

IDENTIFICATION OF NATIONAL IDENTITY THROUGH SPORTS AND CULTURAL ACTIVITIES

Ben Khaled Hadj¹, Touati Hayat², Mokrani Djamel³, Guezgouz Mohamed⁴

¹*Institute of Physical Education and Sports, Abdelhamid Ben Badis University*

²*Faculty of Social Sciences, Abdelhamid Ben Badis University*

³*Institute of Physical Education and Sports, University of Mostaganem, Algeria*

⁴*Department of Physical Education and Sports University Center elbayadh*

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Abstract

Introduction: The study aims to determine the role of sports and cultural activities in the establishment of national identity among primary school students. **Methods:** It has thus applied to a random sample of 300 pupils of the fifth year of primary school in the city of Mostaganem, by means of a descriptive approach based on the technique of the survey, which is the most suitable for the object of this study. For this purpose, we have opted for the following statistical tool: Percentages k2 for the computation of the scale (form) presented to the students who are mainly characterized by honesty and objectivity. **Results:** After collecting and processing the results, we have been able to reach the conclusion that sports activities contribute to an above-average degree to the consolidation of national identity among primary school students. As for the so-called complementary activities (cultural activities), they contribute significantly to the reinforcement of national identity to a very large extent, exceeding 75%. **Discussion:** Thus, in order to strengthen national identity among young people in general and primary school students in particular, the following recommendations: the need to consider the individual preferences of the students - Satisfy their needs and make sure not to stifle their creativity strengthening their sense of motivation by involving them in all activities. **Limitations:** Despite the high number of the participants, the findings of the study are limited to the analyses of quantitative data as the main source. **Conclusions:** The school mission goes far beyond educating students; it goes as far as teaching them to love their country, to be devoted and faithful to the history and the nation's ancestral glories.

Keywords: national identity-Sports and cultural activities.-Primary School.

INTRODUCTION

Given its importance in preserving the cultural and human heritage of nations, the issue of identity remains in the focus of educators in the context of what is called national identity (Houlihan 1997). Thus, morality and dialogue remain two important elements in social reform and in the raising of individuals given the capacities of educational institutions in the process of developing nations and groups of individuals capable of carrying out the mission to which is committed their nation (Lewin 2016; Maon, Lindgreen, et Swaen 2009; Pillay et al. 2006; Von der Lippe 2002). A mission that is essentially based on the fundamental principles of national identity which are Islam (Fligstein, Polyakova, et Sandholtz 2012; SchönandBijsterveld 2013), Arabism and Amazigh. Parent participation is a concept that attracts the attention of academicians, educators, politicians, and families (Çayak, 2021), as well as certain values such as loyalty, justice, equality and other virtues from Sharia, in addition to the school objectives and the national educational programs (Faour 2013; Lee and Fouts 2005). Today's world is experiencing one of the fastest periods of progress and

change in the history of civilization (Geriş, 2021).

In this regard The school is the main means of social and political education that society has at present, especially in light of the development that the world is experiencing today (Abdelkader and al. 2019), and the deterioration and decay of the role of other institutions of social education, giving the school, a more important role in fulfilling the role of society which is educating individuals (Adel and al. 2015), shaping their personalities and the transmission of the common heritage in the aim of preserving its entity and its status as a society among nations and communities. Students in our research identified some common features that also appeared in the above studies. (Trávníčková, 2021)

The school is therefore the backbone of political education, particularly in terms of clarifying the concepts adopted by the political powers in terms of human rights, national unity and national belonging. (Lafferty and Hovden 2003). On the basis of the above, it is necessary to work to develop the elements constituting this identity through the physical and cultural activities available in the national educational institutions (Mohamed, Djamel, and Brahim

2020) as centers of knowledge and labor that the community is relying on in building individuals capable of carrying the banner of creativity and comprehensive national development (Harbach and al. 2016), The session of physical education and sports in educational institutions contributes with more than average, to the development of citizenship values (Harbach, Djourdem, et Mokrani s. d.) The physical education and sports program has a medium role in the development of values of belonging to the nation (Bailey 2005; Wankeland Berger 1990) and that of (Harbach and al. 2016), who came to the conclusion that "the physical education and sports curriculum (second generation) plays an important role in the promotion of citizenship values in its social dimension in cooperation, respect for others and Solidarity (Brahimand al. 2020) and also in its value dimension and also in its value dimension (tolerance, banning violence and fanaticism...) (Bezio, 2018, p. 46).

The dynamic structure of physical education courses means that students may encounter different cases (Şinoforoğlu, 2020). It is therefore essential to support the development of sports and cultural activities and direct them towards the service of values and morals (Griffiths and Armour 2013), as a key element in the development of national identity, for the existence and progress of nations depend closely on the system of values and morals characterizing their individuals, and it is the task of the school to provide a moral code capable of producing devoted and open-minded students concerned with the future of their country (Ahmed and al. 2017; Harbach, Djourdem, et Mokrani 2020). The educational literature on national identity in all its aspects shows that the failure of communities is due to the inability of the various parties involved in education including the school (Parkhouse, Lu, et Massaro 2019; Syamsul 2018), to fulfill their role, and this, even if this issue (the failure of communities) may well be attributed to the failure of community itself, and the educational and cultural institutions attached to it, to fulfill their role towards the school, to the point of arriving at the stage of clash or conflict between the educational institution in terms of goals, objectives and values, and the challenges dictated by the experienced reality (Griffiths and Armour 2013; Mohamed and al. 2020; Schön and Bijsterveld 2013). Accordingly, we may

speculate that multilateral teaching in physical education, a method including psychoeducational activities combining physical exercise training and team games. (Greco, 2021) Accordingly, it can be said that patriotic education produces in the individual the need to belong to a group where he can live in a harmonious way in return of shared benefit. (Ahmed and al. 2017; Brahimand al. 2020; Faour 2013; Houlihan 1997). In our attempt to explain the importance and role of sports and cultural activities in strengthening national identity in terms of their importance and the various positive aspects they present, as well as in terms of the impact they exert on society, the following problem arose: do sports and cultural activities (in educational establishments) contribute to the consolidation of national identity among primary school learners?

Research questions:

Do sports activities contribute to consolidating the national identity of primary school learners?
Do cultural activities contribute to consolidating the national identity of primary school learners?

METHODOLOGY

Research Population and Sample

The study included convenience sampling by relying on the principles of accessibility to and willingness of participants (Akban, 2022). The research community was represented in the students of the fifth year of primary school of the district of Mostaganem and represented in 2079 students, where we chose a sample consisting of some sections of the fifth year of primary and their number was 300 students.

The study was conducted with the voluntary attendance of 300 students represented it from the fifth year departments of some elementary schools in the district of in the state of Mostaganem, they were chosen as follows 10 departments from the fifth year of primary school.

The axes of the form were extracted and modified by the arbitrators, then the expressions for the form were extracted, and the modalities were known.

Through which the form is distributed. We used the five-like Likert scale to analyze the results and unpack them as follows:

Table 1.

The relative importance index scores.

general direction	relative importance index	Likert pentagram
very low	$00 < RII \leq 0.20$	Exercise very little
low	$0.21 \leq RII \leq 0.40$	little exercise
Average	$0.41 \leq RII \leq 0.60$	moderately exercised
High	$0.61 \leq RII \leq 0.80$	highly exercised
very high	$0.81 \leq RII \leq 1$	exercise very much

Source: (Al-Lami, 2017).

Through the foregoing, the final version of the national identity form has been reached. *Statistical means:* Arithmetic mean, standard deviation, percentages, Ka2 test.

RESULTS

Through the results recorded in Table 2. and Figure 1. above after emptying the form directed to students to measure the extent to which the national identity is consolidated through sports activities among students of the fifth for some primary schools in the Mostaganemcity, whose number reached 300. 141 students answered that sports activities contribute to the consolidation of national identity to a very high degree, at 47%. As for the students who answered that sports activities contribute to the consolidation of national identity to a high degree, their number is 125 students, or 41.66%, and 32 students answered that sports activities contribute In the consolidation of national identity at a medium

degree of 10.66%, and two students answered with a weak degree of 0.66%, and no student answered sports activities contribute to the consolidation of national identity to a very weak degree, and to indicate the differences between the answers we used the good matching test, where the calculated value of K^2 reached 9.308, which is greater than K^2 tabular, which amounted to 9,21 at the significance level 0,05 and the degree of freedom 04, from which we conclude that there are statistically significant differences between the answers of the students of the fifth year of primary school in favor of the answers that say that sports activities contribute to the consolidation of national identity, and the evidence for this is that the highest percentage was 47% who answered that sports activities contribute In consolidating national identity to a very high degree.

Table 2. Represents the observed frequencies, percentages, and ca2 for the first axis (sports activities)

The answer is in degrees (exercise)	Setting levels	Frequencies seen	percentage	K^2 calculated
To a very large degree	from 63 to75	141	47	9.308
To a great extent	From 51 to 62	125	41,66	
Medium	from 39 to50	32	10,66	
to a small degree	From 27 to 38	02	0,66	
very little	from 15 to26	00	00	
total		300	100	

*- K^2 tabular at the significance level of 0.05 and the degree of nymph the number of dimensions (practiced to a very large degree very small) = 05 = 9.49. Expected frequency = number of sample 300 / number of dimensions 05 = 60. K^2 computed = sum (((observed frequency * expected frequency) squared)/ expected frequency). Determining the levels as a result of multiplying the number of dimensions 05 by the number of phrases using Likert scale.*

From it, we conclude that sports activities effectively contribute to strengthening national identity, and this is consistent with the study of Dr. (Harbach et al. 2020) as well as with the

hypothesis that we mentioned at the beginning of the researchsports activities contribute to the consolidation of national identity among primary school learners to a degree above average).

Figure 1. The first axis represents percentages (sports activities).

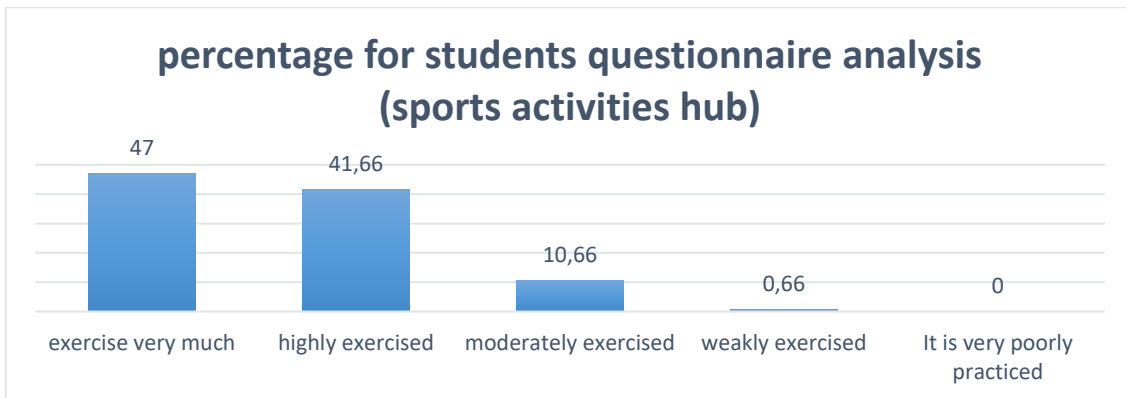
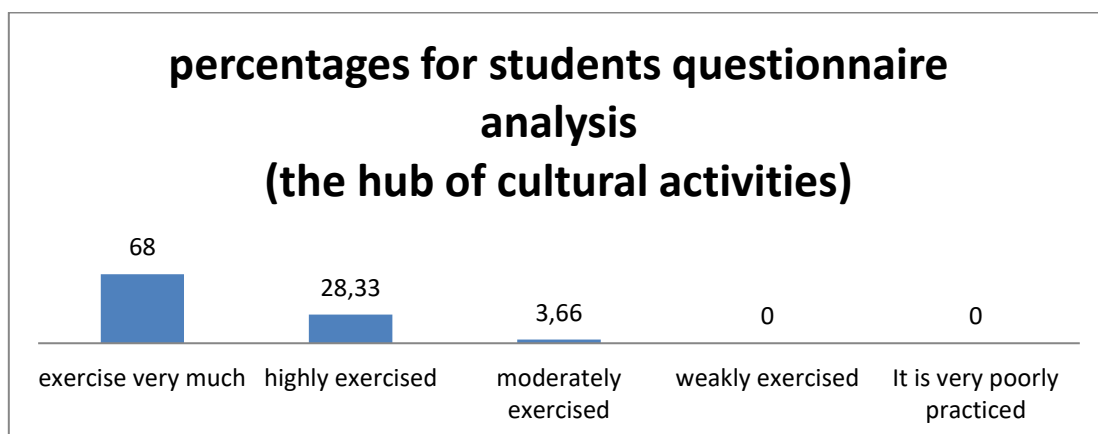


Table 3. Represents the observed frequencies, percentages, and ca2 for the first axis (cultural activities)

The answer is in degrees (exercise)	Setting levels	Frequenciesseen	percentage	K ² calculated
To a very large degree	from 63 to75	204	68	516
To a great extent	From 51 to 62	85	28,33	
Medium	from 39 to50	11	3,66	
to a small degree	From 27 to 38	00	00	
very little	from 15 to26	00	00	
total		300	100	

*K² tabular at the significance level of 0.05 and the degree of nymph the number of dimensions (practiced to a very large degree very small) = 05 = 9.49. Expected frequency = number of sample 300 / number of dimensions 05 = 60. K² computed = sum (((observed frequency * expected frequency) squared)/ expected frequency). Determining the levels as a result of multiplying the number of dimensions 05 by the number of phrases using Likert scale.*

Figure 2. The first axis represents percentages (sports activities).



Data were analyzed with the help of the qualitative method of content analysis. The responses of the students for each branch were examined by the researchers in detail. In this process from table 3. Through the results recorded in Table 3 and Figure 2 above after emptying the form directed

to students to measure the extent to which cultural activities contribute to upgrading the values of national belonging and national identity among the fifth year students of some elementary schools in Mostaganem .of the 204 students answered that cultural activities contribute to a very high degree in

strengthening national identity by 68%. As for the students who answered that cultural activities contribute to a high degree.

Their number is .85 students, or 28.33%, and those who answered moderately, their number is 11 students, or 3.66%, and no student answered that cultural activities contribute to a weak degree in strengthening national identity, i.e. by 100%, and the same is true for the very weak degree. Matching K^2 , where the calculated K^2 value was 516, which is greater than the tabular K^2 , which amounted to 9,21 at the significance level 0.05 and the degree of freedom 04 and from it we conclude that there are statistically significant differences between the answers of the fifth-year students in favor of the answers that say that cultural activities contribute to strengthening national identity and raising the values of National affiliation, and the evidence for this is that the highest percentage was 68% who answered that cultural activities contribute to strengthening national identity and raising the values of national affiliation to a very high degree.

Accordingly, we conclude that these activities that are carried out within the activities that complement school work effectively contribute to the consolidation of national identity and this is consistent with what we assumed (cultural activities contribute to the consolidation of national identity among primary school learners to a degree above the average).

DISCUSSION

In which we assumed that sports activities contribute to the consolidation of the national identity of primary school learners at a degree above the average, and to prove this hypothesis, it was shown to us through Table No. (05), which represents (observed frequencies and percentages) found in the form of the contribution of sports activities to strengthening national identity. We note The frequency of its values has reached half of the available indicators in favor of a degree above the average. This result that we reached is in line with the findings of previous researchers in their studies, the study of (Abdelkader et al. 2019; Brahim et al. 2020; Gay 2002; Mohamed et al. 2020; Syamsul 2018; Wankel et Berger 1990), where some of their results centered on the fact that the relationship between the educational institution and citizenship is closely related, based on the development of feeling by affiliation (Brahim et al. 2020).

In which we assumed that the cultural activities contribute to the consolidation of the national identity of the primary school learners at a degree above the average (Griffiths et Armour

2013), and to prove this hypothesis, it was shown to us through Tables 1.2.3, which represents (observed frequencies and percentages) in the form of the contribution of cultural activities to the consolidation of national identity in all its elements and components (Lee et Fouts 2005; Lewin 2016; Von der Lippe 2002). We noted that the repetition of its values has reached more than 96% of the existing indicators in favor of a degree far above the average (Adel et al. 2015). It is more than it is in the first axis (sports activities), and this result shows us the tendencies of students today for cultural activities in which there is no more effort than their inclinations to sports activities in which they exert greater physical effort (Yacine et al. 2020). This is because of entertainment and the Internet and what was imposed by globalization and the changes of the world (Saddek et al. 2020). With reference to our research, this result that we reached is in line with the findings of previous researchers in their studies, for example, the research of (HARBACH et al. 2016; Harbach et al. s. d.; Syamsul 2018; Wankel et Berger 1990), where they mentioned that cultural and sports activities contribute greatly. in the cognitive achievement of students. And thus contribute to prosperity in general. As well as the study of (Brahim et al. 2020) they mentioned that parents help their children to participate in various activities. And it contributes to school achievement. By comparing each of the calculated and tabular χ^2 , we notice the big difference between them in favor of the calculated one. Of course, from here we can judge that cultural and sports activities contribute greatly to the preservation, consolidation and stabilization of the national identity among young people in general (Parkhouse et al. 2019) and working to instill some Values in the hearts of students through the advice (Fligstein et al. 2012; Schön et Bijsterveld 2013; Wankel et Berger 1990), observations and guidance provided by the school about clinging to the values of society, adhering to its customs and traditions, love and pride in belonging to it, as well as crystallizing it in behavior and practice through educational and learning situations (Abdelkader et al. 2019; Harbach et al. s. d.; Lafferty et Hovden 2003).

CONCLUSION

Through the study that we conducted in this research, we tried to show the extent to which the national identity is consolidated through sports and cultural activities. The main idea that we extracted was based on the applied study that was conducted on primary school students and using the form extracted from references

and after reviewing and arbitration by the specialized professors, and after Analyzing and drawing conclusions, we found that sports activities contribute effectively to the strengthening of national identity, and this is consistent with the study of Mr. GuazguozMohamad, and the study of Mr. TadjinBounaka with Mr. KasiliAissa, as well as with the hypothesis that we mentioned at the beginning of the research (sports activities contribute to the consolidation of national identity among primary school learners to a degree above average), and the activities that are carried out within the complementary activities of school work contribute effectively to the consolidation of national identity and this is consistent with what we assumed (cultural activities contribute to the consolidation of national identity among primary school learners to a degree that exceeds the average). Finally, we came up with a set of suggestions and recommendations, including:

Raising the spirit of cooperation, brotherhood and equality among students and working in a constructive dialogue method based on mutual respect and non-authoritarianism. Respect the independence of their opinions.

Focusing on the values of citizenship in preparing curricula in general (philosophical, social, cultural, psychological foundations...) and training teachers on how to deal with learners' abilities to apply and practice values. and how to measure it.

Taking into account the characteristics of the age stage of primary students in choosing activities.

Training teachers and administrators and raising their awareness of values and their benefits and studying them by organizing sports and cultural courses and activities with a focus on the elements of national identity and knowing the educational impact of the school's role, and controlling these values so that there is no ambiguity during practice.

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Correspondence to:
Institute of Physical Education and Sports,
University of Mostaganem, Algeria
djamel.mokrani@univ-mosta.dz