

# Citizenship values of the sports teacher and his role in preparing a good student

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## ABSTRACT

This research aims to know the level of citizenship values of the sports teacher at middle school and his crucial role in instilling and acquiring extremely these values in the student's personality and it enables them to assume their responsibilities because they are considered as the new generation for entering their country into a new era; in order to face all the difficulties that confront it from other civilizations and other nations.

The teacher is considered as the major element, part of the educational system, and an effective contributor to building society and raising young people, through the educational message that he carries and presents to his students. His effective personality shows the extent to which he acquires the values of citizenship and how he imparts them to his students.

## Keywords

values of citizenship, sports teacher, student.

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## Introduction

Every society is distinguished from other societies by a philosophical framework from which its formative and cultural characteristics and value system emerge, and every country seeks to impart to its children those characteristics and values, through a clear philosophy with specific goals, including those educational goals that represent a reflection of the philosophy of society.

Recently, the world is knowing quick events and changes in various areas of life, especially in the field of science and technology, and the accompanying openness to the cultures of others, it was accompanied by social and cultural changes that led to the emergence of trends, values, behaviors, patterns of thinking, and other patterns of living that affected negatively the cohesion of Arab society in general and Algerian society in particular. Moreover, its cohesion created a feeling among people that there were dangers threatening their values, customs, heritage, and national identity, which led countries to the necessity of protecting their individuals from this Western intellectual cultural invasion and adhering to their original values.

Therefore, countries today shows the education as the appropriate solution to give their children positive values and rely on it as a means that effectively contributes to build the human being, develop his talents, and makes him an effective tool and guide force that builds the glory of the nation, creates its civilizations, and achieves its desired goals and hopes. Educating a human being is not merely providing him with an abundance of knowledge by filling the human mind with information; it goes beyond that to provide it with a system of values that contributes in building and guiding the human consciousness. So that it directs its behavior and controls its actions until an individual emerges who is imbued with the values and culture of his society and brings benefit and goodness to the individual, society, and humanity as a whole.

Citizenship education represents one of the main concerns of any educational system. The development of citizenship and the active social participation of citizens is one of the most important guarantees for achieving the public interest and a solution to many problems at the individual and societal levels. The more effective citizens expands it guarantees the stability and development.

Educational institutions seek to develop citizenship values as they represent the child's first experience outside the family. They instill values, attitudes, knowledge and skills related to citizenship in an intentional manner, and not automatically as is the case in the family and society.

The sports teacher is considered one of the components of the educational staff that contributes to the formation of many trends and instilling positive ideas that develop the spirit of citizenship among students. Therefore, the research at hand came to reveal the level of citizenship values of the sports teacher and his role in forming a good student, considering the influence an individual.

## **2. Importance of research**

This study is has a great importance, it highlights the role of the teacher in consolidating the values of citizenship and emphasizes the importance of the middle school in consolidating this value. The importance of this study stems from the nature of the topic it addressed. Citizenship is one of the issues with political and security dimensions that express the standards of belonging and the level of participation by individuals in protecting and defending the homeland. Various sectors may also benefit from this research, as well as those in charge of other institutions that play a role in developing the values of citizenship among individuals (Media, Mosque, family...etc.).

Studying the values of citizenship is considered necessary for the individual and society.

## **3- Research objectives**

This research aims to know the level of citizenship values among teachers of physical education and sports in the intermediate education stage and its role in preparing a good student.

## **4. Concepts and terminology.**

### **4.1. Definition of values.**

#### **4.1.1. Linguistic definition.**

It is a word that indicates the value of a thing. Anis and others mentioned in the Intermediate Dictionary 1979 that the value of a thing is its value, and the value of a possession is its price. It is said that so-and-so has no value, meaning that he has stability and continuity in the matter. (Anis et al., 1979, p. 867).

In the dictionary of Al-Muhit: "value", means one of the values. And his money has value: if it does not last for anything and the commodity is valued and upright, then its price is equal, and it is upright: it is moderate. I straightened him, modified him, and he is upright and upright." (Al-Fayrouzabadi Muhammad bin Yaqoub, 1991, p. 245).

### **4.1.2. Terminological definition**

The concept of values is considered one of the complex concepts that are difficult to enumerate. Studies and theories have multiplied in it due to the fertility of its fields and the multiplicity of its fields. It is a field for educational, philosophical, psychological and social studies. Therefore, its own definitions have multiplied and branched out depending on the field through which values are studied.

Ahmed Zaki Badawi defines it as: "judgments acquired from social conditions that the individual clings to and rules by, and they determine the areas of his thinking, determine his behavior, and affect his learning."

He also believes that it means the characteristics that people prefer or desire in a particular culture and it takes on a general character for all individuals because they become guidelines for behavior or goals for it."

(Ahmed Zaki Badawi, 1977, p. 438)

It is also defined as "a set of desirable social rules and standards that an individual acquires, which work to develop his personality, direct his behavior and organize his life, and ensure his positive interaction with others, so that these standards form a frame of reference that governs and determines his actions, inclinations, desires, and interests, and leads him to perform his role in an effective and lively manner in society."

(Yahya Ibrahim Al-Madhoun, 2012, p. 11)

## **2. Definition of citizenship**

### **4.2.1. Linguistic definition.**

The definition of citizenship differs in its linguistic origin in the French, Greek, Latin and Persian languages from the Arabic language. The word citizenship in these languages refers to the city-state, but in the Arabic language it is derived from the homeland, which means the place of residence or the place where a person resides. (Sherif Amin Farag, 2012, p. 28)

The origin of the word citizenship and its meaning go back to the era of ancient Greek civilization, as the word was originally associated with the Greek city-state Polis. In the Arabic language, the word citizenship is used as a translation of the French word Citoyenneté, which is derived from the word Cité, and the city is a real construction of a place and political participation. Its equivalent in English is Citizenship, which is derived from the concept of the citizen, that is, the individual addressed by laws and constitutions (Abdel-Jalil Abu Al-Majd, 2010, p. 9).

#### **4-2-2- Definition of citizenship in terms**

The Center for National Education defines it as: "Membership in the political group and the members of the political group are its citizens. Therefore, citizenship is also membership in society, and membership requires participation based on conscious understanding, understanding, and acceptance of rights and responsibilities." (Center for Civic Education, 1998, p33)

Richard Bellamy says: "Citizenship refers to a particular set of practices that entail public rights and duties relating to a particular political community." (Richard Bellamy, 2008, p3)

#### **4.2.3. Procedural definitions of research variables**

##### **4.2.3.1. Values of citizenship**

It is everything that the teacher of physical education and sports in the middle school stage which he possesses, understands, knows, and he tries to embody it and practice it on the ground with his students in various situations, which determines his relationship with his country, so that he can instill it in the student and establish it in his personality.

##### **1. Definition of citizenship**

The Dictionary of Sociology defines citizenship as: "a social status or relationship that exists between a natural individual and a political community (state). Through this relationship, the first party (the citizen) provides loyalty and the second party undertakes protection. This relationship between the individual and the state is determined by the existing systems of government."

Legally, citizenship also means belonging to a specific state. The law establishes the state, creates equality among its citizens, and establishes

a general system of rights and duties that apply to everyone without discrimination. The bond of nationality is usually a basic criterion in determining the citizen. (Fawzi Sameh, 2007, p. 7) It is also defined as: "participation and full connection between a person and his country, built on foundations of faith, values, principles, and morals, and the enjoyment of rights and the performance of duties with justice and equality, which results in a feeling of pride and honor of belonging to that country, and in light of a reciprocal relationship that achieves security, safety, progress, and prosperity for the country and the citizen at all times." fields." (- Abdullah bin Saeed Al About Al-Qahtani, 2010, p. 15).

## **2- Components of citizenship**

### **2.1. Belonging**

Belonging to the country is belonging to the people, with all their groups and beliefs, to the land, and it is embodied by sacrifices that stems from his feeling of love for that homeland and its people. From here, it is clear that the concept of belonging is behavior, hard and diligent work for the nation, and interaction with all members of society.

Despite their different beliefs for the sake of the public interest, belonging, linguistic definition, is a behavior, pours into one crucible in terms of giving and sincere service to the country and its people, so that the more the giving is continued, it becomes a measure of sincere and true belonging.

#### **Means of enhancing the belonging.**

- Sacrifice for the sake of the homeland is a blood tax paid by every individual who is true to his affiliation.
- Carrying out the required duty to the fullest extent in all fields, to be evidence of sincere patriotism and strong affiliation.
- Carrying out volunteer and charitable work, because its benefit is of interest to the country and citizens.

### **2-2- Rights**

The concept of citizenship includes rights that all citizens enjoy, and at the same time they are duties of the state and society, including (providing a decent life - justice and equality - personal freedom - providing health care and basic

services - providing education, and so on. These rights must be enjoyed by all citizens without exception).

### 2-3- Duties

Countries differ from each other in the duties imposed on citizens depending on the philosophy on which the state is based. Some countries see political participation in elections as a national duty, while others do not see it as a national duty. These duties include (not betraying the country - preserving public property - defending the country - Enjoining good and forbidding evil - respect for the system). These duties must be adhered by every citizen according to his abilities and capabilities. (Fahd Ibrahim Al-Habib, 2000, p. 75)

### 2-4- Community participation

One of the most prominent features of citizenship is when the citizen participates in community work, the most prominent of which is volunteer work. Every contribution serves the nation.

- Preserving the original language, cultural heritage, and popular heritage.
- Preserving customs and traditions that the community is satisfied with.

The individual belongs only to a society in which he feels safe and whose needs and demands are fulfilled among its members through relationships based on a common language, customs and traditions, as well as a common cultural heritage. One of the requirements of belonging is that the individual be proud of the country, defend it, and ensure its safety. The citizen belongs to his family, his homeland, and his religion and these affiliations are consistent to reinforce each other. (Mohamed Al-Hadi Afifi, 2003, p. 33.

Islam has called for participation in serving and developing the society. If the participation is a right for the individual, it is also a duty for him. As it mentioned in the Holy Quran, **ALLAH**, The Almighty says “**Allah does not change a people's lot unless they change what is in their hearts**” (Holy Quran Surat Al-Ra'd, verse :10). It clearly indicates that Islam calls the Muslim to participate in serving and developing his society.

### 2-5- General values

It means that the citizen must practice Islamic morals, including: honesty, sincerity, honesty, and patience. (Hussein Hassan Musa, 2012, p. 86)

## 3- The importance of citizenship education and its goals

The importance of citizenship education comes from the fact that it is a continuous process to deepen the sense of duty towards society, develop a sense of belonging to the country and pride in it, instill love of the system and national trends, brotherhood, understanding and cooperation among citizens, respect for systems and instructions, and introduce young people to their country's institutions and civilizational organizations, and that it did not come by chance, but rather the fruit of hard work and bitter struggle, and therefore it is their duty to respect and observe it. Likewise, the goals of citizenship education are not achieved by simply writing them down and including them in official documents. Rather, achieving the goals requires translating them into practical procedures and including them in curricula and textbooks.

### 3-1- The importance of citizenship education

- Supports the existence of the modern state and the national constitution.
- Developing democratic values and civic knowledge.
- Contributes to maintaining community stability.
- Develops decision-making skills, dialogue, and respect for rights and duties among students.

It can be said that the goal of citizenship education, as Narayan (2004) sees, is to provide a program that helps students:

- To be informed, thoughtful and responsible citizens, aware of their rights and duties.
- Developing participation skills and carrying out positive and responsible activities.
- Enhancing their spiritual, moral and cultural development and becoming more confident in themselves.
- Encourages them to play a positive role in their school, in their community, and in the world. (Iman Ezzedine Ibrahim Abdel Latif, 2013, p. 74)

### 3-2- Objectives of citizenship education

Citizenship education seeks, through a combination of knowledge and activities, to develop the personality of the individual citizen who is able to bear responsibility and interact positively with all the issues of his country, in light of local and international changes. This will

only be achieved through curricula that include a set of goals that any educational system seeks to achieve. The most important of them are the following:

- Providing the student with knowledge about the civil, political and social rights of the citizen and developing democratic values.
- Developing and strengthening the set of national values related to the cultural and social aspects of any educational system.
- Ensuring the performance of duties in return for acquired rights as an expression of active citizenship.
- Enhancing the sense of belonging and pride in the homeland and working to protect and defend it against every danger.
- Respecting the state's constitution and all laws regulating the relations between individuals on the one hand, and their relationship with the state to which they belong, on the other hand.
- Respect and glorify national symbols.
- Promoting equality as a social value among members of one society, regardless of their differences, whether in language, gender, or religion.
- Contributing to the development of spiritual and moral aspects and enhancing self-confidence through knowledge of rights and duties.
- Developing decision-making skills through training in problem-solving situations.
- Instilling a culture of dialogue, tolerance, and the ability for social interaction through relationships in the educational social environment.
- Contributing to preparing citizens according to local, regional and international changes.
- Knowledge of the elements of national heritage and its importance in preserving national identity. (Hayyaq Ibrahim, 2016, p. 104)

#### 4- Images and forms of citizenship

##### 4-1- Positive citizenship

When the individual feels the strength of his national affiliation and performs his duty of playing his positive role to confront the negatives.

##### 4.2. Passive citizenship

It is the individual's feeling of belonging to the country, but he stops at the limits of negative

criticism and does not do any positive work to raise the status of his country.

##### 4.3. False citizenship

The individual appears carrying only superficial slogans, however his reality grows out of a lack of feeling and pride in his country.

##### 4.4. Absolute citizenship

The citizen combines his positive and negative role towards society according to the circumstances in which he lives and according to his role. (Al-Suwaidi Jamal Sanad, 2001, p. 18)

#### 5. Education on citizenship values

Citizenship education is defined as a set of knowledge, values, social competencies, and practices that are used to help young people in achieving conscious, critical, and active citizenship (French guide) (CONFEJES) (general Secretariat). Thus, it is the appropriate space for training in collective values to acquire a democratic culture, and it is the irreplaceable place for resistance Prejudice, intolerance, and citizenship education are achieved through activities aimed at imparting content and building the experience necessary for individuals to be engaged and active citizens of their group. (PILOTE (ch); 2006, p37)

Democratic citizenship education is the set of practices and activities that seek to help students, young people and adults to actively contribute to make decisio in their groups (O'shea (K); (2003 p10).

Citizenship education is also based on the basic principles of human rights, pluralistic democracy and the supremacy of law. It seeks to resist violence, intolerance, racism, nationalism, aggression and intolerance, and it supports civil society by providing it with alert and well-trained citizens. (MIKKEL SEN(R) 2003, p5-6)

Citizenship education means the education which aims to prepare the individual for good citizenship in his country by providing him with knowledge, values, and skills related to the legal, economic, historical, political, and cultural fields, problem-solving skills, and other good citizen skills. (Illat Al-Mukhtar, 2014, p. 204)

Education for citizenship is based on preparing young people to enter the political life of society

by providing them with the knowledge, concepts, attitudes and behavioral skills necessary to develop their participation in political life, enabling them to support the national process of development. It is the process that aims to prepare young people to face problems and make decisions as citizens with the help of all for developing their decision-making abilities and use critical thinking to express their attitudes and reach a solution to the social problem that hinders the process of development and national belonging. (Abdel-Wadud Makrum, 2004)

Education for citizenship is the pivotal goal of political education, which means; helping young people to understand reality and to interact with its problems in an objective and critical way that may give them a positive direction towards participation. In addition, providing good care for the elite among them and preparing them to assume the responsibilities of leadership and national action. Citizenship education aims to achieve goals that are manifested in establishing social and individual values. As for social values, they are represented in a set of principles that must be established, the most important is the sense of cultural identity, pride, and sacrifice for it, while being opened to other cultures and interacting with them in an atmosphere of harmony, objectivity, tolerance and dialogue; based on respect and love for humanity. (Al-Maamari, Tousani, 2001 AD)

Therefore, the objectives of citizenship education are to support a set of principles, including in particular:

- Respecting the nation's sanctities, dealing with its issues with positive values and responsibility, with full self-confidence, and integrating with the group in a spirit of solidarity and brotherhood.
- Adopting democratic behavior and accepting pluralism with a love for work and dedication to it, in the hope of raising the status of society and its economic and cultural productivity so that it can rise to the highest levels of global competitiveness in living.

Education for citizenship must be a continuous process that guides constant attention to the citizen's training, developing his awareness of his rights and duties, and developing his levels of dynamic participation in his society. Thus, it

becomes clear that the goals of education for citizenship are not just lines in official documents, but rather are goals and objectives that people seek to achieve. This is evident through the goals and importance of education for citizenship for practices and implications. (Suheir Ali Al-Jayar, 2007 AD)

Citizenship education through physical and sporting activities is an effort to develop knowledge and competencies that enable young people to develop their social capabilities, such as working within a team, solidarity, tolerance and sportsmanship in a multicultural framework, as well as creating a balance between intellectual and physical activities during the educational process while installing sports within school activities. (Bouaicha Lakhdar 2012, p. 39)

## 6- The link between citizenship and sports

In the current era, sport has become a social, cultural, political and economic phenomenon that attracts the attention of all segments of society when media consumption of sporting activity has expanded, which has resulted in an increase in front of the masses, and has produced among the practitioners - sometimes - ethics that have gone beyond the noble goal to self-ambition, etc. Recently, the sports scene has distinguished in our country. The increasing demand for sports practice of all kinds, and it has become necessary for us to keep pace with the steady developments of high-level sports, which have become an industry that requires important investments in multiple fields.

The European Year of Citizenship was adopted in 2005 as European countries declared through Sport, and the slogan of the occasion was "Sport is the gateway to democracy." (Bouaicha Lakhdar 2012, pp. 47-48)

UNESCO, celebrates its two-year anniversary on November 4, 2006, allocated sixty topics during sixty weeks, including 16 topics related to education, including topics related to sports, physical education, and citizenship education.

Among the recommendations of the European Council on citizenship education through school activities, including sports activities:

- Enabling students to expand their horizons by opening areas of collective responsibility.

- Knowing, protecting and preserving the environment in which they live.

The recommendation came about the need for coordination between educational institutions and several other stakeholders, such as associations, organizations, and local groups such as municipalities and others, in order to organize sports festivals and tournaments.

Learning citizenship cannot be a matter of one day, but must be lived throughout the entire year, interspersed with important dates and significant actions that establish the birth and consolidation of a culture of citizenship, especially since the school is responsible for formulating symbols in people's minds. (Bourdieu, 1980, p83)

### **7. The role of the school in developing citizenship values**

The school is considered one of the most important social institutions responsible for the task of education. Joel Rosney believes that the school's function does not stop at the limits of transmitting the knowledge found in books only, but rather in the process of integrating this knowledge among those concerned with it.

Citizenship is considered one of the most important values that the school works to develop and strengthen in the hearts of students, especially since values are guidelines for behavior, and they determine the patterns of behavior of the individual and motivate him as a reference in judging his actions and a framework for achieving community cohesion.

The process of instilling a set of values and attitudes in the hearts of students at all educational levels requires providing them with a set of knowledge and skills that enable them to contribute positively in performing their national duties, and all of this is done through the school.

The process of instilling values in the school through curricula is not a random process, but rather a planned, targeted, and intentional process in which the goal sought in raising students with values and ethics that contribute to its advancement is achieved.

In the field of modifying behavior, attitudes, and values, knowledge, emotion, and practice should be integrated, because limiting ourselves to the theoretical aspect leads to duality between words and actions. (Al-Rifai and Al-Khawalda, 2002, p. 166)

Since the values of citizenship fall within the principles of human rights, the process of socializing these values is not a process of cramming information, but rather a process that aims to establish these values, which are relevant to their daily reality and which they use at a later stage in their lives on the cognitive, emotional, and behavioral levels.

Among the tasks that the school must accomplish within the framework of developing citizenship values among students are the following:

- Providing equal educational opportunities for everyone in the school.

- Creating opportunities for the student to develop to the fullest extent his abilities and aptitudes qualify him.

- Training students on joint work, solidarity and cooperation.

- invite students to apply democracy in organizing their shared lives and various activities.

- Respecting the learner's personality and recognizing that he has value in himself. (Yaser Memon Abbas, 2011, p. 413)

- Allow students to exercise joint responsibility through group projects and others.

- Adopting the principle of justice and applying it in the lives of students and teachers and their activities within the school.

- Enhancing students' entrepreneurial spirit, strengthening their critical sense, and stoking the spirit of dialogue among them.

- Highlighting the culture that highlights the freedom of the citizen and his right to exercise his political and civil rights.

- Training students to think creatively and discuss. (Yaser Memon Abbas, 2011, p. 413)

#### **7.1. The role of management**

The management of the educational institution includes the processes of managing, planning, organizing, controlling and evaluating the human and material resources available in the institution. The role of the educational institution's administration is to carry out these operations in a

manner that makes the prevailing climate in the educational institution one that enhances the values of citizenship.

Justice, equality, freedom, participation, and respect for opinions prevail...etc. contribute to create the positive attitudes among students toward these values, so that they become part of their emotional development, and this appears in their behavior.

### **7.2. The role of the teaching staff**

The teacher represents the mainstay of the educational process in educational institutions. He is the teacher, guide, mentor, leader, and role model for his students. He has a major role in developing the values of his students, directly or indirectly, and in an intended or unintentional way. Everything he says and does is subject to the attention and interest of his students. They acquire values from him through imitation and direct education. He translates also the values of citizenship into behaviors.

The teacher must also be aware of the educational methods through which he can develop values among his students, because the development of values in the souls of generations does not occur in a random manner, but rather requires various scientific methods to clarify and reinforce these values among them. The most important of these methods are: dialogue and discussion, solving problems, investigation in which the teacher relies on himself and thinks and concludes under the guidance of the teacher to reach the results.

### **7.3. The role of activities**

Activities are considered as an essential part of teaching and learning processes, as they help in forming habits, skills, values, and methods necessary to continue education and to participate in process of development. Students' involvement in activities and organizational groups under educational supervision helps them to become accustomed to taking responsibility, self-confidence, cooperation, working within a team, and understanding. Effective communication, love and respect for the system, developing positive attitudes towards manual work, and feeling that they are distinguished members who have provided an useful work for themselves, their educational institutions and their social environment, and develop in them feelings of belonging and loyalty...etc.

The activities vary, some of which take place inside the classroom, such as presenting and discussing research and readings which conduct in the field of citizenship, they take place outside the classroom but within the educational institution, such as student unions, and cultural, artistic, and sporting activities, participating in public celebrations, awareness campaigns, and camps and public service...etc. The purpose is to create a set of activities that enable students to know, care about, and contributes to societal issues and to contact civil society organizations and official institutions that would develop in them the values of citizenship and help them to practice. (Yaser Memon Abbas, 2011, pp. 413-414)

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