The Role of the Arabic Language Teacher in Developing Citizenship Values Among Secondary School Students: A Field Study on a Sample of Secondary Education Teachers in the City of "Ouled Djellal"

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Abstract

This study aims to identify whether the Arabic language teacher in secondary education plays a crucial role in developing citizenship values including values of belonging, loyalty and social participation, among secondary school students, from the teachers' perspective. The research also examines whether there are gender differences in the development of citizenship values among students. To achieve the study's objectives, a descriptive-analytical approach was used. The study tool, the Citizenship Values Scale by "Mohammed Al-Anzi, "was applied to all Arabic language teachers in secondary education in the city of "Ouled Djellal," after confirming its psychometric properties.

The Statistical Package for Social Sciences (SPSS) was employed to answer the study's questions.

The results demonstrated that the Arabic language teacher plays a role in developing citizenship values, specifically belonging, loyalty and social participation among secondary school students in Ouled Djellal.

The study also found no statistically significant differences between male and female teachers' responses on the Citizenship Values Scale.

Keywords: Citizenship; Belonging Values; Loyalty Values; Social Participation Values; Teacher.

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1. INTRODUCTION

Amid the sweeping and accelerating global changes, along with the negative repercussions of globalization on the cultures of nations, their identities, and educational systems, the need for countries to protect their civilizational heritage and foster the values of citizenship through education has grown significantly. These efforts are essential for ensuring the cohesion and continuity of societies through various means and methods.

Citizenship is a social, legal, and political concept that has made significant contributions to the evolution of human society and the state by promoting equality, democracy, and transparency. It is especially significant since it aids in the resolution of conflicts and the bridging of gaps between societal components and the state (زهاج وميلودي،2016،ص31).
Education stands as the foremost and most effective means of preservation against the consequences of globalization and the challenges of fifth-generation warfare. In today's world, knowledge is classified into three main fields: sovereign sciences, monopolized by states to protect their sovereignty, such as technological sciences involving nuclear, nanotechnology, weaponry, and space exploration; shared sciences, accessible to all nations, such as mathematics and the natural sciences; and identity sciences, which shape a nation’s identity and reflect its unique imprint, such as history, religion, and language. Language, in particular, is a foundational element of our Arab and Islamic identity. Studying and teaching it plays a significant role in building both individual and national character, especially during secondary education, which includes adolescent students. The entire educational system, with all its elements, has a role to play in this regard. The enhancement of citizenship values should not be confined to a specific level, subject, or curriculum, such as civic education in primary or middle school, Islamic studies, or history. Rather, these values should be integrated across all curricula.

Citizenship values are of significant importance to individuals and societies as a whole, and especially to adolescent students. Cultivating and internalizing these values can help students fulfill a balanced sense of self, rooted in identity and national belonging, and safeguard them from disorientation and alienation. This can only be achieved through coordinated efforts among teachers in secondary schools. Teachers in general, and Arabic language teachers in particular, play a crucial role in raising students’ awareness of their responsibilities toward their country and society. They must also warn against division and conflict and instill values of citizenship, such as fulfilling duties to earn rights, striving for justice and equality, expanding freedoms, rejecting extremism, embracing diversity in all

its forms, and fostering cooperation, tolerance, and dialogue. For these reasons, citizenship values are among the central goals of national education and represent a noble objective that the Algerian educational system aims to realize through its various elements, chief among them the teacher.

The topic of citizenship values has garnered important attention, leading to a diverse body of academic research. These studies vary in focus, with some exploring the role of social institutions in enhancing citizenship values more broadly, while others concentrate on the role of schools or specific components within them, such as curricula or teachers. The teacher's role, in particular, has been studied both generally and in more specialized contexts, depending on their area of expertise.

Notably, there is a scarcity of studies that specifically address the role of secondary school Arabic language teachers in promoting citizenship values among their students, both locally and regionally. Conversely, there has been a broader range of research focused on teachers in general. One notable study was conducted by (ريا سالم المنذر، 2014), which explored the extent to which Arabic language teachers in the Sultanate of Oman achieve their roles in fostering citizenship values, from the perspective of students. The study sought to evaluate the level of teacher involvement in instilling these values and found statistically significant differences between male and female teachers, with female teachers indicating higher effectiveness in nurturing citizenship values among students.

In the same context, (الغامدي، 2015) conducted a study investigating the role of Islamic education teachers in promoting citizenship values among secondary school students, from the perspective of the teachers themselves in the city of Taif. The study sought to examine key dimensions of citizenship, concluding that teachers played a crucial role in introducing students to national history and heritage. Their role in enhancing national behaviors and ethical values in Taif was also rated as high. In another study, (عبد الله لبوز، 2011) explored "Citizenship Values Expressed by Social Studies Teachers and Their Relationship with Attitudes Toward the Curriculum and Motivation for Teaching: A Field Analytical Study in Middle Schools of Ouargla Province." The results demonstrated that teachers showed a moderate level of expressed citizenship values and a similarly moderate level of motivation for teaching, revealing a link between the two. Furthermore, they exhibited positive attitudes toward the adopted curriculum.

Due to the significance of the topic, particularly in the current context, this study seeks to identify the role of Arabic language teachers in developing citizenship

values among secondary school students and fulfilling one of the key educational goals. Therefore, we raise the following problem statement:

- Do Arabic language teachers play a role in developing citizenship values among secondary school students?

Sub-questions:

- Do Arabic language teachers play a role in developing a sense of belonging among secondary school students?
- Do Arabic language teachers play a role in developing loyalty values among secondary school students?
- Do Arabic language teachers play a role in developing social participation values among secondary school students?
- Are there differences between the responses of the sample members on the citizenship values scale (belonging, loyalty, social participation) attributed to the gender variable?
- Are there statistically significant differences between the responses of the sample members attributed to the gender variable?

Study Importance:

The importance of the current study lies in the significance of the topic it addresses, which is the role of Arabic language teachers in developing citizenship values among secondary school students. Citizenship values are significant for individuals and communities as a whole, and especially for adolescent students, as their development and sense of belonging to their country help achieve personal balance through identity and national affiliation. This can only be achieved through the concerted efforts of secondary school teachers. Teachers, in general, and Arabic language teachers, in particular, play a crucial role in raising awareness among students about their responsibilities toward their country and communities, warning them of what leads to division and conflict by instilling citizenship values, in addition to performing duties to obtain rights, achieve justice, equality, and promote freedoms. The significance of the current study can be summarized in the following points:

- Drawing the attention of Arabic language teachers to the significance of their roles in promoting citizenship values, as they carry a key educational message that is an essential part of national identity, namely "the Arabic language."

- Emphasizing the importance of the role played by Arabic language teachers in enhancing citizenship values among secondary school students in light of contemporary challenges.
- Drawing the attention of those responsible for curriculum development to the necessity of incorporating ethical values in general, and citizenship values in particular, into educational programs due to their positive role in modifying students' behavior.

Theoretical Part

Concept of Citizenship:

Linguistic Concept of Citizenship:

Mouna Makram Abid mentions that Arabic dictionaries lack the term "citizenship," while the term "homeland" refers to the place of a person's residence. The word "citizenship" is derived from the verb "watan," which means coexistence or participation between two or more people in one country. According to Al-Mukhtar al-Sihah, the homeland is defined as the place of a person's residence. It also refers to the homes of sheep and their stations, the land of the homeland, or when someone takes it as their home. The term "settling" implies preparing people for something. The homeland could also refer to a scene in the desert (الرازي، 1986، ص313).

Notably, according to linguistic definitions, citizenship refers to an emotional and sentimental bond between an individual and the land they inhabit (the homeland) on one hand, and between the individuals living on that land with one another on the other hand.

Terminological Concept of Citizenship:

The concept of citizenship varies according to the culture and environment of the researcher defining it, as well as the era they come from. As a modern term, "Al-mwatana" is an Arabization of the word "citizenship" and, according to the Encyclopaedia Britannica, it refers to the relationship between an individual and a state, defined by the laws of that state. This relationship encompasses mutual duties and rights, and it includes a degree of freedom with accompanying responsibilities (بشير وآخرون، 2014، ص31).

The concept of citizenship is associated with authority and its relationship with its citizens, as defined by its constitution. Meanwhile, the Arab World Encyclopedia defines it as a term that refers to affiliation with a nation or homeland (الموسوعة العربية العالمية، 1996، ص311).

Components of Citizenship:

Citizenship includes various elements, summarized as follows:

Identity: This is the most significant component of citizenship, as it refers to the set of features that distinguish an individual from others or a group of individuals from another. It has several sources, such as national, linguistic, cultural, ethnic, religious, and global identities.

Belonging and Loyalty: Belonging is the feeling that drives a person to defend his country with loyalty. Belonging is narrower in scope than loyalty, though both are essential components of citizenship. A person may belong to a country as a citizen, carrying the nationality of the state, but may hesitate to sacrifice for it. Loyalty, however, encompasses belonging and is characterized by the willingness to defend and sacrifice for the country due to the privileges it provides (أوهايبة، 2012،ص18)

Rights: Most constitutions define the rights of their citizens according to human rights charters, especially the Universal Declaration of Human Rights (1948) and the International Covenant on Civil and Political Rights (1966) issued by the United Nations. Some of these rights involve the right to privacy, the right to safety, the right to work, the right to education and healthcare, the right to ownership and disposal, the right to access justice, and the right to development and peace.

Duties: Vary according to the different political systems and philosophies of states. However, the most common duties include defending the homeland, respecting its institutions and sanctities, abiding by its laws, protecting public property, contributing to development with sincere work, paying taxes, and fulfilling mandatory services such as military service.

Community Participation: Participation in voluntary activities such as cleaning and tree planting campaigns, donations, and any other actions that contribute to serving the homeland and community.

General Values: These are the ethical principles and values that every citizen should possess, involving honesty, integrity, sincerity, equality, justice, fairness, tolerance, freedom, and participation. Citizenship is a system of general values that ensures the non-violation of rights and duties, and leads to respect for various laws.(لبوز، 2012، ص85-87)

Dimensions of Citizenship:

- **Cognitive and Cultural Dimension**: This dimension encompasses the knowledge and cultural peculiarities of society, which are necessary in forming the type of citizen that community institutions seek to cultivate, building the skills and competencies required.

- **Skill-Based Dimension**: This refers to intellectual skills such as critical thinking, analysis, and problem-solving. A citizen who possesses these skills is able to distinguish matters and is more rational and logical in what they say and do.
- **Social Dimension**: It pertains the competence and social skills required for coexistence, communication with others, and working and cooperating with them.
- **National (Belonging) Dimension**: This refers to instilling a sense of belonging in citizens to their cultures, communities, and nation.
- **Religious or Value-Based Dimension**: This dimension highlights the citizen's embodiment of various citizenship values such as justice, equality, tolerance, freedom, consultation, and democracy.
- **Spatial Dimension**: This refers to the local environment in which the citizen lives, including community participation and voluntary behavior in environmental work, also known as organizational citizenship behavior. (جرادات، 2011، ص96)

1.1 Concept of Citizenship Values:

The concept of citizenship values generally refers to the set of values that reflect the extent to which an individual is linked to his nation, people, and the world around him, and contribute to preparing him to be a good citizen. It encompasses behaviors that elevate society, including responsibility, participation, coexistence with others, and freedom. These values are the primary reference for judging an individual's behavior toward their community, determining whether his actions are good or bad, right or wrong, beneficial or harmful.(رزق، 2013، ص27-29)

Hanaa Abdullah Mahmoud linked her concept to the educational aspect, regarding it as a set of behavioral indicators or determinants that positively influence the students' character. This influence is reflected in the students' sense of belonging and love for their country, defending it with awareness and duty, and actively participating in their community while fulfilling their obligations to secure their rights, including security, justice, and equality, as outlined by the laws (هناء، 2019، ص577). According to her, the concept of citizenship values is "a set of behavioral guidelines that influence the students' character, making them a positive, morally committed citizen, politically aware, and capable of exercising freedom, responsibility, and accepting others through dialogue. This leads to active, collective, voluntary participation in achieving internal security, social peace, justice, and equality, as well as forming judgments about topics and issues based on personal understanding."

From this concept, the following citizenship values can be derived: belonging, freedom, responsibility, community participation, justice, and equality.

Applied Part

Methodology:

The descriptive-analytical approach was used, as it is the most appropriate for fulfilling the study's objectives.

Sample:

The current study was applied to all Arabic language teachers in secondary schools in the city of "Ouled Djellal."

Sample Features:
Table 1: Indicates the features of the sample according to the gender variable.

Gender	Frequency	Percentage
Male	12	%34.3
Female	23	%65.7
Total	35	%100.0

We observe from the table above that the majority of the sample is female, with a percentage of 65.7%, while 34.3% are male.

Operational Definition of Citizenship Values:
These are the values that the Arabic language teacher seeks to instill in the personalities of secondary school students. They form the relationship between the students and their country, guide them toward interacting with their nation, promoting a sense of belonging, and engaging in social participation. This is illustrated by the score they fulfill on the Citizenship Values Scale, which was developed by "Mohammad Samah Musnad Al-Anzi."

Study Delimitations:

Spatial Delimitation: The present study was conducted in all secondary schools in the city of "Ouled Djellal."

Human Delimitation: The study was applied to all Arabic language teachers in secondary schools in the city of "Ouled Djellal."
Temporal Delimitation: The study was conducted during the academic year 2023-2024.

Study Tool and Description:
To fulfill the objectives of the current study and answer the research questions, the scale developed by "Mohammad Samah Musnad Al-Anzi" was adopted. This scale was designed to measure a set of citizenship values, which revolve around three dimensions: belonging, loyalty, and social participation. The scale consists of 23 items.

Table (2):Illustrates the distribution of the items across the dimensions:

Dimensions	Items N°
Belonging	08
Loyalty	08
Social participation	07

As alternatives to the tool, the researcher used the Likert five-point scale. To explain the findings and evaluate the value of the mean in the analysis, the researcher defined the following criteria:

- From 1 to 1.80 represents (Very Low).
- From 1.81 to 2.60 represents (Low).
- From 2.61 to 3.40 represents (Medium).
- From 3.41 to 4.20 represents (High).
- From 4.21 to 5.00 represents (Very High).

Statistical Methods:
To achieve the objectives of the current study, the following statistical methods were used:

- Frequencies and percentages to describe the research sample.
- Pearson correlation coefficient to calculate the validity of the internal consistency of the study tool.
- Cronbach's Alpha coefficient to calculate the reliability of the study tool.
- Means and standard deviations to rank the questionnaire items.
- T-test to determine the differences between the groups.

Psychometric Properties:

Validity:

To verify the validity of the tool, the internal consistency method was utilized:

Table (3): Represents the internal consistency validity between the items and the total score

Belonging		Loyalty		Social participation Values	
Item	**Correlation**	**Item**	**Correlation**	**Item**	**Correlation**
1	.549**	9	.409*	17	.438**
2	.768**	10	.344*	18	.559**
3	.652**	11	.512**	19	.627**
4	.487**	12	.574**	20	.680**
5	.844**	13	.569**	21	.522**
6	.520**	14	.406	22	.782**
7	.236	15	.463*	23	.402*
8	.586**	16	.508**		

It is indicated form the table above that the Pearson correlation coefficient value ranged between (0.844) for item (5) at its lowest and (0.235) for item (7) at its highest in the dimension of loyalty values. As for the dimension of belonging values, the Pearson correlation coefficient ranged between (0.344) for item (13) at its lowest and (0.574) for item (12) at its highest. For the dimension of social participation values, the Pearson value ranged between (0.402) for item (23) at its lowest and (0.782) for item (22) at its highest. All items were significant at the 0.05 significance level, demonstrating internal consistency between the items of each variable and the total score.

Reliability:

The reliability was calculated utilizing Cronbach's Alpha, and the result is as indicated in the following table:

Table (4): Illustrates the reliability coefficient results of the tool using Cronbach's Alpha.

Dimensions	Items N°	Cronbach's Alpha Coefficient
Loyalty values	8	0.711
Belonging values	8	0.272
Social participation values	7	0.501
Total	23	0.743

The previous table shows that the reliability coefficient of the tool, according to Cronbach's Alpha formula, was equal to ($\alpha = 0.74$), which is a significant value, confirming that the scale possesses a good level of reliability.

Presentation and Analysis of Results:

First Question:

Does the Arabic language teacher play a role in developing belonging values among secondary school students?

Table (5): Represents the T-Test for a single sample to compare the mean with the sample's theoretical mean.

	N	Mean	SD	T-test	Theoretical mean	Df	sig	α 0.05	Significance
Belonging	35	31.28	3.88	47.64	24	34	0.00	0.05	Significant

From the previous table, it is clear that the mean for belonging was (31.28) with a standard deviation of (3.88), while the t-value was (47.64) with 34 degrees of freedom, and the significance value was (0.00) at the 0.05 significance level. The theoretical mean was (24). Since the significance value is less than the significance level (0.05), this is statistically significant. Moreover, since the mean is higher than the theoretical mean, this indicates that the Arabic language teacher plays a role in developing belonging values among secondary school students.

Second Question:

Does the Arabic language teacher play a role in developing loyalty values among secondary school students?

Table (6): Represents the T-Test for a single sample to compare the mean with the sample's theoretical mean.

	N	Mean	SD	T-test	Mode	Df	sig	α 0.05	Significance
Loyalty	35	24.68	2.80	52.06	24	34	0.00	0.05	Significant

The previous table demonstrates that the mean for loyalty was (24.68) with a standard deviation of (2.80), while the t-value was (52.06) with 34 degrees of freedom, and the significance value was (0.00) at the 0.05 significance level. The theoretical mean was (24). Since the significance value is less than the significance level (0.05), this is statistically significant. Furthermore, since the mean is higher than the theoretical mean, this demonstrates that the Arabic language teacher plays a role in developing loyalty values among secondary school students.

Third Question:
Does the Arabic language teacher play a role in developing social participation values among secondary school students?

Table (7): Represents the T-Test for a single sample to compare the mean with the sample's theoretical mean.

	N	Mean	SD	T-test	Mode	Df	sig	α 0.05	Significance
Social participation	35	28.14	2.55	65.11	21	34	0.00	0.05	Significant

The table above indicates that the mean for social participation was (28.14) with a standard deviation of (2.55), while the t-value was (65.11) with 34 degrees of freedom, and the significance value was (0.00) at the 0.05 significance level. The theoretical mean was (21). Since the significance value is less than the significance level (0.05), this is statistically significant. Moreover, since the mean is higher than the theoretical mean, this indicates that the Arabic language teacher plays a role in developing social participation values among secondary school students.

Fourth Question:
Are there statistically significant differences in the responses of the sample members regarding citizenship values due to the gender variable?

Table (8): Represents the T-Test for independent samples to examine the differences between the two means in the level of belonging values due to the gender variable.

Gender	N	Mean X	Standard Deviation S	T- Value	DF	Significance Level α	Significance Value Sig	Difference Significance
Male	12	32.333	3.74975	1.15	33	0.05	0.68	Not significant
Female	23	30.739	3.92217					

The previous table provides evidence that the mean for males was (32.33) with a standard deviation of (3.74), while the mean for females was (30.73) with a standard deviation of (3.92). The t-value was (1.15) with 33 degrees of freedom, and the significance value was (0.68) at the 0.05 significance level. Since the significance value is greater than the significance level (0.05), this is not statistically significant, meaning there are no statistically significant differences in the responses of the sample members concerning the level of belonging values due to the gender variable.

Table (9): Represents the T-Test for independent samples to examine the differences between the two means in the level of loyalty values due to the gender variable.

Gender	N	Mean X	Standard Deviation S	T- Value	DF	Significance Level α	Significance Value Sig	Difference Significance
Male	12	24.16	2.8550	0.786	33	0.05	0.90	**Not significant**
Female	23	24.95	2.8038					

From the above table, it is evident that the mean for males was (24.16) with a standard deviation of (2.85), while the mean for females was (24.95) with a

standard deviation of (2.80). The t-value was (0.78) with 33 degrees of freedom, and the significance value was (0.90) at the 0.05 significance level. Since the significance value is greater than the significance level (0.05), this is not statistically significant, meaning there are no statistically significant differences in the responses of the sample members regarding the level of loyalty values due to the gender variable.

Table (10): Represents the T-Test for independent samples to examine the differences between the two means in the level of social participation values due to the gender variable.

Gender	N	Mean X	Standard Deviation S	T- Value	DF	Significance Level α	Significance Value Sig	Difference Significance
Male	12	27.750	3.33371	0.651	33	0.05	0.07	**Not significant**
Female	23	28.347	2.10214					

According to the previous table, it appears that the mean for males was (27.75) with a standard deviation of (3.33), while the mean for females was (28.34) with a standard deviation of (2.10). The t-value was (0.65) with 33 degrees of freedom, and the significance value was (0.07) at the 0.05 significance level. Since the significance value is greater than the significance level (0.05), this is not statistically significant, meaning there are no statistically significant differences in the responses of the sample members regarding the level of social participation values due to the gender variable.

Discussion and Interpretation of Results:

Based on the above, the present study concluded that the Arabic language teacher in secondary education plays a role in enhancing citizenship values, encompassing values of belonging, loyalty, and social participation. It also concluded that there are no differences between genders regarding the responses of the sample members on the citizenship values scale. This result aligns with the study by (Zahaj Houria and Miloudi, Khadra, 2016-2017), which aimed to demonstrate the role of the teacher in promoting citizenship values among middle school students. The study found that the teacher's treatment and teaching methods contribute to the development of citizenship values, including promoting feelings of pride and attachment to the nation, fostering social cohesion and cooperation, and

embodying the principles of cooperative work and participation within the classroom.

Similarly, the study conducted by Saadeddine Boutbal and Samia Yahi (2016) concluded that schools play a significant role in developing and instilling citizenship values in individuals' personalities through curricula at the middle and secondary education levels. These values later manifest in social life through real-world practices. The study employed content analysis of Islamic education and civic education subjects, utilizing the major concepts of citizenship as categories of analysis and citizenship-related terms as units of analysis. It found that schools contribute to helping learners acquire citizenship values across several legal and political domains. However, the study also noted a lack of emphasis on the psychological and behavioral aspects of citizenship values.

The results of the current study are also consistent with the findings of the study by Nasser bin Abdullah Mahrous (2022), which aimed to examine the levels of the teacher's role in enhancing citizenship values among students in grades 11 and 12 at public schools in the Dhofar Governorate of Oman, as well as ways to promote this role from the perspectives of school principals. The main findings demonstrated that the teacher's role in promoting citizenship values across the four research areas, loyalty and belonging, duties, rights, and community participation was high. Furthermore, statistically significant differences were found in the teacher's role according to nationality, while no differences were found based on gender or age.

The study conducted by Ramadan Abdel Aziz and Abdel Baset Omar (2022) aimed to identify the role of teachers in developing citizenship values at the basic education level in the schools of Al-Bayda city. It sought to evaluate the extent of teachers' conviction concerning the significance of promoting citizenship values among students, to determine the practical measures they implement to achieve this goal, and to examine the nature and capabilities of the educational environment in which they work and its role in enhancing these values among students. The study yielded various results, the most notable of which was that the majority of the teachers surveyed reported discussing a range of significant topics with their students that contribute to the development of citizenship values.

This result contrasts with the findings of the study by Sami Fathy Amara (2010), which aimed to explore the role of university professors and the extent of their contribution to promoting citizenship values in response to the challenges of cultural identity at Alexandria University in Egypt. The study surveyed university students' perspectives and determined the problems and factors that impede professors from achieving their roles. The results indicated a significant shortcoming in the role of university professors in developing citizenship values, according to the students at Alexandria University.

The findings of the present study can be explained by acknowledging that the teacher in Algerian schools, in general, and in secondary education in particular, is one of the outcomes of the Algerian educational system, where one of its primary goals is to develop citizenship values among students. The education system in Algeria seeks to form a good Algerian citizen who has loyalty and belonging to his country, takes responsibility for his country, knows his rights, achieves his duties towards society and nation, and participates and contributes with everything he can and has for the development of his country in all areas, whether economic, social, or political. Moreover, the Arabic language teacher, in addition to the above, teaches a fundamental element of the Algerian state and a principal aspect of our identity, which is the Arabic language. It is also worth mentioning that the content of the curriculum, particularly in the subject of Arabic language in secondary education, carries several noble values and virtuous meanings, which its designers aim to instill in students to form a well-rounded personality, especially in the moral and emotional aspects of the learner.

The finding of no significant differences between male and female Arabic language teachers in developing citizenship values among secondary school students can be interpreted as a result of the Algerian educational system's commitment to applying social and educational justice between the genders across all phases and levels of education. This commitment ensures the implementation of the principle of equal educational opportunities, which is one of the primary goals of education in Algeria. Furthermore, this principle extends beyond education into employment, where male and female teachers receive the same salaries and work the same hours. This stands in contrast to many other countries, including some developed ones, where males are often prioritized over females in terms of salary. The principle of equal opportunities, which the Algerian state has endeavored to uphold since independence, has positively influenced the performance of workers who are themselves products of the Algerian educational system.

Research Conclusion:

Citizenship values are of significant importance to individuals and societies as a whole, and especially to adolescent students. Cultivating and internalizing these values can help students fulfill a balanced sense of self, rooted in identity and national belonging, and safeguard them from disorientation and alienation. This can only be achieved through coordinated efforts among teachers in secondary schools. Teachers in general, and Arabic language teachers in particular, play a crucial role in raising students' awareness of their responsibilities toward their country and society. They must also warn against division and conflict and instill

values of citizenship, such as fulfilling duties to earn rights, striving for justice and equality, expanding freedoms, rejecting extremism, embracing diversity in all its forms, and fostering cooperation, tolerance, and dialogue.

The topic of citizenship values has garnered important attention, leading to a diverse body of academic research. These studies vary in focus, with some exploring the role of social institutions in enhancing citizenship values more broadly, while others concentrate on the role of schools or specific components within them, such as curricula or teachers. The teacher's role, in particular, has been studied both generally and in more specialized contexts, depending on their area of expertise.

Through this current field study, we have concluded that the Arabic language teacher at the secondary level plays a significant role in developing students' citizenship values in their three dimensions: the values of belonging, loyalty, and social affiliation. We also found that there is no statistically significant difference related to nationality in the development of citizenship values.
These results reflect the objectives set by the Ministry of Education, which, through its programs and frameworks, aims to shape students' personalities with a set of values, including the values of citizenship. These are a collection of values that reflect the individual's connection to their homeland, nation, and the world around them, and contribute to preparing them to be good citizens who behave in ways that uplift society, show devotion to their country, and participate in its development and growth.

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