

## **Mechanisms of forming the values in the Egyptian Society**

### **Field study**

**The International Society has International changes, there is no doubt that the Egyptian society has been effected, specially the coming globalization. All these changes has effected our Egyptian society. These changes effected on the values which we believe on and bring up our children in their trend, that through social institutions for bringing up (The family) the most important institution. Then the educational body (school), and we consider the religion as a major source of values (mosque), in additional to the role of mass media (Television) and its strong effect on individual, specially on children and youth.**

**The problem of the study is determining the mechanism, which we consider as educated instruments and institutions, which play an important role in forming values. We support every on in way to encourage its growth.**

**The key mechanisms or educated instrument, which play an important role in forming values and acknowledge of individuals, which we use in this study. The following:**

**Family: which considers the first social bringing up and the first effect in teaching values for children. (school) educational body, which considers the second educational institute receiving up individual or child after the family. Religion (wor ship places) which considers as a major source in forming values, we can not forget it, it is the trend of our behaviour in different situations. (mass media) which has effected in forming the individuals value, and faster than any other method, because it is attractive and people be attention to it's programme quickly.**

**The study concerns in some values which we use in this study (family value, familiar marriage, work value, education value, democratic value, freedom of speech).**

**We would like to refer that the values of the study has been taken according to each value taken from sub-system of essential system of Egyptian society. (family's value) and familiar marriage, taken from social system. The education value taken from the culture system work values taken from economic system lastly democratic value and freedom of speech from political system. So the study value contain the whole society systems in Egypt.**

**We study these values through the following changes (real value of this value which has been formatted by this mechanism or institution, individual tends towards. This value which supports this mechanism).**

**This importance of this study focusing on knowledging of the role which played by these mechanisms, specially in the circumstances of The Egyptian Society from the second half of the 20 century, which make these mechanism differ in its performance of its role and functions not like before, so it effects less**

on children, in time that another mechanisms become in the front, to replace, and occupied a dominant center of forming values in the Egyptian society.

The theoretical trend used in this study is the trend of professor Ronald Inghart and his theory in modernization and post-modernization, and the theory of professor Antony Giddens in forming and double structure, the third way philosophy.

The field study relied on different districts studies from Egyptian society, which selected from Cairo governorate (high level 1 A-Nozha district, (medium level) Elsaïda Zeinab district, (Low level) mainsheet Naser report for the year 2003 to classify the districts.

The study sample consists of 150 Ports, and is distributed in the three districts equally. This sample was taken in the way that differs in ages, labour, educational level, gender and income level and other, which form the society in the whole different levels and slides. The used methods of the study as follows : questionnaire as a basic instrument to collect the data the study relied on data analyzing (quantitative and qualitative analyzing for the statistic tables).

The most important results of study : we find withdraw in some mechanisms, such as (family mechanisms) the first social bringing up. We find its role become less than the past, specially on children. Also the school (educational body) which considers the second educationed institute receiving up individual or child after the family has no effects on children. We find contrast between the values in the family and the values in the school, that makes no trust on these values, and don't play their role in children bringing up.

We find development and increasing in another mechanisms, which managed in effecting on children and individuals, such as religious institutions, which considered as major source in formatting the individual values and trust on them without any doubt. The mass media mechanism reaches its top with its effected media on every one (television). It became an instrument to attitude the values and behaviours of individual without any discussion or dialog, only imitation without understanding what people initiate.