The School Principals And Teachers' Role In Promoting The Values Of Citizenship Among Secondary School Students In The Digital Era

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Abstract

This study aimed to identify the role of school principals and teachers in promoting the values of citizenship in the digital era. In order to achieve this goal, a questionnaire consisting of 37 items was developed, including three domains: community participation, consolidation of democratic values, and consolidation of values of national belonging. This questionnaire was applied to a sample of (375) students in secondary schools in Hail region in the Kingdom of Saudi Arabia. The main results of the study revealed that the role of school principals and teachers in promoting the values of citizenship came to a high degree, and the study domains were arranged as follows: The domain of promoting the values of national belonging ranked first with a high degree. The community participation domain came in second place with a high degree as well, while the field of consolidating democratic values came in third place with a medium degree. The results also showed that there were statistically significant differences in the estimations of the study sample members for the role of school principals and teachers in promoting citizenship values due to gender variables in favor of males, while the results did not show the presence of differences due to the class variable.

Keywords: Role, Values of Citizenship, digital era.

1. Introduction:

The current era is witnessing many rapid and successive changes resulting from the scientific and knowledge revolution, the progress in the means of information and communication technology, and the accompanying emergence of globalization in its various manifestations. Because of this problem, a lot of contemporary challenges that have some negative repercussions have been found which many societies suffer from such as violence and extremism spread, rights and duties violations,

and weak adherence to authentic national values.

Good citizenship is one of the highest goals of human societies despite of their schools of thought and philosophical sources because of the positive effects that citizenship reflects on all the goals of societies. Citizenship has also become one of the issues that strongly impose itself when addressing any dimension of human development and comprehensive reform and development projects in general (Abu Hashish, 2010).

Instilling and integrating the citizenship culture and values into the educational system requires a long-term time horizon until it pays off and matures. In all cases, it needs continuous integration and communication with other community institutions. Achieving the goals requires translating them into practical and behavioral measures and including them in curricula, textbooks, and curricula for preparing educators and preparing the school community to realize those goals (Hamed, 2012).

Digital learning can be seen as a new teaching method that contributes to instilling and integrating the culture of citizenship and its values in the education system quickly، through information and communication technologies and its multimedia in a way that allows the learner to interact actively with the content and with the teacher(Ali, 2019)

The Arab country's societies in general, and Saudi Arabia in particular, have undergone rapid changes that covered most aspects of economic, social, and cultural life which affected the cohesion and stability of society. These aspects led to the emergence of trends, values , and patterns of thinking that do not correspond with the nature of these societies. Therefore, therefore, the states use the educational system as one of the most important Social systems which are based on preparing the

individual to face the future, especially in the digital era we live in. Furthermore, it preserves the basic values and principles of society and responds to national aspirations.

2. Study problem and questions:

According to the social, cultural, economic, political, and intellectual challenges facing the Kingdom of Saudi Arabia in the current era, there seemed to be a need for comprehensive processes of evaluation, reform, and development in schools in general and in the curricula including civic education in particular within Vision 2030. These fields will help education achieve the high goals of the country so that students are able to deal with the requirements of development and citizenship positively and effectively. The researchers saw, within the limits of their knowledge, that there are not enough studies on the subject of citizenship in the educational field compared to what other research issues dealt with scientific studies or what was addressed in other fields, especially in the digital era. Therefore, the study sought to address this research issue by answering the following main question: "What is the role of the school principals and teachers in promoting the values of citizenship among secondary school students in Hail, Saudi Arabia in the digital era? The following sub-questions have branched out:

- What is the role of the principals and teachers in promoting the values of citizenship among secondary school students from their point of view?

- Are there statistically significant differences at the level of indication ($\alpha \leq 0.05$) in the estimates of the members of the study sample of the level of support of the school principals and teachers to measure citizenship according to the variables; (gender, grade)?

3. Study Objectives:
This study aims to:

- Determine the degree of contribution of the school principals and teachers to strengthen the values of citizenship among high school students in Hail, Saudi Arabia.

- Disclosure of differences in the estimates of the members of the study sample of the level of support of the school principals and teachers for the values of citizenship according to a variable (gender, grade).

4. The study's Importance:
The importance of this study is manifested in practice in:

- The researchers hope that this study will be of interest in the foreseeable and future for decision-makers in the field of preparing curricula and courses in order to reach an integrated vision of education and instill the spirit of citizenship among students in Arab societies.

- It also helps to develop the role of the school by providing its organizers with the findings of this study.

- The importance of this study comes as a new addition to fill to some extent the lack of research and studies in the values of citizenship among members of Saudi society, especially

5. The study Definitions procedurally:
The terms of the current study are:

- **Role**: Defined procedurally as the efforts made by managers and teachers so that they can perform their tasks and carry out their duties responsibly to contribute effectively to the service of society. This role is measured procedurally by the degree to which the members of the study sample appreciate the questionnaire used in the study prepared by the researcher.

- **Values**: The researcher knows them procedurally as a set of desirable social rules and standards that the individual gains. It works

to develop his personality, guide his behavior, organize his life, and ensure his positive interaction with others so that these standards constitute a frame of reference that governs his actions, inclientities, desires, and interests as well as leads him to play his role in an effective way in the society.

Citizenship: The researcher defines it procedurally as: a set of criteria and principles that represent a framework that guides the behavior of the individual and governs his relationship with others on the one hand and his relationship with his national institutions on the other hand. It also makes him able to carry out his responsibilities and duties through active participation in his society, adherence to his rights and respect for the rights of others it is measured procedurally by the degree to which the members of the sample obtain the questionnaire used in the study.

Digital era: era depends on the extensive use of technology Information and communication in the digital learning environment, which is reflected in all components of the system Education from students, teachers, and curriculum. (Mahmood, 2018

6. Previous studies:
Many researchers have been interested in the study of citizenship and how to develop it as a means of developing societies and a catalyst for achieving the goals of the individual and the group. Therefore, we can present previous studies related to the subject of study in light of the available educational literature as follows:

A study made by Ali (2021)aimed at identifying the relationship between continuous commitment and the dimensions of organizational citizenship behavior. The study used the analytical descriptive approach and the questionnaire tool was distributed to (60) employees of the Engineering Faculty at the Red Sea University. The results of the study

showed that there is a direct moral relationship with statistical significance between continuous commitment and behavior of organizational citizenship.

Al-Zahrani study (2019) aimed to root the concept of citizenship and its fields and the reasons for achieving it among students. As it aimed to identify the role of the school in achieving it and clarify the elements of the educational process in the development of citizenship and promote its values among generations in light of contemporary challenges. By using the descriptive approach, many results were reached including that the teacher has a role in developing and instilling citizenship using active learning strategies based on critical thinking, innovative thinking, and contributing the curricula by spreading values through its various courses.

Radwan, et al (2018) conducted a study aimed at defining the role of educational media in promoting citizenship values among students of secondary schools in Zarqa Education Directorate from viewpoint of their teachers, the researchers used a descriptive approach. A questionnaire consisting of 30 paragraphs was developed, The study sample consisted of 250 male and female teachers selected from the Directorate, The results showed that The role of educational media in promoting the values of citizenship among the students of secondary schools came to the Medium, with statistically significant differences due to gender variables In favor of females

Al-Smadi (2017) conducted a study aimed to know the perceptions of AL- Qassim University students towards digital citizenship and ways to activate it in educational institutions. The study tool was applied in a simple random way. The study results revealed that the perceptions of AL-Qassim University students towards digital citizenship and ways to activate it in educational

institutions came to a medium degree and there were no statistically significant differences in the effect of the variables of gender.

Boutbal (2016) conducted a study aimed at investigating the role of the school through the curricula at the intermediate and secondary levels in developing, and activating the values of citizenship and making it firmly rooted in the individual's personality which will later appear clearly in social life through real practices. The analysis method relied on the content of the subjects of Islamic Education and Civic Education by focusing on the major meanings of citizenship as categories of analysis and the words indicating citizenship as units of analysis. The study showed that the school plays a role in the learners' acquisition of citizenship values in various legal and political fields. On the other hand, this is noted a lack of attention to the psychological-behavioral aspects of citizenship values so it is necessary to link the curricula to the local community, its peculiarities, and problems.

Also, Abu Snaina and Ghanem's study (2011) aimed to identify the rights and duties of citizenship as seen by social studies teachers in UNRWA schools in Jordan. In order to achieve this goal, the descriptive analytical approach was used. The study showed that the opinions of the study sample members about the fields of citizenship rights and duties were high. Furthermore, the results showed that there were no statistically significant differences attributed to the variables of gender, academic qualification, the university or college from which the teacher graduated, the specialization or the number of years of experience.

A study conducted by Son (2010) aimed to determine the evaluation of civic education in secondary education in Britain from the point of view of teachers and students. The researcher adopted the descriptive approach. And to collect

the study data, two tools were used: the questionnaire, and the interview; the results showed that the students' methods of acquiring citizenship are linked to their choice of the appropriate methods for their evaluation of it. The quality of the teacher can also determine the attitudes of students toward citizenship.

Schulz, et al(2010) conducted a study that aimed to identify the methods used by countries to prepare young people and take their role as citizens and to verify students' knowledge and understanding of citizenship. The study was conducted in cooperation with the International Agency for Citizenship Education (ICCS), and the study sample consisted of (3500) students and (2000) teachers. They were selected to participate in the study from 36 countries in Europe, Latin America, and Asia where an international test and questionnaire were applied covering various topics in citizenship education, such as human rights, social cohesion, pluralism, environment, communications, and the international community, The results revealed that only (28%) of the students were able to apply knowledge, understand, evaluate and justify policies and practices based on their understanding of citizenship. The results also showed that the students interest in participating in local political and social issues more than their interest in international issues. The study showed that most teachers considered developing political and social knowledge and skills, such as developing students' abilities to resolve conflicts, are an important major goal of citizenship education.

Al-Maliki (2009) conducted a study aimed at identifying the role of national education in developing the values of citizenship among primary school students, and the role of the teacher in instilling and developing national values among these students in Al-Laith Governorate in the Kingdom of Saudi Arabia.

The researcher used the descriptive approach, and his study sample consisted of 25 teachers who teach national education in the governorate. The study reached a set of results. Among the most prominent results, he obtained an average approval degree to achieve the objectives of the national education subject through his teaching for the intermediate stage. It also showed a high degree of approval of the availability of national values in the national education curricula at the primary stage and the role of the teacher in instilling and developing national values.

The study by Li (2009) aimed to enhance citizenship in China's transition from elite citizenship education to public education at the university level. The study sample consisted of (12) Chinese university students. Gabriel Almond and Sydney Verbal scales were used to measuring the level of Civic culture. The results of the study showed that the student's attitudes toward the education of citizenship are positive and that it creates good citizens who work for the advancement, progress, and prosperity of the nation.

Yilmaz and Tasdan (2009): conducted a study aimed at exploring the views and perceptions of primary school teachers in Turkey towards organizational citizenship and organizational justice. It also aimed to determine whether these perceptions differ according to some variables, a questionnaire was used to survey the opinions of the study sample members, the results showed that teachers have positive attitudes towards citizenship and organizational justice, results also showed that these teachers' perceptions do not differ according to the variable of gender, the teacher's specialization at the university, and seniority in the teaching profession.

Al-Hajri's study (2007) aimed to know the degree to which Kuwait University students represent the values of citizenship and to clarify

the role of the university in developing the values of citizenship among its students. The researcher used the descriptive approach and the study consisted of 711male and female students. This study showed that the students applying degree in citizenship values were high for all dimensions occupying the first place in the dimension of loyalty. In the second place, there was an affiliation degree. In the third place, there was a democracy degree.

By reviewing previous studies, it is clear that this study converges with some of the previous studies that dealt with the values of citizenship among students but what distinguishes it, in addition to the difference in terms of purpose, study community and sample, is its interest in the role of school principals and teachers together in strengthening the values of citizenship among secondary school students. It is also the first attempt to reveal this role, so this study came to fill the shortfall in this field, and this is what distinguishes the current study from other studies.

7. The Study Limitations:
The framework of the current study was defined by the following limitations:

- **Objective limits**: limited to identifying the role of the school principals and teachers in promoting the values of citizenship in the digital era among secondary school students represented by the following domains: community participation, consolidation of democratic values, and consolidation of the values of national belonging.

- **Spatial limits:** the study was limited to students of official public secondary schools in the Kingdom of Saudi Arabia in the Hail region.

- **Temporal limits**: The study was applied to secondary school students in the second semester of the year 2020/2021 AD.

8. The Study Methodology:
The study adopted the methodology of descriptive research through conducting desk surveys, theoretical and field studies, and research.

9. The Study population and sample:
The study population included all public secondary school students in the schools of the city of Hail and their number was (4189) male and female students in (34) schools distributed among the education offices in the city of Hail. A representative random sample was chosen from the study population, due to the spread of government secondary schools to the offices of education In the city of Hail, represented by two centers: the North Supervision Center and the South Supervision Center with an amount of (375) male and female students. The study sample characteristics according to its variables is explained in table No. (1).

Table 1: Distribution of study sample members according to its variables.

Variable	Variable categories	Number
Gender	Male	180
	Female	195
	Total	375
Academic year	First secondary	135
	Second secondary	110
	Third secondary	130

Total	375

10. The Study tool:

A questionnaire was prepared to measure the role of the school principals and teachers in strengthening the values of citizenship among secondary school students in the Hail region. The questionnaire consisted of (37) phrases distributed over three areas (community participation, democracy, and national affiliation). Dependence in describing the role of the school principal and teachers in consolidating the values of citizenship on the standard: (low role: less than 2.33, medium: greater or equal to 2.33 and less than or equal to 3.66, high role greater than 3.66).

11. The Study validity and reliability:

A set of indicators were relied upon to verify the validity of the study tool which are as follows:

- **The honesty of the arbitrators**: the study tool was presented in its initial form to a group of arbitrators from Saudi university professors with expertise and specialization in the field of educational administration, assets, measurement, and evaluation. They were asked to express their opinion in terms of the extent to which each paragraph belongs to the field under which it falls and in terms of language formulation, clarity of the paragraphs, adding, amending or deleting what they deem appropriate. The criterion represented by an agreement percentage (80%) or above was relied upon to keep, delete or modify the paragraph and the arbitrators' proposals were taken into account and the required amendments were made.

-**Internal consistency validity:** The homogeneity of the study tools was verified internally using the internal consistency method, which is one of the methods of construct validity. All of them are statistically significant at the level of significance ($\alpha \leq 0.05$) as well as the correlation coefficient between each domain of the study tool, and the total score of the scale where the correlation coefficients for the domains were (0.68, 0.57, 0.63) and they are all statistically significant at the level of significance ($\alpha \leq 0.05$).

In order to verify the stability of the study tool, it was applied to an exploratory sample of (30 male and female students from the study community and from outside the sample. The stability was verified by Cronbach's Alpha coefficient for internal consistency and the reliability coefficients for the fields ranged between (0.88-0.93) and for the tool as a whole (0.90) such values are considered acceptable for the purposes of the current study.

12. The results of the study and its discussion:

- Results related to the first question: "What is the role of the school principals and teachers in promoting the values of citizenship in the digital era among secondary school students from their point of view?" The arithmetic averages and standard deviations of the responses of the study sample members were extracted at the level of each field of the study, as well as the total level. Table (2) shows the results of that.

Table 2: Arithmetic averages and standard deviations of the responses of the study sample members to the role of the school principals and

teachers in consolidating the values of citizenship in the digital era at the level of each domain and the overall level.

Rank	Field	Arithmetic Average	Standard Deviation	Level
1	The values of national affiliation	3.79	0.40	High
2	The values of community participation	3.76	0.58	High
3	Democratic values	3.40	0.76	Medium
	Total	3.67	0.50	High

-Table (2) shows that the arithmetic average of the role of the school principals and teachers in supporting the values of citizenship in the digital era from the student's point of view and at the overall level came to a high degree with an arithmetic average of (3.67). While at the level of domains, the field of "supporting the values of national affiliation" ranked first with an arithmetic average (3.79) with a high degree of approval. The "community participation" field came in second place with a mean of (3.76) with a high degree of approval as well. The field of "promoting democratic values" ranked third and last among these fields with an arithmetic average of (3.40) and a medium degree of approval.

The results also showed that the role of the school principals and teachers in secondary schools in educating Hail in the Kingdom of Saudi Arabia towards consolidating the values of citizenship at the overall level came to a high degree. This result may be due to the nature of the various programs and activities offered by the school community represented by principals and teachers which come through direct sermons, urging them to practice activities, celebrations, and national events as well as volunteer campaigns in which students participate in addition to implementing training programs and seminars.

The following is a detailed presentation at the level of each of these areas.

1- The field of community participation:

Table 3: Arithmetic means and standard deviations of the responses of the sample members to the role of the school principals and teachers in promoting the values of community partnership in the digital era.

Rank	Paragraph	Arithmetic Average	Standard deviation	Level
1	Inviting students to take the initiative in voluntary work to serve the public good.	4.79	0.41	High
2	Urging students to benevolent and do good to help the needy.	4.47	0.68	High
3	Encouraging students to work together and reject individualism.	4.08	0.71	High
4	Inviting to build fraternal relations between students based on respect.	4.03	0.87	High

5	Encouraging students to take an interest in the problems of society and to contribute to finding solutions to them.	3.89	0.89	High
6	Directing students to take care of people's rights and reform among them.	3.68	1.03	High
7	Contributing to the formation of a student aware of his social responsibilities.	3.67	1.08	High
8	Involving students in awareness campaigns to protect society from dangers.	3.65	1.14	Medium
9	Increasing students' ability to give to help others.	3.62	0.85	Medium
10	Pushing students towards community interaction with its local surroundings.	3.61	0.99	Medium
11	Raising the capabilities of students to involve them in building society.	3.60	1.04	Medium
12	Encouraging students to persevere and work hard to serve the environment and society.	3.60	1.01	Medium
13	Spreading the spirit of love and harmony among the members of society.	3.51	1.10	Medium
14	Contributing to achieving rapprochement and understanding among community members.	3.25	0.89	Medium
	Total	3.76	0.58	High

-It appears from Table (3) that the general average of the role of principals and teachers in promoting the values of community partnership in the digital era came to a high degree with an arithmetic average of (3.76). The value represented by "inviting students to initiate voluntary work to serve the public interest" ranked first among the paragraphs of this field with an arithmetic average of (4.79) with a high degree. While the value represented by "contributing to achieving rapprochement and understanding among members of society" ranked last among the paragraphs of the field with an arithmetic average of (3.25) which reflects a medium degree of approval.

2- The field of democratic values:

Table 4: Arithmetic means and standard deviations of the responses of the study sample members to the role of the school principal and teachers in strengthening the values of democracy in the digital era.

Rank	Paragraph	Arithmetic Average	Standard deviation	Level
1	Urging students to respect freedoms and human rights.	4.16	0.83	High
2	Developing students' ability to positive opposition.	4.08	0.72	High
3	Increasing students' ability to express their opinion.	3.95	1.11	High

Rank	Paragraph	Arithmetic Average	Standard deviation	Level
4	Directing students not to be alone in judgment and to exclude others.	3.84	0.99	High
5	Encouraging students to take an interest in the problems of society and to contribute to finding solutions to them.	3.81	1.22	High
6	Renouncing the use of violence and the use of force in resolving disputes	3.79	0.95	High
7	Seeking to build an inclusive society for all without discrimination.	3.56	1.00	Medium
8	Inviting students to be flexible in dialogue and not to be rigid in positions.	3.49	1.00	Medium
9	Contributing to the purification of the culture of society from manifestations of intolerance.	3.47	1.27	Medium
10	Emphasizing that dialogue is the only path to building a free life.	3.35	1.15	Medium
11	Stating that the dignity of the citizen stems from his commitment to his duties and the law.	3.31	0.97	Medium
12	Encouraging individuals to confront strife and promote unity.	3.18	1.42	Medium
13	Contributing to finding a creative student who expresses his ambitions.	3.01	1.32	Medium
14	Increasing students' ability to influence decision-making.	2.55	1.32	Medium
	Total	3.40	0.76	Medium

It appears from Table (4) that the general average of the role of the school principal and teachers in consolidating democratic values came to a medium degree with an arithmetic average of (3.40). The value represented by "Encouraging students to respect freedoms and human rights" ranked first among the paragraphs of this field with an average of my arithmetic reached (4.16) with a high degree, while the value represented by "increases the students' ability to influence decision-making."

It ranked last among the paragraphs of the field with an arithmetic average of (2.55) which reflects a medium degree of agreement.

3- The field of national affiliation:
Table 5: Arithmetic means and standard deviations of the responses of the study sample members to the role of the school principal and teachers in strengthening the values of national affiliation.

Rank	Paragraph	Arithmetic Average	Standard deviation	Level
1	Encouraging students to participate in reviving national events.	4.47	0.68	High
2	Developing in students feelings of loyalty towards national constants.	4.37	0.76	High

3	Emphasizing on students the need to take care of the wealth and capabilities of society.	4.31	0.63	High
4	Developing in students a sense of pride and pride in the homeland and defending it.	4.10	0.58	High
5	Emphasizing on students that the homeland is for everyone, regardless of their different affiliations.	4.08	1.08	High
6	Attention to building a student with national responsibility.	3.93	1.12	High
7	Guiding students to love and devotion to the homeland.	3.69	0.96	Medium
8	Urging students to put the public interest ahead of the private interest.	3.15	0.89	Medium
9	Contributing to find a student who is proud of his heritage, history and culture.	2.43	1.14	Medium
	Total	3.79	0.40	High

Table (5) shows that the general average of the role of the school principals and teachers in consolidating the values of national belonging among students came to a high degree with an arithmetic average of (3.79). The value represented by "encouraging students to participate in reviving national events" ranked first among the paragraphs of this domain with an arithmetic average of (4.47) with a high degree. While the value represented by "contributing to finding a student who is proud of his heritage, history and culture" ranked last among the paragraphs of the field with an arithmetic average of (2.43) which reflects a medium degree of approval.

The results related to the second question:" Are there statistically significant differences at the level of indication ($\alpha \leq 0.05$) in the estimates of the members of the study sample of the level of support of the school principals and teachers to measure citizenship according to the variables; (gender, grade)?

A two-way analysis of variance (Tow way ANOVA) was performed and Table (6) shows the results.

Table 6: Results of the two-way analysis of variance to detect the differences in the responses of the study sample members according to the variable (gender, grade).

Contrast source	Sum of squares	Degrees of freedom	Squares average	value (f)	Indication level
Gender	17.850	1	17.850	87.283	*0.000
Grade	0.369	3	0.123	0.601	0.615
Gender* Grade	0.248	3	0.083	0.404	0.750
The error	74.851	366	0.205		
Total	5089,789	374			

Statistically significant at the significance level (0.05).

The data contained in Table (6) indicate that there are no statistically significant differences at the level of significance ($\alpha \leq 0.05$) in the level of support for the school principals and teachers

for the values of citizenship according to the student's grade variable. This is due to the fact that the outlines of the national education curriculum in the secondary stage are one and many of the teachers themselves study the national education curriculum in the three grades of the secondary stage so the teacher did not change on the students. While the results showed that there were statistically significant differences due to the gender variable in favor of males with an arithmetic average of (3.69) which is apparently higher than that of females which amounted to (3.61). This result may be attributed to some differences in the methods, practices, and educational activities used to develop the values of citizenship between males and females of the study community from the point of view of the sample members, and customs and traditions in Saudi society limit the participation of female students, especially in extracurricular activities and thus reflected on the role of principals And female teachers in strengthening their citizenship values compared to male students. This result was in agreement with the study of Al-Sharqawi (2006).

Recommendations: According to the results of the study, the researchers recommend the following:

1- Providing opportunities for high school students to express their opinions through school radio and theater on various issues of society without fear.

2- Activating the role of female students and encouraging them to participate in extracurricular activities in order to preserve the privacy of Saudi society.

3- Supporting student activities and training students to participate in national projects and community service.

4- Conduct an analytical study of the national education curricula at the secondary stage to identify the extent to which national values are included in those curricula.

5- Conducting a study on the effectiveness of classroom and extra-curricular activities in developing the values of citizenship among students in all stages of public education.

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