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**Educational Requirements for Building the Egyptian Character  
in The Light of Some Contemporary Societal Changes**

**PH.D Thesis  
for the Doctor Degree in Education  
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## Summary

Education is conspicuously regenerated from its society as the product of its age. Besides, it is the framework through which the problems of its society are presented. Also, it introduced the scientific and practical solutions that can address these problems. Thus, it is a continuous process of building and renewing all aspects of the human being. Consequently, educational institutions have become one of the most important pillars on which human societies depend in order to achieve development and prosperity at various levels. Also, it has become increasingly convinced that the contributions of these institutions should not be limited to their role as development beneficiaries only, yet, it should be extended to the immunization of societies; culturally, morally and spiritually in the face of the risks that may lead to the destruction of their values and ethics.

While human societies are in the midst of their growth and progress, many changes may sometimes be limited and relate only to one aspect or it may include all aspects and cover all areas of life. Although change is a continuous human condition and a societal phenomenon that is not related to one particular period, yet these changes may increase during some historical periods as what happened in the Arab world since the beginning of 2011. Consequently, the Arab world witnessed many rising societal changes that began to take place in many areas: political, economic, social, cultural and other fields. Normally, there were many reasons for these changes and there were many visions about their future implications and dimensions. Till today, what has been proven is that these changes need a scientific and methodological diagnosis provided by universities and scientific research centers through researchers and their studies of the reality and perceptions of the future.

Additionally, the Egyptian society does not represent an exception from what has been presented. It is the same as other human societies and witnessed a critical transformation towards political and democratic multiplicity. Also, it underwent an economic transformation in the patterns of consumption and production along with multi-dimensional intellectual transformations. These changes of the Egyptian society showed economic and political change that highly illustrated some values that were hidden in the Egyptian Character. At the same time, many have asserted the change of Egyptian Character since many new behaviors and aspects have replaced the inherited characteristics and aspects.

At the current time, many studies and modern writings confirm the change in the Egyptian Character. It appears to be contradictory in values, attitudes and behavior. According to reports issued by human rights centers concerned with the study of the change in the value system of the Egyptian society, these reports refer to the fact that there is a kind of shocking change in the identified value system that preserved the structure of the Egyptian Character. Consequently, it led to the infiltration of new negative values to the value system that would prevent the development. These transformations emphasize at the same time the shortcomings of our regular education to build a character that is capable of dealing with contemporary changes to satisfy their needs and meet the requirements of society.

If we are to seek the development of the Egyptian society and its progress as well as achieving development in the desired direction and deepening the foundations of democratic construction, we must first search for the development of the basic element in this desired development, which is the human element and reconsider the construction of our children and the educational services. Thus, education is the main gate through which any society can make progress. It is an investment in

the human resource, which is the main actor in the development process. Therefore, it is necessary to search for the educational requirements necessary to rebuild the Egyptian Character in the light of the reality of the society and the changes and challenges it faces. In the light of the conclusions and results of the study, we can identify the educational mechanisms and requirements needed to build the contemporary Egyptian character as well as developing a vision to achieve the requirements and mechanisms, in order to work to launch the capabilities and energies of the sons of Egypt in building their future

### **Problem of the Study:**

The current study presents the issue of building the Egyptian character as one of the most important issues, especially in the light of the changes experienced by the Egyptian society and increased since 2011. The political system has been replaced by popular revolutionary enthusiasm, which has thrown down the regime. However, there are many negative repercussions that threaten the democratic process and related to negative phenomena new to the Egyptian character. This is what calls for reconsidering the construction of the Egyptian Character as well as the ways of creating it under the shadow of the latest developments through appropriate educational institutions that work on modifying the behavior of that character through a set of knowledge, values, attitudes and skills to form and shape the Egyptian Character on its basis in order to participate in political life and sanctify work and production and abide by the ethics of social behavior while re-examining the national traditions in our daily lives, our knowledge and values and our theoretical and practical awareness. Accordingly, it is necessary to study the educational requirements necessary to build the Egyptian Character in the light of the changes witnessed by the society. The problem of the study can thus be expressed in the following main question:

What are the most important educational requirements to build the Egyptian Character in the light of some contemporary societal changes? The answer to this question requires answering the following sub-questions:

1. What is the nature of the Egyptian Character and its most important dimensions and determinants?
- 2 - What are the most important contemporary changes that have taken place in Egyptian society and its implications for the Egyptian Character?
- 3 - What are the requirements and educational mechanisms necessary to build the Egyptian Character in the light of the challenges it faces?
- 4 - How important are the educational requirements to build the Egyptian Character from the point of view of experts (sample of the study)?
- 5 - What is the proposed scenario to achieve the educational requirements and mechanisms necessary to build the contemporary Egyptian character?

### **Importance of the Study:**

The study derived its importance from the following considerations:

- The importance of the topic addressed by the current study, which is the subject of building the Egyptian Character as an educational necessity in order to look to the future and extrapolate the basis of civilization.
- The study comes as a kind of educational studies that are interested in its analysis of societal changes in the reality of the Egyptian society, especially in the period of time (1952-2013), which made the study dealt with the most transformative periods in the Egyptian social system throughout contemporary history which will enrich the educational library.

- This study is one of the studies that is interested in monitoring the changes that took place in the Egyptian society after the revolution of January 25 and how education can lead to deliberate changes in the behavior of the people and the popular revolution, which contributes to building and guiding the society in accordance with the Egyptian cultural and political changes after the revolution of January 25 and the associated turmoil and problems plagued, and still blow, many of the values within the Egyptian society.

- Modernity of the study and its adaptation to the current events in Egypt and the revolutions and social changes that occur there.

- The importance of studying the human element as the axis and target of comprehensive development.

- The results of the study that may benefit the educational officials, decision makers and those who are responsible for Public Education in the Ministry of Education and the Supreme Council for Pre-university Education and educational policy planners on the most important educational requirements for the construction of the Egyptian Character.

### **Objectives of the Study:**

The current study aims at:

- Identifying the nature of the Egyptian Character and its most important dimensions and determinants.

- Analyzing the reality of Egyptian society in the light of social, cultural, political and economic changes during the period from 1952 to 2013 and its implications on the characteristics of the Egyptian Character.

- Disclosing the educational requirements necessary to build the Egyptian Character in the light of contemporary changes and challenges.

- Determining the educational mechanisms necessary to build the Egyptian Character.

- Developing a proposed vision to achieve the requirements and educational mechanisms necessary to build the Egyptian Character.

### **Limits of the Study:**

The study is committed to the following limits:

- The study is limited in its time to the analysis of some of the social, cultural, political and economic changes that occurred in the Egyptian society during the period (1952-2013).
- This study covers objectively the educational requirements necessary to achieve the construction of the Egyptian Character.
- In its field aspect, the study is limited to a sample of educational experts in the educational, social and psychological sciences in some Egyptian universities and research centers.

### **Methodology and tools of the Study:**

The present study used the descriptive approach because it is appropriate to the nature of the study in examining the Egyptian Character, in the analysis of the societal changes and in determining the educational requirements for the construction of the Egyptian Character in the light of changes in the society. Besides, the researcher applied a questionnaire on a sample of experts in educational, social and psychological sciences in some Egyptian universities and research centers on the educational mechanisms and requirements necessary to build the Egyptian Character as a basis for developing the proposed vision.

### **Sample of the Study:**

The study sample included a sample of experts in the field of educational, psychological and social sciences in some faculties (Education - Art - Social Services) in some Egyptian universities as well as some research centers (National Center for Educational Research and Development - National Center for Social and Criminal Research) in

order to identify their opinions concerning the educational requirements to build the Egyptian Character and the mechanisms of achieving them.

### **Steps of the Study:**

The study steps are summarized as follows:

**Chapter One:** The general framework of the study. It includes the introduction of the study, previous literature and studies, the problem of the study and its questions, the importance of the study, its objectives, the study methodology and its tools, its limits, the study terms and its steps.

**Chapter Two:** The Egyptian Character, its nature, dimensions and determinants.

**Chapter Three:** Changes occurred on the Egyptian Society and its implications on the Egyptian Character from 1952 to 2013.

**Chapter Four:** The educational requirements and mechanisms necessary to build the Egyptian Character in the light of the challenges facing it.

**Chapter Five:** The field study aims at identifying the educational requirements necessary to build the Egyptian Character and the mechanisms of achieving it through the application of a questionnaire prepared by the researcher on a sample of experts in the educational, psychological and social sciences in some Egyptian universities and research centers to identify their views and suggestions on the educational mechanisms and requirements to build the Egyptian Character on the light of contemporary societal changes.

**Chapter Six:** A Proposed perspective to achieve the educational mechanisms and requirements necessary to build the Egyptian Character.

### **Results of the Study:**

The study reached a number of results, the most important of which are: The study examined the requirements necessary to build the Egyptian Character as follows:

**-One of the most important political requirements that resulted from the opinions of experts** confirms the principle of social justice with a higher approval rate that reached (75.7%), followed by the enhancement of security among all members of the Egyptian society with a high approval rate that reached (76.8%) considering the spreading of the culture of security as the best way to achieve community peace, followed by the availability of a democratic climate in the Egyptian society with a high approval rate that reached (68.6%). Providing freedom, in its responsible form, leads to the fact that the concept of freedom coincides with the specificity of the Egyptian society, its customs and traditions.

**- One of the most important economic requirements that resulted from the findings out of the field study according to the opinions of the experts,** "Preservation of the public society's properties and developing it" with a high approval rate that reached (74.1%), as the way to achieve economic development in society, followed by "constructing the encountering spirit against deceiving processes in the society" with a high approval rate that reached (75.7%), followed by "asserting the importance of increasing the production quality" with a high approval rate that reached (67.6%), followed by "training on the use of modern technology" with an approval rate at the highest level that reached (61.6%).

**- Among the most important social requirements that resulted from the findings out of the field study according to the opinions of the experts** "to establish the values of citizenship, equality and respect for the other among individuals" with an approval rate at the highest level that reached (77.8%) along with "enhancing belonging to the society" with an approval rate at the highest level that reached (74.1%), "Developing the sense of social responsibility of the Egyptian citizen" with an approval rate at the highest level that reached (72.9%) and "Strengthening the

social cohesion behaviors among the members of society" with a high approval rate that reached (71.9%).

- **One of the most important cultural requirements that resulted from the findings out of the field study according to the opinion of the experts** is "building cultural awareness in the Egyptian man" with approval rate at the highest level reached (66.5%). "Promoting the moral and value building of individuals" with a higher approval rate reached (66.5%), "inheriting the social identity of the society" with a higher approval rate reached (65.9%), "the development of the culture of human rights" with a high approval rate reached (66.5%).

- **One of the most important educational requirements that resulted from the findings out of the field study according to the opinions of the experts** is to "promoting the values of tolerance and beauty" with a high approval rate reached (73%) and "the development of the value of work and its skills for the Egyptian man" with approval rate at the highest level reached (72%), "preparing a democratic citizen developing himself and his own society" with approval rate at the highest level reached (68.2%), "Developing the ability to think scientifically," with an approval rate at the highest level reached (66.4%), "Development the critical thinking skills" with approval rate at the highest level reached (65.9%).

**The study reached a set of educational mechanisms necessary to achieve the requirements of building the Egyptian Character:**

**Educational mechanisms to achieve political requirements:**

- Providing educational programs aimed at developing the individuals' awareness of their rights and duties.
- The bringing up of the individual to appreciate the rights of others and to give everyone his own right, as the basis of social justice in society.
- Developing the ability to acquire values related to accepting the opinions and freedom of others in thought and belief.

- Spreading a democratic culture based on the values of dialogue, tolerance and transparency.
- Instilling initiative values to form a positive personality capable of bearing responsibility.
- Giving individuals the values related to the political life of freedom, equality, belonging and others.
- Developing the ability of individuals to take responsibility for the consequences of their actions which helps to achieve security in the society.

**Educational mechanisms to achieve economic requirements:**

- Utilizing modern technology to help individuals search for new knowledge and discover the truth.
- Training individuals to reject negative features such as laxity, dependence on others, dependency and others.
- Expanding the training and rehabilitation programs while linking them to real job opportunities, especially in the light of the low perception of technical and vocational education and training.
- Introducing the concepts of quality in all stages of education so as to be educating and science at the same time.

**Educational mechanisms to achieve social requirements:**

- Paying attention to religious education which works to establish positive principles and values.
- Supporting the values of family and social affiliation in individuals.
- Activating the role of universities in serving the community as well as studying social problems and confronting them.
- Giving individuals the values of trust and mutual respect as well as developing them properly.
- Developing educational programs to establish the principle of citizenship and support social cohesion.

- Paying attention to moral education based on religious, social and cultural standards taken from the constants of society and consistent with its customs and traditions.

**Educational mechanisms to achieve cultural requirements:**

- Correcting the knowledge related to the identity of Egypt, and talking about the Egyptian identity is not limited to the issue of religion only there is also history, language and culture.

- Developing educational programs that highlight the value of tolerance in the achievement of development and peaceful coexistence among the society members.

- Formation of a positive trend towards science and knowledge in the Egyptian entity and its conscience.

- Paying attention to the emotional aspects of human education through educational models, including balanced religious education, and emotional education.

- Developing human rights education to become a full educational field and an approach to the study and development of society, especially in the context of the close relationship between the lack of respect for human rights and the spread of poverty and corruption.

**Educational mechanisms to achieve educational requirements:**

- Providing an appropriate work environment for the teacher with paying attention to moral appreciation and material motivation.

- Providing students with the skills and abilities that qualify them to the labor market, which emphasizes the need to be established plans and policies of the educational system to achieve compatibility between the capabilities of graduates of the education system and the requirements of the labor market.

- The formation of students on positivity in the search for knowledge and discovering the truth as well as subjecting all their knowledge to check and criticism.
- Introducing an educational discourse based on dialogue as the basis of critical thinking and encouraging students to practice imagination and creativity.
- Reviewing educational policies and the associated strategies and plans.
- The use of scientific thinking methods (collection of information, critical analysis, comparison, conclusion, exerting effort in the composition of opinion or decision).
- Supporting the self-learning skills of students so that they can deal with different sources of knowledge.
- Developing a curriculum framework at different stages to develop the skills and values necessary to reduce conflict and respect the rights of others.
- Preparing the teacher to perform his roles that are consistent with the concept of active learning based primarily on the learner and the use of different strategies (dialogue and discussion, collaborative learning, self-learning, role play, brainstorming, discovery among others).
- Taking into account the planners of the educational policy of some important principles such as the principle of education for work and positive coexistence in society.
- Developing curricula so that they are derived from the environment and serving them with more emphasis on the applied side than on the theoretical one.
- Developing methods of teaching human rights to ensure the simulation of natural situations.

**The results of the analysis of variance to reveal the significance of differences between the responses of experts in the field of**

**educational, psychological and social sciences revealed that** there are real differences on the importance of the requirements of building the Egyptian Character and the educational mechanisms in order to achieve them were for the benefit of experts in the field of educational sciences because, from their own point of view, the importance of these requirements and mechanisms are increasing. This confirms that the construction of the Egyptian Character is the responsibility of education in the first place. Through education values, knowledge, skills and behaviors are determined. Besides, the study of educational requirements is linked primarily to the issue of education and they are the most accommodating to this issue and its different dimensions and importance from the basis of their functional specialization and scientific expertise. Consequently, this further affirms that the educational approach is the most responsive to overcoming the negatives of the Egyptian Character, these negatives that are a return to the changes that take place on the community.

Finally, the researcher developed a proposed scenario to the parties concerned to achieve the requirements and mechanisms necessary to build the Egyptian Character.