, this may indicate that he is being bullied.
- The child suddenly withdraws from some of the activities he loved in the past, such as playing with his friends, for example, or going to clubs.
- The presence of some bruises on the child's body, or noticing that his clothes, school books and bag were torn.
- The child suffers from insomnia, fear, inability to sleep during the night, suffers from disturbing nightmares, and acts a little violent as a reaction to being bullied outside the home.
- Loss of weight of the child, or excessive gain, as a result of a sudden change in his appetite.
- The child's loss of self-confidence, lack of self-esteem, and his suffering from the problem of stuttering while speaking, in addition to his repetition of some negative phrases to himself, such as saying I am a failure, I am lazy, I am weak. He

permanently gives up his expenses and personal needs to his brothers or friends, without asking them to do so.

The child's refusal to attend any social event, family gatherings, or even to attend entertaining events such as celebrations and birthdays.

- The mood swings of the child, such as his transition from joy to sadness, suddenly and without any justification.

Places of bullying in school and children most vulnerable to this phenomenon:

The most common places for bullying in school are: classrooms, library, laboratory, sports hall, computer hall, bathrooms, corridors, cafeteria, playgrounds, school bus, and the way to and from school. As for the children most vulnerable to bullying, they are:

- Children and students who suffer from the problem of social isolation, and who do not like to mix with others.
- Children who are characterized by a weak physical structure.
- Children who are easily provoked, and who cry quickly when exposed to any simple situation.
- Children who suffer from low self-esteem, and a weak personality Fah.



Ways to reduce bullying:

- Strengthening the religious faith of individuals and strengthening their faith since childhood, and implanting human morals in the hearts of children such as

tolerance, equality, respect, love, humility, cooperation, helping the weak, and others.

- Ensuring that children are raised in healthy conditions, away from violence and tyranny.

- Enhancing the factors of self-confidence, pride and strength of character in children.

Television stations should work to broadcast educational, religious and documentary programs aimed at avoiding violent programmes. Even if the stations do not change their policy, parents should choose the appropriate media for their children.

- Building a friendship with children from childhood, constant communication with them, and leaving the door of dialogue always open, so that they feel comfortable to turn to their parents.

Providing games that aim to improve the mental abilities of individuals and to avoid violent games.



- Training children in self-defense sports to enhance their physical and psychological strength and self-confidence, while emphasizing that the aim is only self-defense and not the exercise of force and violence on others.

Follow-up of the different behaviors of children at an early age, and to find out the wrong behaviors and treat them.

- Monitoring children on the Internet and social media and paying attention to any unusual signs.

- Avoid emptiness and invest the energies and capabilities of individuals in programs and activities that benefit them.

- Listening to teachers and social and psychological counselors in schools, and ensuring periodic meetings with them and taking their opinions.

Pay attention to any of the aforementioned signs of bullying, if they appear on the child, and talk to him immediately calmly.

- Presenting the bully or the victim to a psychologist or social worker.

Governments must put in place strict laws to punish bullying in all its forms.

Protecting the rights of bullied individuals and compensating them for the psychological or physical harm they have been subjected to.

Providing a social counselor in each school, while reinforcing the importance of communicating with the counselor in the event of exposure to any form of violence or harm.

Governments, human rights organizations, and institutions for the protection of families and children should launch awareness campaigns for all ages about bullying behavior, its forms, and ways to deal with it, prevent it, and treat it.

The role of the school in confronting bullying:

Develop solutions to address and eliminate bullying by the school, and punish anyone who engages in this behaviour.

- Subjecting both the bully and the bullied to psychological treatment, and helping them to strengthen their self-confidence.

The school must enact strict laws that prevent any child from harming another, whether the abuse is physical or psychological.

- Every child must be protected from exposure to abuse inside the school, as it is a safe environment

- The school should intensify monitoring and supervision of students, to ensure that they are not exposed to bullying, fear and panic.

Distinguish between students' innate expression about the things around them and violating the rights of others, and distinguishing between committing violence and acquiring the necessary skills for self-defense.

- Stimulating the spirit of cooperation among students and spreading affection among them by creating groups.

- The teacher must realize that he is the actual role model for the students, and he must know that words may hurt and that the harm of words may be more severe than physical harm.

- The teacher should be familiar with the skills of communication and conflict resolution among students.



The role of the family in confronting bullying:

- Parents should not be in a hurry not to believe that their child is a bully and work hard with the school to develop an effective plan to limit the behavior of the bullying child and to identify the child's behavioral problems, if any.

- Parents must calmly discuss the bullying child and stand with him on the reasons that made him behave like this, and explain that it is incorrect behavior. They must also explain the results of this behavior and its reflection on the child exposed to it.

Parents should refrain from describing the child as an aggressor or a bully, especially in front of others.

- Examine the frustrations that the child faces at home, in dealing with his brothers, or in solving homework.
- Controlling the child's watching of violent television programs or in which, for example, he sees people falling to the ground and mocking and laughing at others.
- Enhancing the child's self-confidence.

Raising children in a sound way, away from violence.

Observing children and their behavior since childhood.

- Building a friendship between children and their parents, and creating a warm family atmosphere that brings them together.

The role of the student in confronting bullying:

- Raising awareness among victims of bullying that the bully is basically a cowardly personality trying to bring down what she is going through to others.

Strengthening their motivation and self-esteem through interactive courses or workshops that aim to teach them to defend their physical and psychological existence.

- Replacing violent cartoons and electronic games in which the young teenager engages in order to overthrow his weakness in them, to real games in which he releases his energies, strengthens his muscles, and increases his confidence in himself and his Lord.

- Satisfying the teenager's need for inner safety and peace in a way that reflects on and strengthens his personality and thus helps him defend himself in front of bullies.

- Strengthening his connection with the Creator, may He be glorified and exalted, and that whoever relies on him in all his affairs will not be disappointed, in addition to making him aware of the importance of daily immunization.

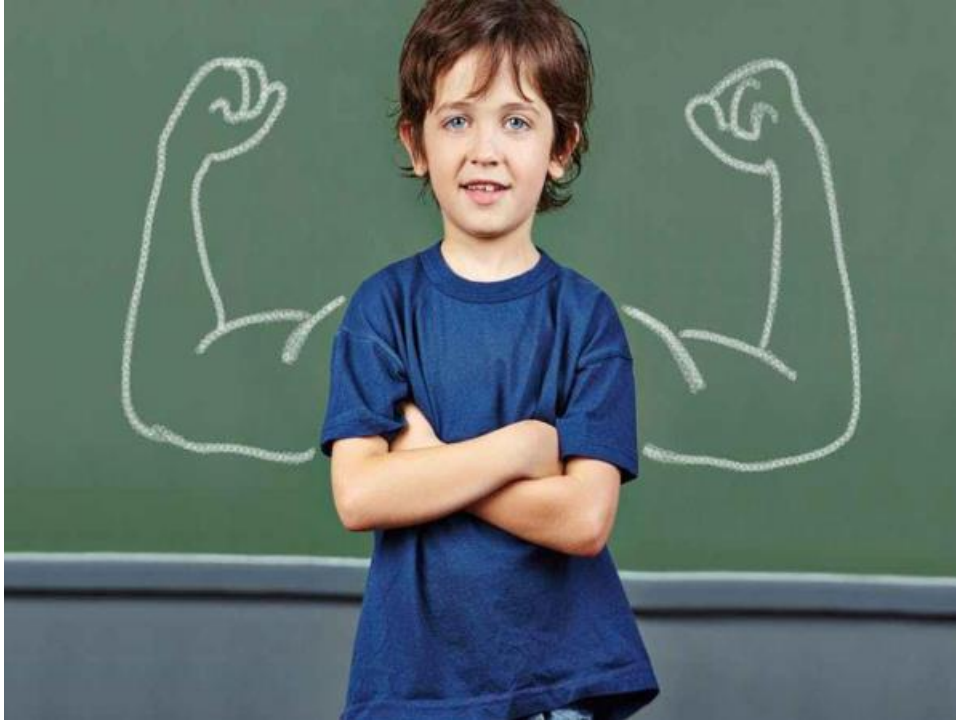
The role of institutions, bodies and civil society in protecting students from bullying:

Concerned institutions and bodies and civil society organizations must unite their efforts and unite to launch expanded campaigns covering all parts of the

Republic to reduce the phenomenon of bullying, educate students, increase awareness, consolidate their self-confidence, and launch competitions, programs and appropriate advertising in all available media such as schools, universities, television and even the Internet and extend until it reaches mosques. and churches.



Therefore, the Egyptian state, represented by the National Council for Childhood and Motherhood, in cooperation with UNICEF and civil society organizations, launched a campaign under the title (#I_Against_Bullying). The purpose of this The campaign to eradicate the phenomenon of bullying in general and school bullying in particular, especially with the start of the new school year, where school bullying represents the vast majority of the percentage of bullying that occurs among children, and the National Council for Childhood and Motherhood has allocated a short phone number 16000 to receive complaints of bullying throughout Today and all days of the week, citizens are given advice and guidance by specialized psychologists and social workers on how to deal with this type of problem.



Chapter V

Domestic violence

introduction:

The phenomenon of domestic violence has spread in societies, especially in our society, in a large and remarkable way, leaving behind usurped rights and shaky personalities, with no system or customs deterring such kind of violence, despite the fact that our Islamic Sharia set the rules governing the formation of the Muslim family and enacted preventive systems to avoid violence within it. And the criminalization of all violence and set the punishment achieved for public and private deterrence and the achievement of criminal justice, but the problem lies in the application of these provisions and the correct understanding of them.

Definition of domestic violence:

Violence linguistically: breach of command and lack of kindness to it, and it is against gentleness, and the most violent thing, i.e. taking it severely, and rebuke: rebuke, censure, and blame.

As for the jurists of criminal law, they defined violence in the framework of two theories that contradict this concept:

The traditional theory: it adopts physical forces by focusing on the exercise of physical force.

The modern theory: It is the one that has control and sovereignty in contemporary criminal jurisprudence, as it takes voluntary pressure and coercion without focusing on the means, but rather on the result represented in forcing the will of others by certain means to perform a certain behavior.

Domestic violence according to the definition of the United Nations:

An act based on violent behavior that results in physical or psychological harm or suffering, or psychological deprivation of liberty in public or private life.

Domestic violence according to the definition of the World Health Organization:

Every behavior that occurs within the framework of an intimate relationship and causes physical, psychological or sexual harm or pain to the parties to that relationship.

Causes of domestic violence:

First, the cultural and social reasons:

A- Cultural reasons:

Poor legal culture:

Ignorance of the law is one of the real problems facing women in our society, which may lead to the loss of their rights and complicate their lives, in light of the inability to reach an adequate legal answer.

In many cases, a woman who falls into a dispute over a case refuses to claim her legal rights, or to go to the Sharia and civil courts or to police stations to collect her rights and resolve the dispute, due to her ignorance of the legal texts that help her solve problems, or who is the appropriate party that is available to her. The answer.

Women in our society remain silent in anticipation of the consequences that may happen to them if they knock on the doors of the courts, or follow the legal paths, which necessitates paying attention to the importance of legal awareness in order to overcome the problems that women encounter in our society.

And these bodies must educate everyone who is ignorant of their competence or underestimated their ability to change the bitter reality, whatever the method of raising awareness - information of its types in most cases - until we reach a stage where we find women able to deter violence and not surrender to it and passivity in front of it.

Lack of awareness of Islamic teachings and misunderstanding of the meaning of guardianship:

Men's lack of awareness of the teachings of their religion and what the Lawgiver urged them to do, as well as their distance from religion, and therefore their lack of religious motivation is an important reason for domestic violence. About beating a woman, and he considered it a shortcoming for men, so he described those who beat their wives by saying: "They are not your choice." It is assumed that all men follow the example of the best of morals, who was not reported to have beaten one of his wives or servants.

Likewise, the man's misunderstanding of the meaning of guardianship and the permission to strike, which are mentioned in the Almighty's saying: [Men are the maintainers of women because God has favored some of them over others and because they spend of their wealth] (An-Nisa: 34).

The linguistic meaning of the word standing is a lot of standing, standing more than sitting; A metaphor for lack of rest, and for striving tirelessly.

As for the strength, idiomatically, it is the one who stands on the thing or the person; So he preserves it, protects it, contains it, defends it, and takes care of it.

If our women imagined the sweetness and splendor of the guardianship crown with which the Most High crowned their heads, they would not die in fear and terror while they are flogged every day with the whips of distorted understanding of the duties of women and the rights of men. And the guardians, and for the husbands to reconsider their position on guardianship, which places more responsibilities, burdens, and duties on their shoulders than it grants them rights and privileges.

Guardianship is a right for wives, a duty for men, and not the other way around, and in that there is a great deal of rights and a great psychological miracle that I call for contemplation with a specialized eye that restores women's honor and dignity, and restores their rights to them, and takes the hand of men towards a correct understanding that makes them able to form And managing the family in a

healthy and sound manner is in accordance with the law that wants good for human beings.

Masculinity and violence:

In many cases, as a result of wrong upbringing, we find a man who does not feel the fullness of his manhood except through beatings and quarrels, so that those around him say of him that he is a strong man who is strong with his wife and family, although manhood definitely does not consist in exercising violence and force against the weak, especially your household, who are a trust in the man's neck.

Absence of deterrence:

Violence will increase and grow to the extent permitted by society and the system. Yes, society may allow violence and the system as well, and that is by remaining silent and not taking the hand of those who practice violence and deterring them. Society, through its silence on cases of violence that are published in newspapers, magazines and all media, gives an opportunity for the rest of Violence practitioners to persevere because they know that society will not reject them.

And on the same path, and even more importantly, the system proceeds, as the system represents the greatest deterrent to domestic violence, but in our country in particular there are no deterrent penalties, but rather there are warnings from the virtuous sheikhs, although there are types of people who only benefit from punishment, and developed countries have understood its role and issued special regulations for domestic violence .

tribal culture:

Some tribes that did not inhabit cities until recently or still roam the deserts cultivate Tal beliefs Her enslavement and the establishment of her men and children on her be an important factor in the occurrence of psychological pressure and oppression towards women, as some Bedouin tribes view women as a creature created for service and obedience without any right or any mercy, so they practice against them various types of violence, especially psychological, where there is no support, containment, or tenderness In the face of all this, the woman feels that what is happening is normal and that she was really created for that purpose.

It is inculcated from an early age in the child's soul that she is a weak creature and always needs protection, while the male child is raised as the strong one who can make the decision, so we see the girl when she faces any ordeal, she begins to cry, unlike the boy who knows in advance that crying is a weakness that is not appropriate for him, because he is the strong one who has power .

b- Social reasons:

Drug abuse and alcoholism:

Addiction is the biggest, first, and most important cause of domestic violence in all societies, whatever its kind. Studies have proven at the level of the Western and Arab world as well, including Saudi Arabia, according to an article in Al-Watan newspaper on Wednesday, corresponding to Rabi` al-Akhar 5, 1427 AH, that the most prominent and widespread causes of domestic violence is the abuse of alcohol and drugs. This was confirmed by Dr. Al-Jawhara Al-Anqari, Chairperson of the Family Committee at the Human Rights Society, where she explained that one of the most important reasons that drive violent practitioners to use drugs is drug abuse.

It is natural when a person loses consciousness and loses his mind as a result of this drug that he does anything that is not accepted by reason, religion or logic. It is obvious that the first exposed to the consequences of this addiction are family members who suffer from the behavior of the addicted person. He may beat them, torture them, imprison them, and children may become afraid. Extreme hysterics as a result of their vision of abusers in this way. And I see, as a researcher, that the relationship between domestic violence and addiction of any kind is mutual, and each of them is considered a source of the other. One of the causes of addiction is family problems and family disintegration, as our virtuous Dr. Dr. Jibreen Al Jibreen is drug abuse, addiction and mental illness. The relationship between them is mutual and each causes the other.

- psychological diseases :

Any study dealing with the causes of domestic violence is not without mentioning this reason, which is the presence of psychological disorders in the person causing the violence, so any educator, whether he is a parent, teacher, or others, should have the correct educational culture in order to be relied upon in raising the next generation, but the question that arises How can a mentally ill

person be entrusted with the upbringing of these children, rather how can they be left with him to live in his care if their father or mother are the ones who suffer from this disorder? Islam is similar to these rulings from thousands of years ago when it did not acknowledge the existence of the fostered child in the hands of those who did not protect him from his parents, and bring him up with the correct and true Islamic upbringing.

The inferior view of women:

Islam came and abolished racial discrimination among all human beings and made the balance of comparison between them is piety. There is no difference between an Arab or a non-Arab, a man or a woman except by their piety and their pure worship of God Almighty. It is the view of women as contemptible and as a lesser creature than men.

Social pressures:

It is natural for the environment to be affected by what is happening in the reality of the social environment in which you live, and it is expected that with the increase in the burdens of life and the complexity of living life, multiple pressures will arise with the tension of the inter-relationships of society in the family environment in particular, and this does not mean in any way justifying issues of violence and behavioral abuse community or family.

But when a person is exposed to pressure and problems, whether at work, home, or the surroundings of friends, as well as when he is exposed to financial pressures, especially if he is in a state of extreme poverty, it will cause him frustration, and therefore, like any normal person, he will search for an outlet, and the outlet will not come out in most cases from practicing violence against his family members until He feels comfortable according to his thinking and belief, but as a result, instead of the pressure being directed at him only, it has become directed at the whole family, and thus a family with an unhealthy or unhealthy psyche is created, unable to give and produce.

This statement is supported by the psychosocial theory. This theory states that "social pressures have a prominent role in committing violence. Supporters of this idea link the increasing responsibilities of men with violent behavior. They also emphasize the role of unemployment, poverty, and lack of life opportunities in forming pressures on the person, which in turn increases the likelihood of His

practice of violence Some supporters of this theory assert that there are two types of pressures:

1_ The pressures of unpleasant life events, work pressures, and various roles as stimuli that may lead to aggressive behavior. Studies have confirmed the direct relationship between unpleasant life pressures and violent behavior, as it appears in the commission of violent crimes. As for recent studies, they have emphasized the negative impact of unpleasant life pressures that The individual is exposed to violence, in the light of intermediate variables represented in genetic predisposition, learned experiences in the past, and the nature of the person's awareness of the situation and the dangers it entails.

2_ Environmental pressures represented by noise, crowding, pollution, weather, and other pressures such as breaching personal boundaries, assaulting spatial and personal space, and overpopulation, as these environmental influences lead to an increase in violence through the psychological or behavioral effects they cause, and this is done according to the level of arousal of the person, and the state of saturation with stimuli , the frustration caused by these stresses, the ability to self-control, and the degree of anxiety. "

Secondly, the reasons for women:

A- Direct reasons:

- passivity and resignation M for violence:

One of the most important causes of violence and perseverance against women, day after day, is their passivity in confronting him and not taking what is necessary to deter the one who causes it, because she is attached to false hopes and that life will settle with this man one day. It will not change unless she changes it herself.

There is a well-known rule that if a man takes the first step towards violence against his wife and she does not deter him and set a red line for him, then he will go on and on and turn her life into hell.

In marital life, the convictions and principles that both parties recognize each other at the beginning should be clarified, and neither party should conceal its principles / convictions from the other at the expense of the other, so that after the passage of years, he does not find himself empty without independent principles or ideas that express him, but he sees himself as a follower of the other party. .

Lack of self-esteem:

When a woman's self-esteem level is low, the woman becomes afraid, passive, tense, aggressive, indecisive or enthusiastic, and is dominated by a sense of helplessness and powerlessness.

When a woman does not appreciate herself, her capabilities, and abilities, and knows that she is beautiful, capable, and strong enough to deter this man, and enough to make her believe that she is able to get another husband who will appreciate her highly, then she will be imprisoned in a life similar to prison, and even worse, when a woman believes that she does not have sufficient ingredients to start life and limit this violence against her, as she gives men a golden opportunity to exploit her and imprison her from this wide world that God made for us to work and be happy, not to be humiliated and disgraced.

Women's lack of knowledge and awareness of their rights and the rights of their children:

Ignorance of the party to whom violence is directed of his rights decided by the wise legislator or man-made organizations is one of the most important causes of violence or its continuation. For example, women are ignorant of their right to divorce, or their right not to be severely beaten, or their right to respect and hear opinions, or their right to custody of their children. In the event that the father does not protect the children and does not raise them properly, this is one of the most important causes of violence and its continuation in an unjust manner.

If women knew their rights and their children properly, we would have seen the rates of violence cases decline by half, but education and upbringing that did not teach the girl her rights, but rather taught her and preserved her obligations, is less than her rights.

However, at this stage, we have no choice but to spread awareness among women at various levels, from any platform, so we will compensate for this deficiency.



Trying to preserve the family entity and not wanting to leave the children:

In most cases, women, when enduring various forms of violence that are directed at them and their children, try to stand firm in front of them in order to preserve the family's entity and identity and protect it from rift or family disintegration. So she is patient clinging to false hope or being patient so as not to fall prey to society's negative view or her fate to the street after abandoning this violence. You become homeless.

Sometimes she stays and feels pain because of her desire not to leave the children alone with the person who commits violence. For example, when the wife is forced to coexist with the husband who repeatedly commits violence against her, for the sake of her young children, if she cannot leave with them.

Lack of financial resources for women and total dependence on men:

When a man becomes a woman's gateway to the world and her only outlet and refuge, when she sees the world through him and depends on him with all the big and small things, and she does not know the basics of life without him, especially if she lacks the presence of family and support other than him, then it will be difficult for her to leave him or prevent him from being exposed to her in any way. Violence may even consider it a price for the shelter, food and clothing he offers her, and she may or may not have forgotten that these things are her right that God Almighty has ordained from above the seven heavens.

This is exacerbated and exacerbated by the non-working and illiterate woman who has no refuge other than the marital home, in which all kinds of violence are practiced on her, so she is forced to be patient and endure due to her total dependence on it and the absence of another refuge for her to carry her and suffice her from humiliation.

Indirect reasons:

Obtaining higher education than men:

One of the biggest problems that may appear in some husbands is the man's jealousy of his wife's continuous successes and her reaching the highest academic ranks. These successes make the man feel a kind of deficiency that pushes him to compensate for it with non-educational methods.

Among the manifestations of a man's jealousy is the constant threat to the wife of beating, preventing her from leaving the house, preventing her from working, or embarrassing her in her workplace until he breaks her successes, or destroying these successes if they are perishable, such as research, experiments, publications, certificates of appreciation, permissibility, etc., and this makes him feel psychologically comfortable.

But the successful and educated wife may have some of her behaviors as a cause of igniting the husband's jealousy, and this is a reality. Perhaps her pride in her grades, or her constant talk about her research, may lead him to feel that she is underestimating him. However, there are many men who help and motivate their wives to achieve more success, and we are certain that marital life cannot be straightened or continued in light of illegal competition, but rather in light of cooperation and faith, which are two essential aspects that contribute to the integration and success of the family.

Obtaining a higher status than men:

The psychological formation of a man makes him feel comfortable when people know that the marital home is open to his capabilities and his money only, and that his wife derives her pride and social status from his position and his own, and any image otherwise rejected by society also rejects it, so the man constantly tries to strengthen his being on. At the expense of women, he seeks to choose his life partner on the basis of his personal components and the nature of his psychological formation, and if he feels that his partner will appear more successful and more widespread, then he is afraid to associate with her because he believes that her success will always make her in a situation compared to him and he lives in constant anxiety for fear that she will outperform him. Therefore, we find him always working with an unconscious defensive mechanism that hides his weakness and helplessness in front of women, by taking advantage of the least shortcomings of her in her home, or towards her children, and instigating quarrels to accuse her of neglect.

This is due to her excessive interest in her work, because there is a firm belief in the minds of many men that the success of a woman in her work and her reaching the highest ranks must be at the expense of her private life or at the expense of her feelings and feelings about her children and her home, and this is a wrong understanding because a woman's work makes her more friction and more experience And experience, and this is reflected in her behavior with her husband and in her upbringing of her children, because she will become more understanding and appreciative of her husband's working conditions, and more aware of his need for rest and calm at home, because she, like him, needs that.

Earning a higher income than a man:

This is a natural result. When a woman's income is higher than her husband's, the fires of jealousy will often flare up by himself, except for the mercy of my Lord. This jealousy will be translated over time into an attempt to impede this success that she overtook him in various ways, from threats of beatings and various means of pressure.



Incompatibility between the spouses:

The lack of compatibility and parity between the spouses of any kind, whether it is age compatibility, formal compatibility, compatibility in tastes, intellectual closeness, social parity, recreational, mental, spiritual, emotional, and sexual compatibility, would create a gap between the spouses that they cannot easily destroy.

The difference in the family environment between the spouses, that is, the wife is from a family environment that is raised on consultation and mutual respect between the spouses, while the man is from a family environment in which he is raised on the fact that the man alone is the one who commands and forbids (and vice versa).

Likewise, the class and cultural disparity between the spouses, which is when the wife is richer than the man or from a higher social class and vice versa, as well as the lack of intellectual harmony and mutual emotional and mental immaturity between the spouses. Cases lead to physical violence as a result of incompatibility, or the spouses reach the stage of divorce, so the family breaks up and children are lost as a result of a wrong and ill-conceived choice.

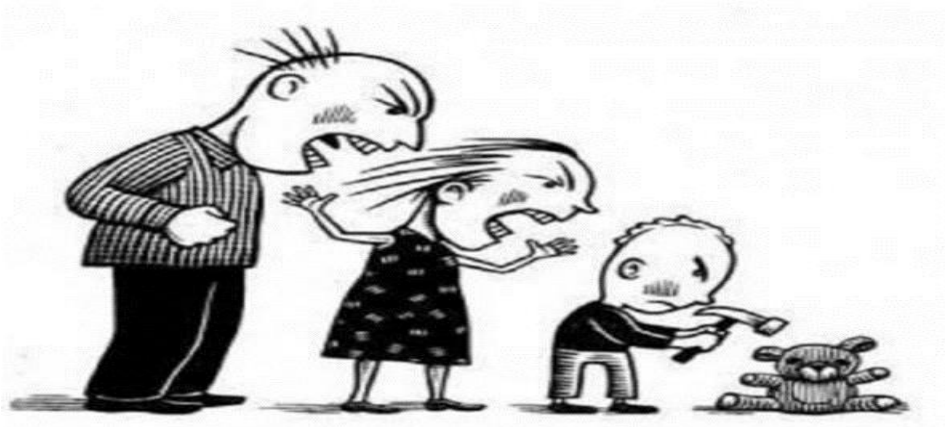
- Society's perception :

Fearing society and its burning look, fearing for her reputation, fearing looks of excessive sympathy, or of adding to the mud, blaming, legislating, and blessing such actions that are practiced against her, women remain silent about violence, so they swallow their guts and remain captive to such actions because of outdated societal legacies that the educated and the ignorant still act on alike. Either way, she does not know how the reaction will be if it is announced that she was subjected to violence, and she highly speculates that it will be against her, as happened to those who preceded her. Unfortunately .

Victims of domestic violence:

When talking about violence, we should refer to the groups affected by violence or the so-called victims of violence. They are naturally the vulnerable group among family members and often need special care. The following are the most prominent groups that are exposed to domestic violence.

- Children:



They are among the groups most vulnerable to violence because they are the most vulnerable, and they are also among the groups most in need of care and attention.

- Women:

Given the weak nature of the woman and her constant desire to sacrifice in order to preserve the entity of her family and the foundations of her home, we find her accepting the waiver of her rights and accepting to be a victim of domestic violence in order to preserve the children in particular. Perhaps the most prominent type of violence that women are exposed to in the UAE is moral violence at the hands of the husband, and that Based on the cases received by the Girls' Education Home, and the results of studies carried out by psychologists and social workers, the moral violence practiced against them is marginalization or defamation.



- Disabled:

The latent capabilities and glowing energies in this category are greatly disrupted by their oppression, marginalization, indifference to them, humiliation, and isolation from the outside community because their families are ashamed of them, and they suffer as a result of the moral violence practiced against them, and this category may suffer from two types of violence, domestic violence between their family members, their warm embrace. , and institutional violence among the

staff of the institution that is supposed to take care of them with special care because they are special classes.



- The elderly:

They are the eldest among the family members and those who need care and attention due to their physical and mental weakness. Perhaps they are the most deserving of this attention because they have fulfilled their duties towards their family members and believe that it is their right to demand care and attention as a return for the favor, but the result is that they suffer from a lack of attention from the society surrounding them and their families. In particular, they suffer from marginalization, and this group also falls under two types of violence, family violence, and institutional violence. "From those in charge of caring for the elderly and others."



Ways to prevent family violence

First: Religious commitment:

The majority of the sample believed that the most important solution lies in adhering to the teachings of Islam and adopting its tolerant teachings and applying them in family life, whether that is in terms of choosing spouses, naming children, raising them and dealing with them, or respecting parents, and making Islam a religion for life and not only for acts of worship, with The necessity and clarification of the purpose of the Sharia from the verses and hadiths in which beating is mentioned so that it is not exploited in the name of Islam.

Second: the family:

Since the family is the first nucleus in upbringing and imparting correct behavior to its members, a great burden has fallen on it, as it is required to take several responsibilities, in several areas, to protect family members from violence, and among those responsibilities are:

- Follow the conscious methods in a for dialogue between family members.
- Equality in dealing with children.

- Satisfying children's psychological, social and behavioral needs, as well as material ones.
- Physical and moral participation with children, and befriending them to instill confidence in them.
- Minimizing watching scenes of violence on television.
- Not relying on nannies in managing family affairs.
- Reducing the phenomenon of polygamy, especially foreign women.
- Instilling values, principles and morals in the hearts of children from an early age.
- Follow-up children and guide their behavior.
- Developing children's creative skills and hidden talents.
- Developing latent emotions of love for the country and society and belonging to them.
- Good relations between parents, and reduce the phenomenon of divorce.
- Taking care of the housewife's confidence.

Third: Media:

The media has an important role in guiding and correcting behaviour.

- Dedicating media channels that help families overcome domestic violence.
- Take advantage of advertising breaks to broadcast awareness messages.
- Spreading family culture on respect for the opposite sex, while introducing men to women's rights.
- Training the family on how to face problems, while educating mothers about the need to take into account the age stages of the child through targeted programmes.
- Detection of the causes that lead to violence with its prevention.
- Shedding light on domestic violence by citing evidence of it, and educating families about its psychological and social consequences and its negative effects on society and the individual.
- Printing and publishing booklets showing the psychological effects of violence on children.

Fourth: the school:

The role of the school is no longer limited to education, especially when we are in a period of time in which people are able to process information with the aim of learning through various means of communication. Therefore, the school must have a prominent role in community awareness and directing the behavior of individuals through the programs it prepares and adopts from projects. The opinion poll showed that the sample sees the role of the school in preventing domestic violence as follows:

- Attention to educate parents by raising community issues and finding effective solutions.
- Fighting behaviors alien to society.
- Highlighting the importance of volunteer work.
- Contribute to make donations.
- Contribute ideas and opinions to reduce unemployment.
- Submitting legalized proposals to reduce the phenomenon of expatriate workers.

Fifth: Government Institutions:

As for the governmental institutions not mentioned above, some responsibilities fall upon them, each according to their competence. The roles assigned to them are as follows:

- Dedicating sites on the Internet to provide family counseling.
- Providing legal services.
- Enacting laws to protect the family and its members from domestic violence, and following up on their implementation.
- Reducing unemployment and its negative effects.
- Reducing the phenomenon of expatriate workers, especially those that are not related to our Arab and Islamic culture.
- Harnessing means of communication to educate families and inform them of domestic violence through short messages.
- Requiring those who are about to get married to undergo training courses on raising children, and marital and family relations.

- Qualifying married couples and providing them with decision-making and problem-solving skills.
- Holding training courses for parents on controlling physical, psychological and verbal emotions.
- Finding centers for those affected by domestic violence to take care of their cases and to protect and rehabilitate them.
- Clarifying laws and penalties for individuals who use violence against children.
- The need to provide nurseries at mothers' workplaces under the supervision of the competent authorities.
- The need for psychologists and social counselors to take care of family affairs.
- Communication with different family centers to exchange experiences and energies.

From the results of the opinion poll, we find that ways to protect the family from domestic violence is a national duty in which all official civil society institutions, as well as individuals, come together.

As for the methods used to reduce domestic violence, the sample saw that religious, social, intellectual, cultural and legal awareness, in addition to enlightening community members about the rights they enjoy and the duties assigned to them, is one of the best ways to reduce this phenomenon, provided that this awareness takes several forms represented in training and workshops. And qualification, lectures, brochures and pamphlets, in addition to holding conferences and seminars, benefiting from all available means, such as media and communication devices, in addition to governmental and other community institutions.



Ways to prevent family violence

Explain who are the victims of domestic violence

Explain the causes of domestic violence.



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