

Social belonging levels among secondary school students

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Abstract:

This study was conducted to find out rates of emotional belonging needs among 1st year secondary education students in the 1st district of M'sila's Secondary schools. The sample; subject of the research; consisted of 90 male and female students. In order to achieve study's finalities, Descriptive approach was used through questionnaire form of 32 terms under three core chapters ordered as follows: belonging to family, belonging to school, belonging to a peer group.

The study resulted to:

- levels of emotional belonging needs were high amongst students of 1st year of secondary school.
- No statistically significant differences in rates of emotional belonging needs amongst 1st year secondary school students related to gender variable were diagnosed.
- there've been statistically significant differences in rates of emotional belonging needs amongst 1st year secondary school students related to major variable for literary students interest.

Key words: Need. Belonging Emotional. Secondary education students.

Introduction :

Childhood is the core stone to forming individual's personality in the future as all what a child learns and receives of values and principles is a key pillar to determine their Interests and tendencies next ahead. So this stage is very essential in their human growth, which figures the contrasting difference between personalities that shows up in the next transitional age stages ahead in which the most important is adolescence which holds within various biological, psychological, emotional and even other changes. the thing that explains scientists and researchers interest towards it specially in the educational field so as to find out ways to ensure child's psychological stability. Adolescents need Care and interest to satisfy their various needs essentially emotional belonging ones that differ into several types.

Emotional needs differ depending on scientists theoretical orientations even if they didn't disagree on most of its variations from which we indicate the need for emotional belonging which has never been studied such literal method specially in Arab studies, but was just implicitly endorsed under the theme of belonging in general through its emotional dimension.

Yet the variable of belonging must be studied within a group of dimensions which can never be separated, like family, school and peers. as the individual is raised in a family that contains them with love and care trying to integrate them in it listening to their opinions in order to strengthen belonging bonds inside towards their parents and siblings. As healthy familial relationships based on love, contribution, caring and belonging allows the growth of individual's capabilities, ambitions and possibilities, the thing which has been borne out by the studies of (Mohammed Samir 2012) and (Essanhour 1984).

So satisfying basic needs eventually leads to enhancing belonging which shows positively on the individual. (Najla seid Houssini 2013), making family the first custody for a child and an adolescent that contains them and prevents them from feeling Psychological alienation. Next comes the role of school that is considered as the second variable responsible for enhancing emotional belonging or developing the emotional side of individuals, as school environment contains plenty of senses that enhances other senses amongst is belonging. (Hassen Choukri 2014).

The thing which the study of (Vygotsky 1978) has affirmed regarding the importance of cooperative learning in developing emotional belonging which supports the results showing that literary stream students have higher rates of emotional belonging.

Students do need to grasp knowledge and information and to stick to what is in the curriculum so as to obtain a good academic achievement and to pass official exams, but they from another hand need to focus on providing all senses that may lead to higher levels of psychological health of the learner starting from kinder gardens to primary and middle schools until secondary schools, where the child is an adolescent trying to build himself a personality seeking independency and constructing a strong self that is able to face up to difficulties. So satisfying the need to belonging is so important because when an individual feels that he belongs to where he is, this will enhances his ability for achievement, contribution and giving.

In addition to the last two extents of family and school belonging , there is another dimension that is no less important specially during adolescence, which is peer groups and friends generally and school mates particularly, Those peers conduct the development of his behaviour. the thing which has been proven by a psychological rule that assumes anything that is unsatisfied by family is fulfilled by friends instead a theory that has been borne out by several psychosocial studies specially in the field of socializing.

Peers groups tend to practice their various activities where their members gather because they are gathered thanks to these activities desired to be practiced by them and their common tendencies and interests (cultural activities , sports, charity, group trips.....). So every group has its own culture depending on members ages and mental levels and also on their different needs.

Peer groups importance walks in parallel with other dimensions, as an individual belonging to a given group looses bonds with common personal- ethical beliefs and earns a stronger ability to accept whatever this group believes. So for this individual being in a group developed a feeling that can be just described as passionate -emotional- declamatory. Peers group belonging results in forming social relations that impose duties and rights on individuals towards others and force them to make their thoughts and attitude gets in harmony with the attitude of the group they belong to. All that makes them feel accepted by the group satisfying the drive to belonging to it and gives them a feeling of safety and serenity which are key causes to personal growth.

Study problematic can be enlightened through researching questions as follows:

- _ to which extent the need for emotional belonging is fulfilled among 1st year secondary school students.
- Are their any statically significant variables on the level of the significant 0,05 among 1st year secondary school students in terms of satisfying the need to emotional belonging rates relevant to gender variable?
- _ Are their any statically significant variables on the level of the significant 0,05 among 1st year secondary school students in terms of satisfying the need to emotional belonging rates relevant to major variable?

Study hypothesis:

- rates of satisfying the need to emotional belonging among 1st year secondary school students.
- there were statistically significant variables on the level of the significant 0,05 among 1st year secondary school students in terms of satisfying emotional belonging needs relevant to gender variable (male, female) for female students favour?
- there were statistically significant variables on the level of the significant 0,05 among 1st year secondary school students in terms of satisfying emotional belonging needs rates relevant to major variable (scientific , literary) for literary students favour?

Study objectives:

- giving a clear perspective to the aspect of satisfying the need to emotional belonging on an educational scale.
- finding out levels of emotional belonging satisfaction among the students sample of the study .
- finding out levels of differences in the need for emotional belonging relevant to variables of (gender, major).

Importance of the study:

This study is so special on both theoretical and practical scales, for this first we carried out our research in an investigative method so the study provides a specialized view on the highly important topic of the emotional dimensions of belonging, a topic that lacks of studies in Arabic as a specialized term in such method.

The study was applied on a delicate range of ages (1st year of secondary education), a year that holds a group of special aspects that affect these students – who are adolescents – behaviours either positively or negatively, adding to it, this year is a transitional stage from middle to secondary school.

The current study sheds a light on the need for emotional belonging stating major dimensions involved in the student's personality growth starting by the family, passing through school, ending with peers group.

As for the practical side of this study, we have provided an analysis for the data detected in the field through the research tool that can be used in explaining plenty of adolescents behaviours.

The analytical explanation included in this study representing results other studies have found out, because our study was built on previous researches carried out by specialized scientists and researchers.

Terms of the study:

1.need: when a person lacks of something, or it is a case of deficiency if not satisfied will cause the individual to feel stressed and sucked.

Shaybany's definition for need: is that biological and psychological statuses that can make an individual feels the absence of a specific thing considered as necessary to ensure ones biological and psychological stability, aiming so hard to satisfying and fulfilling them.

(**Soulayman Ihadj, 2014**)

2. Belonging: is individuals feeling of unity with the group, giving them a status within, making them feel safe. (**Allawna Rabia,2017**).

Autur Boguer says: belonging is one element among several others of citizenship aiming at feeling identity to a given society with all what it includes of emotional and social dimensions. (**Mohammed Mahmoud khodher said, p922.**)

3.Emotional Belonging : is the belonging sourced from individuals feeling of bonding towards the family or the school or a group bonded thanks to common interests leading them to give and take, and to seek protection and help from this group, and they as well can also feel able to provide such things to this particular group. So this need's growth starts by family, as the affinity evolved by love in the family gets to become a loyalty towards this small society. Then this moves to become a need to belong to other groups, which can satisfy individuals needs and providing them with emotional safety. (**Mohammed Midhat Mohammed Abou-ennacer, p135.**)

4.Social belonging operational definition: It is the full degree gained by the patient in emotional belonging need satisfaction scale with its three dimensions.

5.secondary education students: secondary education is the last stage of compulsive education imposed on all students after middle and primary education. the stage that predetermines both university majors and careers that the student may pursuit next ahead in his life after finishing secondary education in the so called secondary schools contain adolescence years of a student's lifetime.

6.Importance of the feeling of belonging for the adolescent:

The importance of the feeling of belonging for adolescents enhances their satisfaction rates, and rises veritable understanding to their identities as any who have a deficiency in this particular essential variable tend generally to suffer from isolation and low self esteem and a lack of inner safety .as regarding to late studies feeling of belonging is emerged and enriched by groups that an adolescent is in, which are family, school and peer groups, as he spends most of his time within those last and forms the same beliefs and interests as them. So positive groups help in providing a healthy, safe growth on both emotional and psychological scale for the adolescent.

Based on our inductions for several previous researches we found out that the emotional belonging of the adolescent can be affected by three major dimensions which are: family, school and peer groups:

a- Family: adolescents need a deep feeling of belonging to their families, although they spend most of their time with friend, but they are clearly aware that their families hold lots of love and appreciation for them. As the simplest activities that adolescents perform in their family like having food meals or gathering inside home or discussing issues or having dialogues or exchanging opinions and so on, makes them the centre of interest and appreciation. So the family is required to provide suitable platform to ensure healthy growing for their children, because the child depends on his parents emotionally until adolescence when he shows readiness to depend on himself, and that is what the researcher **Mindy Markahem** professor in **Manhattan university** said. Depending on oneself by adolescents won't happen unless they are allowed to take some

divisions suitable to their ages independently from their families, as their feeling of belonging will be enhanced by the mere support and sympathy with them.

b.scool: adolescents bonding with the school is the thing that enhances their belonging as those who don't have a strong feeling inside the school are considered as foreigners. And one of the clearest indicators that prove students belonging to school is the academic achievement, because the more they feel their school belonging the better they get in their academic achievement, and so for extracurricular activities and social relationships.

School belonging has been proven to have a huge impact on students by educational researches, including some variables such as: academic results, psychological luxury, psychological adaptation, mental and physical health which is a core side of growing for students, as school belonging is crucial for adolescents in this transitional period of their lives that requires care and interest for it is the period where their identity is built, and school belonging degrades remarkably as proven by the international students evaluation program performed in 2013 which witnessed the contribution of 79 states with 32 million students aged 15 and 16 years old, whose data were updated in 2018, where results proved that one third of the students lack of school belonging, December 2020 (<https://ar.wikipedia.org>).

c. Peers Group: A normal and healthy child requires by human nature the need for companions and friends, and as a social creature the child needs to build social relationships with them. A group is characterized by its Homogeneity and loving and harmony and closeness in ages, and a peers group in school have generally the same interests and tendencies so contact within this group tend to be direct and clear.

The need for belonging among children appears before school, it starts with playing in groups, but for the real indicators of belonging it appears in year 2 and 3 years old.

Peers group allow their members to learn about equal relationships which can't be found inside the family, as in this last the child is generally follows the elder. But with peers child's personal independence rises well far from family regulations.

For adolescents belonging to a peers group it strengthens their identity feeling and raises inside them safety and reassurance with people of their own kind, but if they feel enslaved or rejected, that will have a negative impact on their psychology. Also we cannot deny similar behaviours showing up inside one group or what is called peer civilization, as friendships in this stage is more stable and deeper than previous age stages. Because adolescents with strong belonging feeling towards the group learn essential lessons in social interaction, the thing that may positively affect their psychology, and they also may evaluate themselves according to the group they belong to, and parents also may help their children to choose the group that is suitable for them as Peers group can be formed either inside or outside the school. A study carried out the year 2021 on approximately 180 adolescent students in secondary schools who have made sound friendships with other peers, the thing that helped them to move on lots of psychological crises they went through and to pass through the stage ahead of them.

(www.aljazeera.net) July 2023.

So belonging to a peers group gains a huge importance for adolescents to raise their emotional support, and to create more confidence and self adaptation with different upcoming situations. As inside the family contact is limited contrary to peer groups which keep asking members about their opinions so they are regularly contributing in whatever they do as activities.

The three dimensions of emotional belonging are integrated in between and thanks to them adolescent's personality is built, as family is the first block it is where a child learns values and principles and knows the real sense of love, tenderness, appreciation and respect. The second block is the school, which is no less important than family, it is where the child starts to develop his cognitive aspect and to widen his network of relationships, and he walks out the family box starting to practice lots of activities that make him in constant contribution with his tutors and friends around him. For the last block in building adolescent's personality which is peers group, when a child the relationship is simple and he is not aware of its real sense, but once adolescent he gets aware that belonging to it reduces plenty of psychological burdens inside, as we found that for most of the times peers group is the outlet that provides emotional needs. Because an adolescent individual feels neglected he non desirable, he tends to speak out his need for making friends or being in group blocks like clubs or sports teams, then lots of behaviours emerge showing a lack for this particular need, like aggression, isolation and depression. So satisfying emotional belonging needs is the responsibility of all people, parents, teachers or the educators, schoolmates, peers group and society as a whole have to

assume the responsibility to raising belonging feelings among adolescents because it creates satisfaction and safety feelings.

7.study fields:

trying to put on previous researches and studies in this field to show to what extent it can be beneficial to this research and if there are any indicators to answer its questions. And here are some.

previous studies:

We will try to put on previous researches and studies to see if they were beneficial to this research and if there are any hints to answer its questions. And in this rubric we will represent these researches and studies depending on their titles and main objectives which can benefit this current study, and we have chosen some that are so close to this one:

1.the study of **Raghdae Ali Noaissa (2015)** , titled : chaotic behaviour and its relation with levels of family and school belonging among a sample of students of first year. This study aimed at knowing the relation and the differences between variables among the sample of the study according to birth order of the student, parents academic level. The sample includes 276 students from the city of Damascus, that were studied according to the Descriptive, analytical approach in which the researcher has used both scales of chaotic behaviour and family- school belonging. The study results were as follows:

there were statistically significant differences between answers among the sample of students on the scale of chaotic behaviour according to the variable of birth order and academic level of parents for the interest of students whose birth order was "unique" and for the interest of students whose parents academic level was secondary and above. And they have also found out that there were statistically significant differences between answers of students sample of the study on the family -school belonging scale according to the variable of birth order and the academic level of parents for the interest of students whose birth order was unique and for students whose parents academic level was university graduate and above . And for the second scale differences were for the interest of females.

2. Ethabit study (2013):

Titled family - school belonging among a sample of 300 secondary school male and female students in the city of Jeddah and a village in the city of Taiffe.

The study aimed at knowing family-school belonging rates and finding out the differences in that variable according to some independent variables using the compared Descriptive approach. Among the results found there were a statically significant difference between dimensions averages of family belonging according to geographic location and academic level of parents and revenue levels . And there were no statistically significant differences in school belonging according to the previous variables.

3. Baraba MNEW man, Branda JLOhman,Philip R Newman(2007)":

Titled : " membership in social groups and belonging feeling and their relation with behaviour problems among adolescents" the sample consist of 733 adolescent aged between (11-18 years old) in USA. The study says that female students have higher feelings of belonging to peers group comparing to male students, also females have more internal problems and males have more external ones. And the study has found out that adolescents have positive feelings towards peers group of both genders male and female.

Previous studies, analysing and commenting:

Here we put on main cases extracted from previous studies results taken as scientific reference to formulate hypothesis. These studies Arab or foreign diversify according to their subjects , dates, samples of the study , objectives, tools , statistical patterns. And so for the approaches adapted by them , from correlation studies to Descriptive survey studies.

The Current study benefits of :

1- Variables : what we have noticed that previous studies didn't study the same variable as the current one which was entitled " emotional belonging" but have studied just one or two of its dimensions instead , either family, school or peers group.

2-the approach: we can say that all previous studies have used the Descriptive approach which also have been used by the current study in measuring emotional belonging rates among the sample of the study.

3- the sample: all previous studies have been applied on secondary education students as well as for the current study, but differences were in the environment only which means different countries, as for the current study it was Algeria and for previous ones they varied from Syria to Saudi- Arabia to USA , and this diversity grants us with a wider view on adolescents behaviours Worldwide.

4- Study Tools : this study have used a survey form as a tool of research identically with previous studies, but the difference was in the titles of this study which are main dimensions to the emotional belonging : family , school, peers group belonging.

Features of benefiting from previous studies:

Despite the difference between this study and previous ones , there are some features of benefiting, which are:

- using previous studies references trying to get the best familiarity with the subject of the research.
- the ability to draw the plan of research for current study's subject , determine its problematic, formulating its questions and hypotheses and taking advantage of the tools of studying used and in the choice of best statistical patterns for the treatment and the approach and ways to choose the main sample.
- using previous studies in analysing results of the current one.
- filling the blanks found by researches in previous studies or discovering the research gap that has not been discussed before trying to familiarize it in this current study.

The objective of this study is to try to find out the level of emotional belonging among first year secondary school students (literary, scientific) in some secondary schools in M'sila

And for this purpose we have followed these steps:

8- field study :

8-1- survey study:

Field study has been preceded by a survey study aiming at measuring honesty and sustainability of the tool used in the field study , and at finding out various circumstances surrounding it. And to fulfil this purpose we applied the tool on a random sample of 25 male and female students other than 1st year students, to ensure that they will be excluded from the principle sample afterwards. The study was carried out on May 2024 and the results were as represented in extinction (1) (25 individuals reactions)

8-2- Study approach : we have followed the Descriptive approach suitable for the study.

8-3- Study sample and society:

The society subject of the study consisted of students of first year secondary school (literary, scientific) for the year (2023-2024) formed of 287 individuals and a sample of 90 individuals was chosen. We have followed the random simple way to choose the sample of the study which have been studied according to the variables of gender and major , these two tables clarify these samples:

.Table (1) indicates the distribution of the study's sample according to gender variable:

| Gender | | Total |
|--------|---------|-------|
| Males | females | |
| 13 | 27 | 40 |
| 15 | 35 | 50 |
| 28 | 62 | 90 |

Figure 1 shows the distribution of sample members according to gender variable

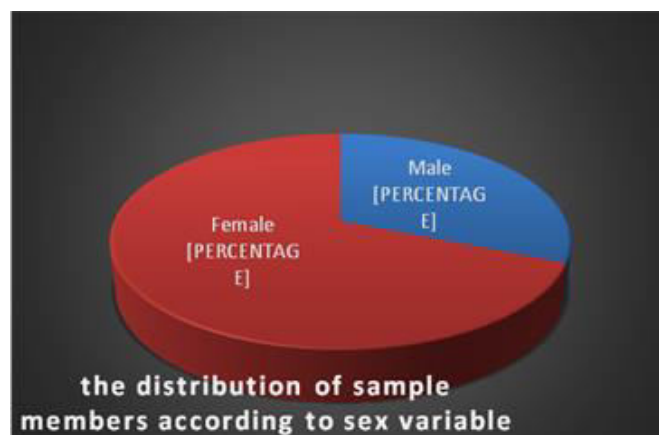
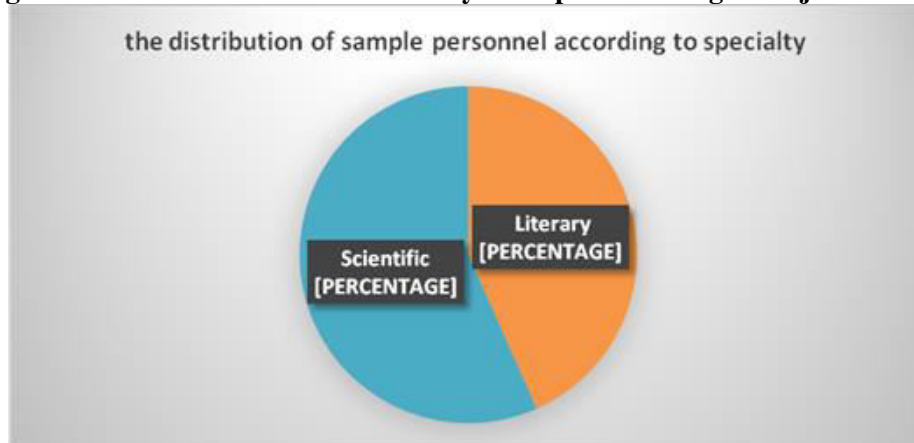


Table (2) represent the distribution of the study's sample according to major variable:

| Major | | Total |
|---------|------------|-------|
| Litrary | Scientific | |
| 15 | 25 | 40 |
| 24 | 26 | 50 |
| 39 | 51 | 90 |

Figure 2 shows the distribution of study's sample according to major variable



8-4- Study Fields: (boundaries)

- 1. Human boundaries:** the sample consist of 1st year students secondary literary and scientific.
- 2.Special Boundaries:** the study was carried out on secondary schools of the first district of M'sila.
- 3.Temporal boundaries:** the school year (2023-2024) exactly in May 2024.
- 4. Objective boundaries :** the study discussed an important variable which is: level of emotional belonging

8-5- Tool for gathering data used in this study:

The study scale was built on emotional belonging, by researchers depending on educational-psychological literatures and on some previous studies in this field.

The final scale was formed of 33 statement, measuring emotional belonging level among first year secondary students according to three dimensions: belonging inside family, belonging inside the school, belonging inside peers group. And we used an evaluation scale that consist of four ranges : (strongly agree, agree , disagree, strongly disagree.)

8-6- describing psychometric characteristics:

First: validity:

Internal consistency validity:

Validity of questioning belonging was calculated by calculating correlation coefficient between each of axis degrees in the survey and the overall degree of questioning. The table below clarifies the results:

Table (3) measuring validity of questioning belonging:

| Axis | Correlation coefficient value | Significance level |
|---------------------------|-------------------------------|--------------------|
| Belonging inside family | .416** | .039 |
| Belonging inside school | .767** | .000 |
| Belonging to peers groups | .784** | .000 |

The table above clarifies validity coefficients related to degrees of each axis of the survey and its overall degree. This table shows that all axis is relevant on the function 0,01 except for the belonging inside family axis that is functioning on 0.05. So questioning have a high validity on all its axis.

- Validity of terminal comparison:

Based on validity of terminal comparison or what is known as discriminate validity we have calculated validity of emotional belonging scale, and we got here the following results drawn in this table:

Table (4) results for validity of terminal comparison of emotional belonging scale:

| | Terms number | Arithmetic mean | Standard deviation | t level | Significance level |
|------------|--------------|-----------------|--------------------|---------|--------------------|
| Low group | 8 | 88.62 | 4.40 | 019.0-1 | 0.00 |
| High group | 8 | 110.25 | 5.00 | | |

From table (4) we can see that there are statistically significant differences on the function level 0,00 for the interest of the supreme group, the thing that proves the emotional belonging scale to acquire distinguishing characteristics and its validity.

Second : sustainability :

Chrombach's Alpha coefficient :

We measured Chrombach's Alpha coefficient to all survey paragraphs and overall degree. Results drawn in the table (5) , as Chrombach's Alpha coefficient estimated by 0,47 which is a sustainable significance value.

Table (5) Chrombach's Alpha coefficient to question emotional belonging.

| Chrombach's Alpha | Terms |
|-------------------|-----------|
| 0.74 | 33 |

Chrombach's Alpha coefficient for survey axis were as follows :

Table (5) Chrombach's Alpha coefficient for emotional belonging axis:

| Axis | Terms number | Chrombach's Alpha value |
|----------------------------------|--------------|-------------------------|
| Belonging in family | 10 | 0.752 |
| Belonging in school | 10 | 0.71 |
| Belonging in peers groups | 13 | 0.747 |

Depending on the table above we noticed that values of Crombach's Alpha coefficient (belonging inside family 0,752, belonging inside school 0,71, belonging inside peers 0,74) all with high rates which signifies the survey to have high levels of sustainability .

2-1- Display of first partial hypothesis results:

The hypothesis states that : " students of first year secondary have average levels of emotional belonging ." And to investigate this supposition's validity we calculated exam arithmetic mean , and we have used arithmetic means to know results of scale axis, and the results were as follows:

Table (6) displays emotional belonging scale results:

| Variable | N | \bar{X} | S | Average difference | T | Significance level |
|----------------------------|-----------|--------------|-----------|--------------------|---------------|--------------------|
| Emotional belonging | 90 | 99.48 | 80 | 19.84 | 20.179 | 0.00 |

We notice that the table above represents high levels of emotional belonging that reaches the value 99,48, which higher than the theoretical average that equals 80, and with the help of exam t for a unique sample to compare the arithmetic mean to theoretical average .T value was (t= 20,197) on the freedom degree 89, on the significance level of 0.00. and it turns out that there exists some statistically significant difference between arithmetic mean and theoretical average, indicating the existence of high levels of emotional belonging among sample members. Here are the results of study sample in emotional belonging levels according to axis:

Table (7) displays emotional belonging scale axis:

| Axis | N | \bar{X} | S | MAX | MIN |
|---------------------------|----|-----------|-------|-----|-----|
| Belonging in family | 90 | 33.42 | 4.253 | 40 | 18 |
| Belonging in school | 90 | 26.94 | 4.02 | 36 | 15 |
| Belonging in peers groups | 90 | 39.12 | 4.60 | 48 | 19 |

By looking at the table above we notice that the average of belonging to family axis reached 33,42 with a standard deviation 4,235 as the highest value was 40 and the least was 18. for belonging to school axis it reached 26,94 with a standards deviation 4,02 as the highest value was 36 and the least was 15. For belonging to peers group it reached 39,12 with a standard deviation of 4,60 as the highest value was 48 and the least was 19.

And it appears that first year secondary school students have high degrees of emotional belonging as it its value reached 99,48 , which is more than theoretical average that equals 80. So the results were contrary to the first hypothesis that claims " first year secondary school students to have an average level of emotional belonging " , and the approximate of certainty for this result is 95% with a mistake possibility of 5%.

These results can be explained according to previous studies:

High levels of emotional belonging among 1st year secondary school students can be explained according to several causes of which we can include: psycho-social changes that happen to the adolescent during adolescence have a huge impact on his pursuit for identity and belonging. And the feeling of acceptance from others becomes a priority. As shown in the study of (Erikson , 1986) social belonging is core part in identity evolution during adolescence, as well as for support from friends and family that enhances the feeling of belonging exactly as shown in the current study.

The same thing for the study of (Wentzel, 1998) which have found out that social support from friends and family plays a crucial role in enhancing emotional belonging among adolescents.

Support from friends and family contributes in enhancing emotional belonging, the thing which has been proven by results explained in the table.

Different school activities specially extracurricular ones hugely contribute in supporting belonging for the adolescent, teachers role as well can't be denied as they practise care and support towards their students as proven in the study of (Eccles & Order) which proves the importance of school activities and teachers role in providing a supportive environment that enhances belonging feelings among students, agreeing to several previous studies regarding rises in levels of belonging for the adolescent with its Three dimensions.

2-2- representing second partial hypothesis results:

The second theory indicates that : there are differences with statistical significance in levels of emotional belonging among 1st year secondary school students related to gender variable for the interest of females.

And to investigate hypothesis validity we have calculated "t" test for two separate samples and after a statistic treatment for data we found out:

Table (8) represents results of the t test for two separate samples according to gender:

| Variable | Gender | N | \bar{X} | S | Levine test | | T | Significance level |
|---------------------|--------|----|-----------|------|-------------|-------|-------|--------------------|
| Emotional belonging | Male | 28 | 99.57 | 7.48 | Sig | F | 0.057 | 0.955 |
| | Female | 62 | 99.45 | 9.87 | 0.180 | 1.826 | | |

The table represents results of the t test for two separate samples to measure differences in emotional belonging according to gender variable. And according to the table turns out that the arithmetic mean was 99,57 for males with a standard deviation equal to 7,48, but for females arithmetic mean was 99,45 with a standard deviation equal to 9,87, and t value was 0,057 on the function level 0,955 more than 0,05. And

based on that we can claim the rejection of the null hypothesis that assumes absence of differences nor differences with statistical significance on the level of emotional belonging among sample of the study according to the factor of gender.

So the results were contrary to the second hypothesis that claims the existence of differences with statistical significance in levels of emotional belonging for 1st year secondary students according to gender variable for the interest of females, and certainty rates for this result is 95% with a mistake possibility of 5%. Results can be explained according to previous studies as follows:

Social ,educational roles are gradually changing , that gender differences between males and females in education got to become the least clear, as they receive identical educational approaches by their families agreeing to the study of (Hyde, 2005) which says that differences between genders in several fields degrades by time reflecting changes in socio-educational roles.

Algerian school environment doesn't discriminate between males and females in school activities , either those that are curricular appearing in interactions inside classrooms by giving equal chances to both genders, or those that are extracurricular. According to what the study of (Sadker & Sadker, 1994) found out that schools that enhance equality among genders in activities contribute in gender discrimination degradation. Family and friends provide the same social support for both genders according to the study of (**Demaray & Malecki, 2002.**) whose **results were: social support plays a big role in enhancing emotional belonging, regardless gender.**

Several changes that may happen to an adolescent come close together, which lead to close needs in their different types , specially emotional ones and emotional belonging subject of our study. Efforts done by the state to support equality between genders in education have reduced the gap between genders, contrary to results of the **Baraba MNEW man,Branda,JLohman,Philip R Newman** study and **Raghdae study (2015).**

2-3 representing partial hypothesis three results:

Hypothesis three stated that: " there are different with statistical significance in emotional belonging levels among 1st year secondary students relevant to major variable for the interest of literary students" and to testify the cruelty of this hypothesis we calculated t test for two separate samples. And after statistical treatment for data we found out:

Table (9) displays t test results for two separate samples according to the Branch.

| Variable | Major | N | \bar{X} | S | Levine test | | T | Significance level |
|---------------------|------------|----|-----------|------|-------------|-------|-------|--------------------|
| Emotional belonging | Literary | 51 | 96.94 | 8.81 | sig | F | -3.17 | 0.002 |
| | Scientific | 39 | 102.82 | 8.60 | 0.813 | 0.056 | | |

The table above represents t test results for two separate samples to measure differences in emotional belonging according to the variable of branch. From this table we can assume that the arithmetic mean for scientific students was 96,94 with a standard deviation equal to 8, 81, but for literary students the arithmetic mean was 102,82 with a standard deviation equal to 8, 60 , and of t value it was (-3,17-) which is a negative value, on the level of significant 0,002 less than 0, 05. After that we can assume the agreement of the alternative assumption claiming the existence of differences, and so for the existence of differences with statistical significance in emotional belonging levels for the sample of the study relevant to major variable for the interest of literary students.

So results were compatible with hypothesis three saying that: " there were statistically significant differences in emotional belonging levels among 1st year secondary students relevant to the variable of major for the interest of literary students." With a certainty rate of 95% with a mistake possibility of 5%. Results can be explained according to previous studies:

Education content is not identical for scientific and literary students, as scientific students, as scientific majors focus on numbers and scientific facts the thing that affected their logical thinking which excludes

emotions sometimes, contrary to literary majors which care more for emotions and freedom of speech to express their feelings the thing that supported emotional belonging among literary students, all as stated in the study ofwhich stated that : " scientific majors tend to focus on logical thinking, but for literary majors it tend to care for emotions and emotional aspects."

Scientific majors tend generally to focus on individual efforts in creativity and finding solutions, contrary to literary majors that is characterized by collectivism and contribution the thing that supported emotional belonging for its interest. this thought was discussed by the study of (Vygotsky, 1978) which emphasised on the importance of collaborative education in developing emotional belonging supporting the results claiming that literary students have higher rates of emotional belonging.

Conclusion:

At the end of this study that treated emotional belonging among 1st year secondary students and to conclude , we can emphasize on a group of crucial points that were found out through research and analysis. Results have shown that 1st year secondary school students have high emotional belonging levels, the thing that clearly appears in the higher rates of arithmetic mean comparing to theoretical average. Results have also shown differences with statistical significance in emotional belonging levels relevant to major or branch, as literary stream students have shown higher rates of emotional belonging comparing to scientific stream students and these results can be explained based on differences in the educational content and educative activities between literary and scientific majors. As for literary majors they focus on the emotional expression and the group work, the thing that enhances emotional belonging feelings way more than in scientific majors which focus on the logical thinking and the individual efforts.

And when comparing to previous studies, we found that these results agrees with several researches that indicate the role of educational and social factors in enhancing emotional belonging feelings, so this study have brought an additional support to these hypotheses through analysing the data for a sample of 1st year secondary school students.

The current study also emphasizes the importance taking in consideration the differences between educational majors in designating scholar programmes and educational activities among students. And the study also recommends the necessity of providing a balanced support to all majors to ensure achieving high levels of emotional belonging, the thing that positively impacts academic achievement and social adaptation among students.

Based on results found out by this study regarding emotional belonging levels among 1st year secondary students, a group of suggestions that may contribute in enhancing this feeling among students and in achieving a better supportive and interactive educational environment.

Extracurricular activities enhancement:

Programming extracurricular activities that supports contribution and collective work among students; like sports, artistic and educational activities. As for providing platforms and forums for discussion and free expression of thoughts and feelings, to enhance belonging feelings and communication.

-Developing School programmes :

-School programmes should include subjects that focus on the personal, emotional development to help the students in understanding and in managing their feelings.

-integrating topics that enhance social , humanitarian values and contribute in building positive relationships between students and teachers.

- providing social, psychological support:

- constructing psychological, social support centres inside schools to provide consultation and guidance to students suffering from emotional or social problems.

-Organizing workshops and training courses for teachers regarding ways of dealing with psychological and emotional needs for students.

-enhancing family and society roles:

-encouraging family contribution in the educational process through regular meetings and workshops aiming at enhancing communication between school and family.

-enhancing partnerships with community's institutions to support student activities and initiatives that support emotional belonging.

-consistent research and regular evaluation:

-to regularly carry out studies to evaluate emotional belonging levels among students for best surveillance of changes and developments.

-To use studies results to develop new creative strategies to enhance emotional belonging.

-School environment enhancement:

-providing a supportive, safe school environment that contributes in students feelings of ease and belonging.

-improving school infrastructure to get attractive and motivational to students on contribution and interaction.

All these suggestions aim at creating an comprehensive, supportive educational environment enhancing students feelings of emotional belonging, the thing that will positively impact their social, curricular performance.

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