

Socialization between Importance and Influence on the Phenomenon of Suicide

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The process of socialization is considered a process of great importance and complexity that has been addressed by scholars and researchers in sociology and psychology throughout various eras. It represents a subject of interest for many researchers and scientists, and in this regard, they have developed a number of assumptions and theories about this process, because of its major role for the individual and society. Both, and therefore it is the process that works to provide the individual with the culture, customs, traditions, and values prevailing in society, and gives him various skills and experiences that make him a good and effective citizen in society, and this The process takes place through several institutions in which the individual graduates one by one, including the family, the school, and others. Other institutions in which an individual learns, On the contrary, upbringing is a double-edged sword, or it can be used to form a generation that is aware of the spirit of responsibility towards itself, its community, and its nation, or can it have a negative impact on itself, its society, and its nation if it is not used properly and lead to the occurrence of unacceptable social phenomena in society, for example but not limited to the phenomenon Suicide has become a concern for all actors in society because of the repercussions it causes within the family and society. In this research paper, we identify the concept of upbringing by shedding light on the various elements that affect an individual's upbringing and formation, which may have a direct impact on the occurrence of the suicide process.

Keywords: Socialization, Suicide, Suicidal Behavior, Perception of Suicide**1. Introduction**

The process of socialization is one of the stages of the process Education, if not most of it, is through the methods used in it, through which the individual is prepared not to interact With society, social harmony is achieved by keeping pace with the group and following prevailing social standards and values. Thus, the individual knows his rights and duties, and becomes able to bear responsibilities and adopt appropriate roles in the society in which he lives.

Through family upbringing, which is considered one of the most important stages of socialization in... Education for the individual enables the individual to be able to rely on himself and not depend on others That is, he does not depend on anyone except his parents, and thus upbringing is an effective process, as it works to provide him with a set of appropriate behaviours, standards and attitudes that make him an individual capable of keeping pace with the group and society and thus practicing social life normally.

The phenomenon of suicide is considered one of the social phenomena to which the individual and society are exposed and constitutes a direct threat to them in preserving the human soul that God created and urging its preservation and social solidarity and unity. Therefore, scientists and researchers began to study this phenomenon and work to reduce it in society, considering society a complex unit. Of cultural structures, values, ideas, customs and traditions. Through this research paper, the nature of socialization was discussed, and its characteristics and goals were identified and its conditions and its forms, stages and dimensions. To know the extent of its impact on the phenomenon of suicide, as it is one of the reasons leading to it, because of its importance as it is the first building block through which the individual receives various instructions from the family and society.

2. The problem

Of this study begins, entitled: "Socialization between the importance and influence on the phenomenon of suicide ." Based on the above, the problem of this study centers on identifying what so-

cialization is and how it can have an impact on the suicide process, as well as knowing the most important dimensions and goals of socialization in preparing a promising generation. Aware of the most important responsibilities and duties and avoiding everything that harms oneself, society and the nation. The problem of the study is represented in the following question:

What is the concept of socialization? The following sub-questions fall under it:

1. What are the most important forms of socialization and its dimensions?
2. What are the most important theories that dealt with socialization from the perspectives of psychology and sociology?.

3. Research Methodology

The appropriate method for such a study, which includes description, analysis, and conclusion, is the descriptive and analytical method this is for two reasons:

- 1- We used the descriptive analytical approach to define the nature of upbringing and its shapes and keep it away.

3.1 Objectives and importance of the Study:

- Upbringing contributes greatly to avoiding the phenomenon of suicide if it is experienced by the individual well and according to scientific and practical methods and methods at the same time.
- is a very important element in the education process in preparing the individual
- Highlighting an important element represented in the upbringing process in avoiding and avoiding the phenomenon of suicide
- Many studies emphasize the importance of upbringing in avoiding many negative phenomena in society.

3.2 Key Words:

a. Socialization: Parsons defines socialization as “an education process that depends on indoctrination, imitation, and identification with the mental, emotional, and moral patterns of the child and the adult. It is a process that aims to integrate the elements of culture into the personality system. It is a continuous process that does not... An end to it [1].

b. Suicide: “The Great Encyclopedia of Psychology defines suicide as either a rational act carried out by an individual based on moral, social, religious, philosophical, or personal considerations, or on the contrary, it is a pathological act that occurs as a result of the stages of development of some psychological disorders” [2].

c. Suicidal behavior: “A series of actions, whether suicide is committed or not, including suicide, attempted suicide, threat of suicide, suicide attempt, followed by a suicide attempt, and finally the actual suicide” [2].

d. The perception of suicide: “Beck defined it as a connection that represents the two ends of the latent suicide perception, that is, at the level of the perception. Then this perception develops through different stages until the individual makes actual suicide attempts” [2].

4. Theoretical Framework

4.1 First: What Is Socialization

4.1.1 Definition of Socialization

A process of social interaction in which the individual acquires his social personality that reflects the culture of society. In this process, society, with its groups and institutions, raises its children and makes them responsible and reliable members. This is done by giving them the meanings, symbols, and values that govern their behavior and by giving them the behavior of others. Predicting the responses of others [3].

4.1.2 The Sociological Definition

The process of the individual's integration into society in various types of social groups, and his participation in various community activities, through his assimilation of the elements of culture, social standards and values on the basis of which the socially important characteristics of the individual are formed [4].

4.1.3 The Psychological Definition

The study of individual behavior means all the individual differences and similarities between the behavior of individuals, and the similarities and differences in patterns of behavior, feelings, and trends among members of groups, as well as the unique and abnormal characteristics of behavior, motives, and feelings [5].

4.2 Characteristics of Socialization

- A learning process in which the individual learns through interaction, affecting and being influenced by the surrounding environment or the society in which he lives.
- Process through which the educated individual acquires various skills, experiences, customs, traditions, and values that are accepted by the society in which he lives.
- Psychological process in addition to being a social process at the same time.
- A continuous process through the various stages of life, from childhood to adolescence and youth, all the way to old age and death.
- Dynamic process.
- A complex, saturated process that targets large tasks using multiple methods and means to achieve what it aims to achieve [6].

4.3 Socialization Goals

- A process that aims and enables an individual to move on from a trait from biological to social.
- Making the individual capable of acquiring social standards that govern direct and control behavior.
- Make the individual learner able to learn and adopt roles.
- A process aimed at transmitting culture from one generation to another.
- Achieving social and family cohesion.
- Achieving social and family harmony.
- Instilling identity in the individual.
- Strengthening national and national identity For the individual.

5. Forms of Socialization

5.1 Intentional Socialization

It takes place in both the family and the school, and the family works to teach the individual various skills Such as language, etiquette and behavior Which corresponds With its prevailing standards and trends , the school educates individuals According to intentional and prescribed educational curricula, it has its own goals, methods, and methods to be adopted in order to reach the desired goal .

5.2 Unintended Socialization

Done Through mosques and other means such as media, radio, television, cinema, theater and other institutions that contribute to the upbringing process through the following roles:

- The individual learns skills, meanings, and ideas by acquiring social standards in various institutions
- The individual acquires habits and trends related to love, hate, sex, success, failure, etc.
- The individual acquires habits related to work, production, consumption, and other types of behavior [7].

5.3 Stages of the Socialization Process

The process of socialization of the individual takes place through stages, as the human being is born a hundred percent organic being, that is, a human being who eats , drinks , and breathes, and then begins to move from this state to the social state, which begins to be imprinted with the character of the group surrounding him. These stages are represented in the following:

5.4 Sensory Response Stage

This stage occurs at the beginning of the child's life, that is, from his birth with his mother and in his family. In this environment, the first steps of socialization begin. He gets to know his mother, who responds to his feelings, feeds him, and takes care of him. Then he begins to develop social feelings toward his father, and then his brothers and sisters and those around him.

5.5 Actual Practice Stage

It begins after getting to know all the family members, dealing with them, and knowing their character, values, customs, and lifestyle, and then begins to adapt to the family and their way of life. As the child begins to practice his social life in his family and among his peers, and from here his social role appears and his social practices become clear, which depend on his abilities and preparations.

5.6 The Stage of Integration and Assimilation

This is the stage in which the individual goes into the larger society. In the beginning it is school, then playmates, then work. When he reaches this stage, he imprints on the character of the group and practices his culture after he knows it well, and then he gives to others and forms in him what is called the collective self. He produces social upbringing and integrates with the group and becomes one of its symbols [3].

5.7 Dimensions of Socialization

Socialization occurs in all societies, regardless of their cultures and urbanization, and it is one of the few common topics between psychology, education, sociology, and anthropology. This topic occupies a large part of the interest of scholars of these sciences due to its connection to multiple human dimensions, the most important of which are:

5.8 Social Dimension

This dimension focuses on many social phenomena, such as work evaluation and social presentation. The followers of this dimension define socialization as the process that relates to teaching members of society from the emerging generation how to behave in different social situations based on the expectations of the society from which they arise. The basic features of this dimension are:

- a. Shaping the social behavior of individuals.
- b. Achieving compatibility between the individual's behavior in social situations according to the expectations of each society.
- c. Teaching individuals the heritage of the society in which they grow up.

6. The Psychological Dimension

Followers of this dimension consider that the process of socialization is necessary for the formation of the child's self and developing his concept of himself as a person through the behavior of others and their attitudes towards him and the basic features of this dimension:

- a. Achieving satisfaction through positive social interaction.
- b. Acquiring behavior that suits the individual's social role.
- c. Acquiring standards and trends appropriate to his social role.
- d. Integrating the individual into social life.

6.1 Educational Dimension

It is concerned with the results of behavior and various methods to transform from the behavior of animal nature to the behavior of social human nature, or from natural, organic behavior to social human behavior. The main features of this dimension are:

- a. An intentional growth process for basic human organs.
- b. The process of providing the child with basic knowledge to achieve humanity.
- c. Ongoing process [6].

7. The Most Important Theories of Socialization

7.1 Social Role Theory

George Mead, the pioneer of this theory, believes that there are two main concepts in this theory: social role and social status By social status, we mean the status of a social construct that is socially determined and has duties and rights associated with it. Each individual has several statuses, such as the status of age, age, and job. In addition to that, every status is linked to a pattern of expected behavior or a set of social expectations. The male has a social status that results in expected social behaviors, unlike... The female. Linton defines the role as "the total sum of cultural patterns associated with a specific position, and it is the dynamic aspect of the

position that the individual is obligated to perform so that his work is sound in his position. The role is the mechanical aspect of the position, as the role according to Linton includes the trends, values, and behavior that society dictates to every person.” So, there is a close relationship between social role and social status, and this is confirmed by the sociologist Parsons, who believes that role and status are not the result of the individual’s efforts, but rather a unit in the social system. Parsons believes that two other concepts are linked to status: status obligations, which consist of the expectations of others of the person who occupies that position, the other is status rights, which consist of the expectations of the occupant of that position from others.

More precisely, this role theory attempts to understand human behavior in a complex manner, considering that social behavior includes cultural, social, and personal elements.

What concerns us in this theory is that the behavioral actions associated with social centers take the form of social roles for the individual to learn and acquire through socialization, which is done either by intentional or incidental learning, so the child acquires different social roles through his relationships with individuals who have a special meaning for the child’s life. Like fathers, this role appears in two directions:

1. Direct social interaction with the child, which is evident to us through the close relationship between the child and his mother, where the child gets along completely with his mother.
2. What they represent in the stages of self-development in the child [6].

The process of acquiring roles is not only a cognitive process, but rather an emotional connection that provides social learning factors and the acquisition of social roles through several methods, including:

3. Direct learning: For example, a male learns from his mother that he should not wear girls’ clothes, and the same applies to girls.
4. Situations: There are many situations that a child encounters in his life. The child often learns his social roles through the situations he is exposed to in which he behaves in a manner appropriate to what is expected of him and receives support from those he interacts with, or he behaves in contradiction to that and faces opposition or a request for change.
- 5 Taking important others as models: It gives meaning to things and topics through their use of them, and the child learns the meanings of those things and topics [8].

7.2 Psychoanalytic Theory

Freud is considered the father of the theory of psychoanalysis and the dynamic actor in interpreting personality. This theory is considered one of the most important theories of socialization. Freud believes that the child is born with “amusement,” which is a complex set of instinctive, appetitive motives that determine and direct behavior according to the principle of pleasure. The child He is not concerned with growing up, but rather with enjoying pleasure and satisfaction for himself, but as he grows, he is subjected to restraint

and restrictions in various ways by his parents, and this prevents him from playing with everything that his soul longs to play with. As a result of this suppression and control, part of the amusement is transformed into the ego, which is considered the conscious part of the personality that works to subject demands to control and directs its activity according to the principle of reality. Everything that the ego finds difficult to handle is repressed and pushed to what is called the unconscious. “It is that great power that finds expression in dreams, which are states of absent-mindedness.

So, everything that concerns us in socialization within the family is summarized by Freud in three aspects of the personality: (playfulness), (ego), and (superego).

- **Play:** It consists of everything that is innate and inherited, including instincts, which is what Freud called the true psychological drive, meaning that it is an unconscious aspect that does not know anything about values and morals.

- **The ego:** represents the second aspect of the personality, which is formed gradually from the child’s contact with the outside world and the reality in which he lives, meaning that it is formed as a result of socialization in the first place (Zahi, 2005, p. 251) .

- **The superego:** represents the conscience and is a representative of the values as learned by the child during the process of socialization through reward and punishment. In addition, the superego is formed at an early age.

Behavior is essentially linked to the process of socialization, family formation and dynamics, and this is what scientist Hall Lindsey pointed out. At every stage of the personality, since at every stage the child’s attitude towards his parents is acceptance or rejection, which is an essential process in building the personality in that it is a social behavior, it is formed through the process of socialization, and this is what appears in the foundations of social behavior for the future behavior of the child, so it is determined. Within the family, especially at the age of 6 to 7 years, the child’s characteristics become towards his parents according to this analysis of the action of the higher self, which is initially responsible for the socialization process. The content of the higher self is derived from the guidance and advice of parents and teachers.

The process of socialization, according to analysts, includes introducing the child to his parents’ standards and forming the super-ego. Freud believes that this is done through mental, social, and emotional methods, namely reinforcement. And extinction based on reward and punishment. The process of socialization works to reinforce some socially acceptable patterns of behavior and extinguish others that are socially unacceptable. Likewise, imitation and unification based on a sense of value and love are considered among the most prominent methods of socialization. This psychoanalytic theory the interpretation of personality holds that the family is the first institution in which the child receives the components of his personality.

In addition, he suggests Freud has five stages of human develop-

ment from birth to adolescence:

1) Oral Stage: from birth until the second half From the first year and here The mother plays a major role because the child's personality and the pattern of his social relationships are determined by the nature of his relationship with his mother By satisfying his oral needs, this stage is characterized by the fact that he focuses on satisfying his needs on the mouth and is satisfied through sucking [8].

2) The Anal Stage: in the second and third years of a child's life and is concentrated in the sexual organs, where the child finds pleasure and enjoyment as a result of being taught to control ejaculation, and at this stage he gains acceptance from his parents.

3) Penile Stage Phallic Stage: from 3 to 5 years at this stage, the child is attached to his mother, wanting to monopolize her love, and feels jealous of his father, who shares that love with him, and the same applies to the girl.

4) Latency Stage: From 5 to 12 years, it is characterized by the child's attachment to parents of the same gender by assuming the position of the parents, meaning he behaves in this stage as the parents behave.

5) Stage Of Sexual Maturity Genital Stage: In this stage, the individual becomes sexually mature, meaning the ability to marry, produce socially, and have the ability to interact socially.

Analytical psychologists consider the first three stages to be the most important in the development of an individual's behavior and personality.

And he sees Freud said that the child, in the first years of his life, embodies the social style found in the culture in which he lives, by assuming the roles of his parents, and this approach has an impact on the development of his personality, as the child is very similar to his father, the more he achieves goals that the child loves.

If the parents do not fulfill the desire of their children, the children turn to another direction to spread an appropriate example, and society uses methods of reward and punishment to place the child in the field of acceptance on the other hand, and takes on the role of the external authority to make the child conform to society.

This psychoanalytic theory emphasizes that the construction of personality, or what is known as its interpretation, occurs through socialization within the family, and more precisely through the parents. Thus, the family is the first institution of socialization that plays a major role in shaping the child's personality, through the role it plays. Especially since it is the environment in which the child receives the first components of his culture, language and social heritage.

7.3 Social Learning Theory

The socialization process itself is considered a learning process, as this theory believes that social development occurs in children in the same way that learning other tasks occurs, by watching the actions of others and imitating them. There is no doubt that general education principles play a major role in the socialization process.

The proponents of the theory of learning by imitation, in partic-

ular Dollard and Miller, give great importance to reinforcement in the learning process, and believe that behavior is supported or changed depending on the type of reinforcement or punishment used. Behavior that ends with reward tends to be repeated again, as Behavior that ends with punishment tends to stop.

Bandura believes that people develop their hypotheses about the types of behavior that will lead them to reach their goals, so that learning often occurs by observing the behavior of others and observing the results of their actions. According to this theory, we do not only learn prior actions, but rather we learn comprehensive models of behavior is based on the assumption that a person can learn by observing and imitating the response of others And he suggests Bandura has at least three implications of observational learning:

- **Learning New Behaviors:** The observer can learn new behaviors from the model. When the model performs a new response, which is not in the observer's behavioral repertoire, the observer tries to imitate it.

- **Stopping and Releasing:** The process of observing the behavior of others may lead to stopping some responses or avoiding performing some types of behavior.

- **Facilitation:** The process of observing the model's behavior may facilitate the emergence of responses that fall into the behavioral repertoire of the observer, which he has learned in advance.

Indicates that there are four stages of learning by modeling, and these stages are:

- **Attention Stage:** Attention is considered a basic condition for the learning process to occur, and the results of studies have shown that we pay attention to models with high confidentiality and high efficiency.

- **Retention Stage:** Observational learning occurs through connection and juxtaposition. The two necessary juxtaposing events are attention to the model's performance, and the representation of that performance in the learner's memory.

- **Reproduction Stage:** In this stage of learning by modeling, verbal and visual encoding in memory directs the actual performance of newly learned behaviors.

- **Motivation Stage:** The behavior acquired through observing others is represented and imitated if it is reinforced. However, when this behavior is punished, it will usually not be carried out.

And he sees Miller and Dollard stated that the child, in his effort to reduce his motivations and satisfy his needs, imitates others. These researchers believe that traditional behavior is of two types:

1) Equivalent Dependent Behavior: In this type of behavior, the child matches his behavior with the behavior of another person, while not being aware of the confrontations or stimuli in that person's behavior.

2) Copying Behavior: In this type of behavior, the child learns a new behavior through trial and error [7].

7.4 Constructivist-Functional Theory

The idea of this theory revolves around the integration of parts into a single whole, by analyzing the relationship between the parts and

the whole, meaning that every element in the group contributes to the development or maintenance of the whole. The proponents of this theory believe that individuals and groups or any system or social system consists of a number of interconnected parts and therefore, each part of the system is functional, such as the human body consisting of various organs and each part has a function.

Believe that everything in the system has a benefit, if not economic, then social. Thus, the social structure of the family refers to the way in which social units are organized and the mutual relations between the parts. And the various elements. This theory views the family as a small community, a unit in a large community, or a large unit.

“The constructivist-functional theory, in its study of the family, studies it from the standpoint that it is the first cell for building society and the point from which development begins in terms of the first natural social environment in which the child grows up and receives the first components of his culture, language, and social heritage.

This trend views the family as a social system that consists of two or more interconnected units such that if a change occurs in any of them, a change in the condition of the other unit necessarily follows. This trend is concerned with studying the family by focusing on three basic topics, which are:

- The functions of the family in relation to society as a whole.
- Functions of subsystems for the family as a whole and in relation to each other.
- The functions of the family in relation to its members as members of it.

The most famous pioneers of this theory are Parsons, Merton, Srokin, and Levy.

Parsons sees the family as a structural unit that is the only one that can carry out the task of preparing and raising children by instilling values, beliefs, and all cultural symbols and social principles. Thus, Parsons concluded that the family is a comprehensive system and individuals are sub-systems:

- Each subtheme has its own role.
- Family is the roles that individuals play together.

The concept of the social system is centered on the concept of integration and interdependence. It sees that the system consists of sections, each of which is dependent on the others in its interconnection and functions, and the integration of the system means coordination and the connection of these subsystems with each other in order to be The main general system function is integrated and in order to give a general form to the system.

Parsons also believes that the social formation of an individual occurs through his experience of social and cultural patterns, and he believes that the social system faces four basic problems:

- Adaptation _
- Goal Attainment _
- Integration _

- Tension -Man Egement

Adaptation: Adaptation refers to the necessity of the family adapting and adapting to the social and natural environment. The exchange between the family and the economic aspect involves one or more family members joining work, in exchange for receiving a wage. Therefore, the family faces the problem of adaptation.

Achieving the Goal: All social systems, including the family, need a reason to exist, and this means that there are goals that individuals want to achieve in which the family honors the societal systems.

Integration: refers to the relationship between units and parts within systems.

Reducing Stress: That is, the individual suffers from role conflict in the family by facing different requirements because the family absorbs stress, gives time, and gives attention from within the socialization process.

Therefore, the family becomes the smallest social unit responsible for maintaining the system of values through religion and educational systems [7].

7.5 Symbolic Interaction Theory

Symbolic interaction theory owes its origins to the writings of Charles Cooley, George Herbert Mead, and Wright Millers. The most important foundations on which this theory is based are:

- 1- Social reality is a mental reality based on imagination and perception.
- 2- Focusing on the human ability to communicate through symbols, and his ability to imbue them with meanings, ideas, and information that can be transferred to others.

Believes that through an individual's interaction with others, and what their actions and responses convey to his behavior, such as respect and appreciation, and his interpretation of these actions and responses, he forms an image of himself, meaning that others are a mirror in which he sees himself. George Mead was interested in studying the relationship of language to upbringing. Humans have the ability to communicate and interact through symbols that carry socially agreed-upon meanings.

With the complexity of the degree of social structure and the diversity of roles, a person resorts to generalization and develops another general concept and sees himself and others in groups distinct from others.

These groups have a distinct impact on the socialization process, as each of these groups with which the individual constantly interacts has its own values, standards, and attitudes, as membership in any of these groups requires the individual to learn their roles, values, and standards [7].

7.6 Family Development Theory

The theory of family growth and development is one of the modern theories that has appeared in recent years since 1930 AD. It focuses on the importance of the stages that the family life cycle passes through, as it uses several basic assumptions:

- 1) The family intended for study in this entry is a marital family with children by birth or adoption.
- 2) Families and individuals change and grow in disruptive ways.
- 3) The primary focus is on individuals through their families, although the family system is important.
- 4) Each family unit is unique in terms of its age composition and mutual roles and expectations.

Kyok Patrick divided the stages of the role of family life in the educational system into:

- 1) Preschool family.
- 2) Primary school family.
- 3) High school family.
- 4) Adult beds.

Evelyn Duval presented the duties of a family through the cycle of her life:

- 1) Biological requirements.
- 2) Social and religious requirements.
- 3) Requirements of personal and psychological ambitions.

Evelyn Duval defined the family life cycle into eight stages:

- 1) A childless couple.
- 2) A family in childbirth (the oldest child is thirty months old).
- 3) A family with pre-school children (2 to 6 years old).
- 4) A family with school-age children (from 6 to 12 years old).
- 5) A family with teenage children (from 13 to 20 years old).
- 6) Activity family (from the first son to leave the house until the last son to leave).
- 7) A middle- aged couple (the empty nest stage to retirement).
- 8) An elderly couple (from retirement to death for both of them) (Ali, 1998, p. 84) .

8. Conclusion

From here we can say that social upbringing is of great impor-

tance and influence on the phenomenon of suicide because of its positives and negatives in the occurrence or non-occurrence of the phenomenon of suicide. Among its positives is the great role that the family plays as one of the institutions of upbringing in consolidating religious and moral values within society. Preserving and preserving various customs and traditions, which the individual person acquires from one generation to another, thus making the process of upbringing one of the most important elements in avoiding the occurrence of this phenomenon in society.

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