



Road Traffic Awareness In Fourth Year Primary School Textbooks: A Comparative Study Between Tunisian And Algerian Textbooks

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Received :16/02/2023; Accepted :15/07/2023; Published :24/08/2023

Abstract

Traffic accidents have become a major problem that societies suffer from due to their social and economic damages and losses. International statistics indicate that traffic accidents claim the lives of more than half a million people annually. This is what puts officials in the circle of attention to this phenomenon by focusing on the importance of adopting awareness Traffic for school children through educational curricula (a comparative study between the books of the Algerian and Tunisian educational system). Thus, the study sample is represented in the books of the fourth primary year - civic education - as a model for each of the countries of Tunisia and Algeria, which is a documentary sample.

Key words: Values of traffic culture, educational curricula, fourth year of primary school, Algerian educational system books, Tunisian educational system books.

1- Introduction

Road traffic accidents have been in increase and they have cost many lives. Surprisingly, the death rate in road traffic accidents surpasses that of wars and conflicts. As such, governments struggle with economic and social and individual suffer severe psychological ones. These alarming facts drive our attention to the gravity and magnitude of road traffic accidents; meticulous analysis ought to be conducted regarding how they happen, their immediate and later consequences as well as ways to raise awareness of their danger.

2- Research Problem and Hypothesis:

Despite the fact that road traffic accidents seem to be increasing, Algeria and Tunisia, and indeed many other countries, aim to increase road safety. Algerian authorities maintain that most road traffic accidents are caused by drivers and not technical errors in vehicles. 88 of

car crashes happen mainly because of lack of sufficient training and awareness of drivers. After all, studies reveal that crash death rate is three times higher in low-income countries than high-income countries. Therefore, qualified trainings and raising awareness of road safety culture necessitate continuous and dedicated efforts by educational and social institutions. Media and school maintain significant impact and status inasmuch as influence and indeed directing people's attentions are concerned. Media has the potential to tackle road traffic accidents and inflict a change; however, schools have more profound impacts since children spend more time in schools during study seasons. Moreover, schools can incrementally drive students' attention to road traffic culture in a more span of time. They can teach learners theoretically the concepts of road traffic, how to approach cars and the danger of breaking rules and of not having a learnt culture on road safety. These can be taught in the curricula of schools as compulsory and prerequisite. Learners should be taught how look after themselves so that they would avoid exposing themselves to jeopardy. They can be taught road signs and traffic lights. Accordingly, this study investigates the role of schools can administer and the ways in which they can teach road safety culture to students (future generations) in textbooks.

This study aims to answer the following questions:

- Do the educational systems cultivate road safety in future citizens?
- Are there any major differences between Tunisian and Algerian curricula inasmuch as road safety is concerned?

3- Study variables

- a- **Values of road safety:** this concept contains the main outline of the issue of road traffic accidents. It is based on two aspects, traffic education and raising awareness of the danger of road traffic accidents.
- b- **Educational curricula:** The curricula concerned in our study are the fourth-year primary school of Tunisia and Algeria.
- c- **Four-year grade:** a phase of primary school years.
- d- **Algerian Educational System Textbooks:** Refers to the fourth-grade books of Arabic and French languages, civic education, published by the Algerian Ministry of Education.
- e- **Tunisian Educational System Textbooks:** Refers to the fourth-grade books of Arabic and French languages, civic education, published by the Tunisian Ministry of Education.

Traffic Education: Traffic education refers not to pieces of information that are memorised and facts to know about. Rather, it is a level of consciousness that can be reflected in behaviour of the target audience and indeed a guided way of thinking. Therefore, curricula emphasise traffic education and include formative behaviours that helps individuals acquire

necessary cognitive and practical skills of road safety. (Al-Bkari, 2001). Traffic education strategically cultivates and inculcates awareness about road safety. Its target audience learn related values and skills that control and guide their behaviours so that they would abide by the laws of traffic to protect their lives and lives of many others. (Al-nahar, 2007).

Harrison (1997) defines traffic education as a set of principles that individuals have. These individuals will, eventually, acquire skills and mindset that to a certain extent grant road safety. Perhaps the most distinguished feature of traffic education lies in helping students not just in knowing how to drive safely, but also recognising solutions in various situations. (Jankovych, 2011).

Traffic awareness

Al-jabiri (2002) defines it as recognition of prerequisite knowledge of the different situations that pedestrians and drivers are potentially to encounter, as well as accidents and emergency situations and how to deal with them. Similarly, Sami (1984) defines it as “knowledge about traffic as children recognise, it may be called road safety culture. It is related to theoretical and practical instruction about that grants the safety of pedestrians, drivers and even vehicles.” (Sami, 1984)

Fundamentals of Traffic Education: there are two important elements to traffic education.

- a- Environment:** it includes the surrounding environment of the individual such as people, traffic signs, transportation, setting, etc.
- b- Attitude:** it relates to any behavioural conduct related to traffic context, be it personal behaviours or a behaviour that has a clear relationship with road safety. (Badr, 1998)

Effects of Traffic Education: Awn (2003) outlines a number of areas that are of immediate effect by traffic education:

- a- Environment: preserving and protecting every aspect that is related to nature.
- b- Safety: dealing with strangers and even things encountered in the road and removing all sources of anxiety worry.
- c- Society: manners of behaving with the elderly and acting upon social norms inasmuch as altruism is concerned.
- d- Health: being clean and preserving a healthy public atmosphere.
- e- Decision: making wise decisions in traffic-related situations.

Objectives of Traffic Education: The 2010 report states that individuals should be aware of traffic-related issues. They should be aware of the damages of traffic road accidents caused on their safety, health, interest and even on national economy. In addition, individuals ought to be acquainted with rules of traffic and respect them; respecting the rules reflects civil attitudes and promotes the culture of road safety. Traffic Education aims at increasing the

sense of confidence in students when dealing with transportation through raising awareness, which leads to persuasion and, hopefully, eventually to proper attitude.

4- Methodology and procedure of the Study:

4.1. Methodology

Content Analysis: We analyse and describe data collected to provide a meticulous and thorough study. Then, we process the information and interpret the findings.

Determining unit of analysis: In this current study, content analysis is intended to identify and classify traffic accidents, which include two main dimensions that we considered as analysis categories. These dimensions consist of two essential aspects: first, "traffic education," and second, "raising awareness about the danger of traffic accidents.

Selected Unit of Analysis: The book contains a set of carefully selected linguistic and structural units to achieve specific objectives. This study focuses on syntax, lexis, and semantic aspects of sentences or paragraphs.

4.2. Research Tools: The research designed an observation grid as a tool after adopting and reviewing several studies, including a study by Khateeb Zoulikha (2011) and another by Hayaf, Ibrahim (2016). on content analysis of the history curriculum for secondary education.

4.3. Statistical Tools

Counting Iterations: depending on the repetitions of the variable in Civic education textbook.

Calculation of percentage: they were counted in iterative tables that included the concept of citizenship. Percentages were counted according to the following equation:

5- **Sample Study:** textbooks of Civic education of year five of Tunisian and Algerian educational systems, scholar year 2020/2021.

6- **Findings of The Study:**

1- **Civics Textbook of Tunisia**

1- First variable: The Concept of Traffic Education:

Table (3) bellow shows the rate of iteration of words related to traffic education in the Tunisian textbook of Civics, fifth grade:

Order	%	NT	Aspects related to road traffic accidents
4	12.50%	4	Traffic signals
4	09.37%	3	Pictures of traffic road accidents
2	15.62%	5	Raising awareness of students to the dangers of road traffic accidents
1	25.00%	8	Raising awareness of responsibility of individuals during accidents
4	09.37%	3	Addressing behaviours that lead to accidents
4	09.37%	3	Addressing the consequences of road traffic accidents
8	03.12%	1	Addressing other factors that lead to accidents
2	15.62%	5	Raising pupils' awareness of the danger and consequences of road traffic accidents
/	100%	32	Total

Reading of data:

Table (3) shows the rate of iteration of words related to traffic education in the Tunisian textbook of Civics, fifth grade. The table shows from the highest percentage of words related to traffic education to the lowest. Raising awareness of responsibility of individuals reached (25%). The second in terms of percentage are 'raising pupils' awareness of the consequences' and danger of traffic accidents, with a percentage of (15.62%). Traffic signals came in third position (in terms of percentage) which hit (%12.50). Road traffic accidents, raising awareness about behaviours leading to traffic accidents, and raising awareness about consequences of traffic accidents came fourth reaching (%09.37). The last is raising awareness of external factors that lead to accidents at (%03.12).

2- Second variable: words related to raising awareness of the danger of road traffic signs.

Table (4) shows the rate of iteration of words related to raising awareness of the danger of road traffic accidents in Tunisian Civics Textbook of the fifth grade.

Aspects related to traffic education	NT	%	Order
Pictures of traffic signals	7	43.75%	1

Respecting road traffic signs and behaving appropriately	4	25.00%	2
Organisation of traffic signals and dealing with barricades	0	00.00%	6
Introducing pupils to traffic signals and their meaning	1	06.25%	4
The role of family in respecting traffic signals and enhancing a sense of responsibility.	0	00.00%	6
The role of school in respecting traffic signals and enhancing a sense of responsibility.	0	00.00%	6
The role of society in respecting traffic signals	1	06.25%	4
Identifying responsibilities during accidents (pedestrians, vehicles and traffic signals)	3	18.75%	3
The role of security and people around the accident	0	00.00%	6
Respecting public facilities in service of road safety by citizens	0	00.00%	6
Total	16	100%	/

Reading of Table (4):

Table (4) illustrates the iteration of words related to raising awareness of the danger of road traffic accidents in Tunisian fifth grade textbook of civics. The table shows the descending order of the most iterated words related to raising awareness of road traffic accidents. Pictures of traffic signals reached the highest percentage (43.75 %). Respecting traffic signals, traffic code and behaving appropriately came in second with a percentage of (25.00 %). Raising awareness of the responsibilities during road traffic accidents had a rate of (18.75 %), making it a third in the descending order. (06.25 %) is the percentage of the fourth, which includes teaching traffic signals to pupils and the role of society in determining appropriate action during accidents. At the bottom with (00 %) we find respecting public facilities in service of road safety by citizens, organisation of traffic signals and dealing with barricades, the role of school in respecting traffic signals and enhancing a sense of responsibility and The role of family in respecting traffic signals and enhancing a sense of responsibility.

- 2- Civics Textbook of Algeria:
 1- First Variable: Traffic Education

Table (5) bellow shows the of iteration of words related traffic education in civics textbook of Algerian education system of the fifth grade.

Aspects related to road traffic accidents	NT	%	Order
Traffic signals	4	16.00%	3
Pictures of traffic road accidents	6	24.00%	1
Raising awareness of students to the dangers of road traffic accidents	3	12.00%	4
Raising awareness of responsibility of individuals during accidents	2	08.00%	6
Addressing behaviours that lead to accidents	2	08.00%	6
Addressing the consequences of road traffic accidents	3	12.00%	4
Addressing other factors that lead to accidents	5	20.00%	2
Raising awareness of accidents that students might encounter	0	00.00%	8
Total	25	100%	/

Reading of table 5:

Table (5) shows the of iteration of words related traffic education in civics textbook of Algerian education system of the fifth grade. Pictures of traffic roads accidents has a rate of (24.00 %) at the top of the descending order. Raising awareness of external factors that lead to road traffic accidents came in second with a rate of 20.00 %. Traffic signals has a rate of (%16.00) as a third in the table; followed by Raising pupils' awareness of the danger and consequences of road traffic accidents and addressing the consequences of road traffic accidents in the fourth position with percentage of (12.00 %). Addressing behaviours that lead to accidents and raising awareness of responsibility of individuals during accidents both, in the fifth position have a rate of (8 %). Raising awareness of accidents that students might encounter has a rate of (00%).

- 2- Second Variable: the concept of raising awareness of the danger of road traffic accidents.

Table (6) bellow shows the rate of iteration of raising awareness of the danger of road traffic accidents in Algerian Civics textbook of primary school, year five.

Aspects related to traffic education	NT	%	Order
Pictures of traffic signals	1	2.77%	8
Respecting road traffic signs and behaving appropriately	7	19.44%	2
Organisation of traffic signals and dealing with barricades	3	8.33%	4
Introducing pupils to traffic signals and their meaning	1	2.77%	8
The role of family in respecting traffic signals and enhancing a sense of responsibility.	2	5.55%	7
The role of school in respecting traffic signals and enhancing a sense of responsibility.	1	2.77%	8
The role of society in respecting traffic signals	3	8.33%	4
Identifying responsibilities during accidents (pedestrians, vehicles and traffic signals)	3	8.33%	4
The role of security and people around the accident	6	16.66%	3
Respecting public facilities in service of road safety by citizens	9	25.00%	1
Total	36	100%	/

Reading of table (6):

Table (6) shows the rate of iteration of raising awareness of the danger of road traffic accidents in Algerian Civics textbook of primary school, year five. In a descending order, the table shows that respecting public facilities in service of road safety by citizens has the highest rate of iteration with a percentage of. (25.00%). Respecting road traffic signs and behaving appropriately has a second highest rate at (19.44 %). The role of security and

people around the accident reached (16.66 %) as a third highest rate of iteration. Organisation of traffic signals and dealing with barricades and the role of society in respecting traffic signals and Identifying responsibilities during accidents (pedestrians, vehicles and traffic signals) have a fourth highest rate at (8.33 %). The role of school in respecting traffic signals and enhancing a sense of responsibility reached (5.55%) in the fifth position. At the bottom of the descending order, at (2.77%), we find pictures of traffic signals, introducing pupils to traffic signals and their meaning and the role of school in respecting traffic signals and enhancing a sense of responsibility.

Interpretation of Data and Recommendations:

Inasmuch as Traffic Education and concepts related to it are concerned, data indicates that road traffic accidents happen because of human errors according to the Tunisian textbook of civics. The Algerian textbook, on the other hand, suggests that it's sufficient to present pictures of road traffic accidents.

As for the concept of raising awareness of the danger of road traffic accidents, Tunisian curriculum did so through pictures that show the gravity and horrible consequences of road traffic accidents. The Algerian civics textbook emphasised the set of legislative rules that compel the individual to abide by them for road safety.

On the premise of what have been found, we recommend that cooperation with countries that made significant strides inasmuch as road safety in concerned. In addition, we recommend the continuous efforts to develop the content of textbook that teach road safety. The last can be done by:

- 1- Organizing workshops by experts and experienced officers in the field to improve their skill set, and to raise awareness of pupils starting from schools.
- 2- Taking into consideration research, by universities and other institutions, in the field so that they find way into practice.
- 3- Showing pupils cases where road safety measures were successfully exercised to inflict positivity in textbooks, in addition to continuous campaigns to raise awareness of road safety in primary, middle, secondary schools, and even universities.

Cultivating the concept of road safety necessitate:

- 1- Redesign of the curriculum throughout the tertiary system to meet the developments made in traffic education and inculcate participation of the individual in road safety.
- 2- Reconsideration in training centers that grant driving license to people, set new criteria for choosing granting driving license and even supervisors of candidates, and observe the training of driving license procedures.
- 3- Reevaluation of traffic code regarding adhering to the code benefits and consequences, equipment and areas that need improvements.

Results and recommendations of this study can, hopefully, provide an action plan for the future that help in redesigning curriculum and plans within the new parameters of road safety in Algeria. It can assist cultivating a culture of social and civic engagement.

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