



## The role of sports activities in developing citizenship for students of sport sciences, University of Kirkuk

*El papel de las actividades deportivas en el desarrollo de la ciudadanía de los estudiantes de ciencias del deporte de la Universidad de Kirkuk*

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### Abstract

**Introduction:** Sports enhance cognitive abilities of individual level.

**Objective:** The research aims to identify the role of sports activities in developing citizenship, through determining the values of citizenship, identifying the level of citizenship values and determining the percentages of contribution of citizenship values for students of the College of Physical Education and Sports Sciences, University of Kirkuk.

**Methodology:** The researcher used the descriptive method with the survey method, due to its suitability to the nature of the research, and the researcher selected a random sample of 300 students from the College of Physical Education and Sports Sciences, University of Kirkuk, and the researcher relied on a questionnaire as a basic tool for collecting data.

**Discussion:** The most important results were (the axis of tolerance and acceptance of others achieved the highest contribution rate, reaching (93.27%), the axis of community and political participation achieved a contribution rate of (81.36%), the axis of belonging and loyalty achieved a contribution rate of (80.25%).

**Conclusions:** The need to focus on citizenship values in preparing Curricula of faculties of physical education and sports sciences, highlighting by the media the role of educational and sports institutions in educating young people with the values of respect, dignity, equality and tolerance as a means to combat all forms of discrimination, promote social cohesion, consolidate the values of citizenship and spread the culture of peace and security.

### Keywords

Sports activities, citizenship, University of Kirkuk.

### Resumen

**Introducción:** El deporte mejora las capacidades cognitivas a nivel individual.

**Objetivo:** La investigación tiene como objetivo identificar el papel de las actividades deportivas en el desarrollo de la ciudadanía, a través de la determinación de los valores de la ciudadanía, la identificación del nivel de valores de la ciudadanía y la determinación de los porcentajes de contribución de los valores de la ciudadanía de los estudiantes de la Facultad de Educación Física y Ciencias del Deporte de la Universidad de Kirkuk.

**Metodología:** El investigador utilizó el método descriptivo con el método de encuesta, debido a su idoneidad para la naturaleza de la investigación, y el investigador seleccionó una muestra aleatoria de 300 estudiantes de la Facultad de Educación Física y Ciencias del Deporte, Universidad de Kirkuk, y el investigador se basó en un cuestionario como herramienta básica para recopilar datos.

**Resultados:** Los resultados más importantes fueron (el eje de tolerancia y aceptación del otro logró la mayor tasa de contribución alcanzando el (93.27%), el eje de participación comunitaria y política logró una tasa de contribución del (81.36%), el eje de pertenencia y lealtad logró una tasa de contribución del (80.25%).

**Discusión:** La necesidad de centrar la atención en los valores de la ciudadanía en la elaboración de los planes de estudio de las facultades de educación física y ciencias del deporte, destacando a través de los medios de comunicación el papel de las instituciones educativas y deportivas en la educación de los jóvenes en los valores del respeto, la dignidad, la igualdad y la tolerancia como medio para combatir todas las formas de discriminación, promover la cohesión social, consolidar los valores de la ciudadanía y difundir la cultura de la paz y la seguridad.

### Palabras clave

Actividades deportivas, ciudadanía, Universidad de Kirkuk.

## Introduction

Sports in our contemporary era are considered highly significant due to their economic, political, social, and cultural benefits. Through sports, an individual can find themselves and their identity, as it plays an important social, national, and even global role. On the individual level, sports enhance cognitive abilities, while on the national level, they contribute to economic and social growth, public health development, and the unification of diverse communities. Physical education and sports do not merely aim to develop an individual physically, which is not their primary purpose. Instead, their objective is loftier, focusing on balanced development of the individual in physical, moral, mental, social, and psychological aspects. Furthermore, individuals gain knowledge related to health, such as hygiene and healthy behavior, and expand their general knowledge through interaction and engagement with different external communities, thereby fostering social interaction. Sports and physical education can also serve as domains for practicing equality, freedom, and control over the body during athletic activities (Saber, 2024). All the objectives that the teacher wishes to achieve when giving educational lessons through the use of various teaching strategies and methods (Hussein, Abdzid Ashoor & Saeed Majed, 2024)

Sports have proven to be a flexible and effective tool for promoting the values of citizenship, given their role in encouraging tolerance and respect, empowering women and youth, fostering inclusion, and contributing to social cohesion. Sports have supported peace initiatives, brought people together, and bolstered efforts to harness sports for peace-related purposes. They provide fertile grounds for individuals to learn core values of citizenship, such as teamwork, fair play, adherence to rules, respect for others, cooperation, discipline, tolerance, and promoting social cohesion within local and broader communities. Additionally, sports serve as an effective means for conflict prevention and establishing lasting peace due to their universality and ability to transcend cultural boundaries. The old traditional methods adopted by the trainers do not induce appropriate learning among students (Majed, 2022; ).

Ikhlas Mohammed Abdel-Hafeez (2001) considers physical education and sports as an integral part of the educational system that prepares students to become good citizens by developing social and moral characteristics. This is achieved through fostering social relationships among team members and with other teams during play and competition, where students acquire social traits such as obedience, cooperation, friendship, and others during physical education classes. Students also learn their social roles and are instilled with values and proper behavioral attitudes through healthy sports behavior, enabling them to become good citizens within their communities (Abdel-Hafeez, 2001).

Abdel-Azim Hussein (2024) states that engaging in sports activities positively reflects the growth of an individual's personality by fostering a spirit of cooperation among team members, reducing aggressive tendencies, and channeling energy during activities. Additionally, sports activities help students abandon improper behaviors, cultivate acceptable new ones, and achieve both physical and mental growth (Hussein, 2024).

The concept of citizenship and its dimensions have been defined in multiple ways due to its richness in various philosophical, ethical, cultural, social, and political aspects. Historically, citizenship has been linked to different systems of values. The term "citizenship" is derived from the word "citizen" in Latin and "watan" (homeland) in Arabic. Citizenship refers to the qualities of a person belonging to a specific homeland, holding its nationality, and residing there as their place of abode. Based on this, Abdelsalam Noweir (2023) defines citizenship as "a relationship between an individual and a state, as determined by the law of that state, encompassing rights and responsibilities within that state." It implicitly denotes a degree of freedom accompanied by responsibilities (Noweir, 2003, 5).

Mohamed Abdel-Ghani Hilal (2022) adds that citizenship is a relationship between an individual and a state as defined by the state's laws. It expresses the emotional and moral state experienced by individuals within the society they live in (Hilal, 2012; Hamzah, A., Nurlaeli, Febriani, Saputra, Jadidah, & Syarifuddin, 2025).

Ibrahim Mohammed Atta and Rajaa Ahmed Eid (2013) emphasize that citizenship entails the existence of a land inhabited by a group of people connected to it organically and profoundly. These people share a common culture, interests, and concerns, which impose responsibilities on them while granting them specific rights, within the framework agreed upon by the group. It includes social protection, belonging, and loyalty to the homeland, as well as fostering a sense of solidarity among the youth (Atta & Eid, 2013).



Based on the aforementioned, the researcher concludes that a citizen is an individual belonging to a homeland, enjoying full membership equal to others living in the same homeland, with equal rights and responsibilities under the law. This relationship between a citizen and their homeland is a mutual, beneficial one. According to these definitions, citizenship represents participation within a group or several groups. Citizenship is an active membership in a political society within a framework of rights and responsibilities determined by the constitution and law, without the feeling or sense of attachment and loyalty to the concept of the state, civil system, law, or community.

As Saeed Abdel Hafiz Bin Faqir (2018) pointed out, citizenship aims to achieve the individual's sense of belonging and loyalty to their homeland and their positive interaction with fellow citizens. This is driven by the ability to participate actively, feel fairness, and experience heightened national spirit when defending their homeland. Citizenship, therefore, encompasses various indications, ranging from feelings and emotions to the practice of behaviors driven by the individual's conscience. Since the individual is the citizen, citizenship represents a connection or link between the citizen performing the action and the homeland from which the action is derived and with which it interacts. (Bin Faqir, 2008)

There are levels of feeling citizenship, as noted by Hussein Hassan Mousa (2011), as follows:

- The individual's feeling of common bonds with other members of the group, such as blood, neighborhood, homeland, and way of life, including customs, traditions, systems, values, beliefs, professions, and laws.
- The individual's sense of connection and belonging to the homeland and the group.
- The integration of this feeling into a unified thought, direction, and movement (Mousa, 2011 )

Abdel Wadood Makram (2024) indicated that citizenship values are among the most prominent values representing the social and political nourishment of the individual. These values enable individuals to adapt to themselves and their society. Some see citizenship as the intellectual framework of a set of governing principles for the individual's relationship with the system in society. These principles imbue national achievements with a spirit of social awareness and belonging, elevating the individual's will to work for the nation beyond the limits of duty and fostering a sense of responsibility to achieve symbols of competence and social status in the future. (Makram, 2004)

Both Latifa Ibrahim Khodr (2024) and Hussein Mousa (2008) referred to the dimensions of citizenship, which include:

- **Belonging:** An internal feeling that drives individuals to work enthusiastically and sincerely to advance and defend their homeland. "Belonging requires individuals to take pride in their homeland, defend it, and ensure its safety." It is the sense of members of a group of the strong bond connecting them to the group to which they belong as members. (Khodr, 2006)
- **Rights:** Citizenship includes rights that all citizens enjoy, which at the same time are obligations on the state and society, such as "providing education, healthcare, justice, equality, freedom of opinion and belief, and ownership." These rights should be enjoyed by all citizens without exception, whether they reside within the state's borders or abroad.
- **Duties:** These are tasks that every citizen must perform according to their abilities and capabilities. Citizens must commit to these duties and fulfill them with integrity. Some universally agreed-upon duties include (respecting the system, not betraying the homeland, preserving public property, defending the homeland, contributing to its development, and cooperating with members of the community).
- **Community Participation:** Citizens should actively engage in community activities, particularly volunteer work. Every contribution that serves the homeland and benefits society, such as providing advice and assistance to citizens and officials, embodies the true meaning of citizenship. (Mousa, 2008; Ziada, 2024).

From the above, the researcher concludes that citizenship values are the beliefs that shape an individual's behavior toward the state in which they live.

Based on the above and after consultation with experts, the researcher will address the following values in the current study:



- **Belonging and Loyalty:** This refers to true affiliation to religion and homeland in thought or action. Belonging to religion is manifested through adherence to its teachings and steadfastness in its principles. For the homeland, it is exemplified by the willingness to sacrifice for it, stemming from a deep sense of love.
- **Community Participation:** One of the most prominent features of citizenship, it involves serving the homeland, benefitting society, providing advice and assistance to citizens and officials, embodying the true meaning of citizenship.
- **Tolerance and Acceptance of Others:** The ability to forgive, refrain from reciprocating harm, and embody the noble ethics advocated by all religions, prophets, and messengers. Acceptance of others means recognizing differences in intellectual and moral human traits, acknowledging that every individual in society has rights that must be respected and not infringed upon.

Nations strive to achieve their objectives by reforming the citizen to serve the interests of the nation, considering the citizen a fundamental pillar of its success. In line with this integrative, pivotal theory of a nation's methodology and the role of its individuals in achieving its goals, education emerges as a primary and essential means of cultivating good citizens, thereby embedding the nation's principles among its members. In the present era, citizenship within society is influenced not only by internal cultures but also by external ones due to cultural openness (globalization), leading to overlaps in citizenship concepts such as belonging, loyalty, freedom, justice, and equality, particularly amid the rapid changes in societal cultural standards.

The researcher believes that the university is primarily responsible for preparing individuals educationally, socially, and athletically, as well as instilling values and behaviors associated with citizenship and its dimensions in students. Universities are no longer merely a source of entertainment or leisure but are a social necessity to develop a citizen capable of communication, accessing educational and knowledge services, and understanding their rights, duties, and responsibilities toward the homeland.

The researcher also believes that engaging in sports activities provides an opportunity for social and moral integration. Sports help students interact and coexist through tangible activities that enable them to build citizenship values. They foster team concepts and respect for others, with the development of citizenship values enhancing a sense of belonging and identity. Furthermore, they are a social necessity to develop knowledge, abilities, values, attitudes, and participation in community service while recognizing rights and duties. Preparing citizens according to international circumstances and changes requires a multicultural framework to balance intellectual and physical activities during the educational journey, while promoting sports within university activities.

### ***Research Objectives***

The research aims to identify the role of sports activities in developing citizenship among students of the College of Physical Education and Sports Sciences at the University of Kirkuk through:

- Determining the values of citizenship among students of the College of Physical Education and Sports Sciences at the University of Kirkuk.
- Identifying the level of citizenship values among students of the College of Physical Education and Sports Sciences at the University of Kirkuk.
- Determining the contribution rates of citizenship values among students of the College of Physical Education and Sports Sciences at the University of Kirkuk.

### ***Research Questions***

1. What are the values of citizenship among students of the College of Physical Education and Sports Sciences at the University of Kirkuk?
2. What is the level of citizenship values among students of the College of Physical Education and Sports Sciences at the University of Kirkuk?
3. Which citizenship values contribute the most among students of the College of Physical Education and Sports Sciences at the University of Kirkuk?

## Previous Studies

1. Study by Ahmed Abdel Hamid Al-Naggar (2023):  
Title: "Effectiveness of an Electronic Program on Learning Some Activities in Physical Education Classes and Developing Citizenship Values for Preparatory Stage Students."  
  - Research Objectives: The study aimed to design an electronic program and evaluate its effectiveness in improving the skill performance of certain handball skills (passing, dribbling, shooting), the numerical level in the shot put competition, and the citizenship values of preparatory stage students.
  - Methodology: Experimental method.
  - Sample: A randomly selected sample of 56 first-year preparatory male students from Al-Dalagat Preparatory School for Boys, Beheira Governorate.
  - Data Collection Tools: Questionnaire form.
  - Key Findings: The proposed electronic program was more efficient, effective, and positive for the experimental group compared to the control group, which followed the explanation and presentation method, in terms of skill performance in handball, numerical level in the shot put competition, and enhancing citizenship values.
2. Study by Khaled Mohammed Al-Zyoud and Ibrahim Bin Sulaiman Al-Rawahi (2022):  
Title: "The Role of Sports Clubs and Youth Centers in Enhancing Citizenship Values Among Omani Youth."  
  - Research Objectives: To identify the role of sports clubs and youth centers in enhancing citizenship values among Omani youth.
  - Methodology: Descriptive method.
  - Sample: A sample of 523 young individuals who regularly attend sports clubs and centers in the Sultanate of Oman.
  - Data Collection Tools: Questionnaire form.
  - Key Findings: Sports clubs play a significant institutional role, akin to other societal institutions, in enhancing citizenship values, such as social participation, belonging, and loyalty to the community. This includes respecting others, adhering to ethics and values, following rules within the clubs, and emphasizing environmental preservation and volunteer work.
3. Study by Amr Mohammed Hilali (2021): Title: "The Role of Beach Sports in Developing Citizenship Values Among Egyptian University Students."  
  - Research Objectives: To identify the role of beach sports in developing citizenship values among Egyptian university students.
  - Methodology: Descriptive method.
  - Sample: A stratified purposive sample of 97 university students who participated in the recreational festival for beach sports.
  - Data Collection Tools: Questionnaire form and a list of beach sports.
  - Key Findings: Beach sports contribute to instilling and enhancing citizenship values among Egyptian university students, fostering community participation, and encouraging sports clubs and youth centers to prepare youth culturally, socially, athletically, and psychologically.
4. Study by Soha Mohammed Metwally (2018): Title: "The Role of Recreational Activities in Achieving Citizenship Values Among Preparatory Stage Students in Alexandria Governorate."  
  - Research Objectives: To identify the role of recreational activities in achieving citizenship values among preparatory stage students in Alexandria Governorate.
  - Methodology: Descriptive method.





- Sample: A sample of 1,257 preparatory stage students from Alexandria Governorate.
  - Data Collection Tools: Questionnaire form and scales.
  - Key Findings: Students exhibited belonging and identity, traits of pluralism, acceptance of others, and resistance to criticism from others. The study also noted an increase in citizenship values appropriate for this age group, such as respect for law, order, and others.
5. Study by Homn et al. (2016): Title: "Evaluation of the School Environment Suitable for Citizenship Education and Examining the Relationship Between a Suitable School Environment and Citizenship Education."
- Research Objectives: To evaluate the school environment suitable for citizenship education and examine the relationship between a suitable school environment and citizenship education.
  - Methodology: Descriptive method.
  - Sample: A sample of 125 students.
  - Data Collection Tools: Questionnaire form.
  - Key Findings: Emphasized the necessity of acquiring knowledge related to national affairs to enhance various skills (educational skills, participatory skills, cooperative experiences).

## Method

The researcher used the descriptive survey method, as it is suitable for the nature of the study.

### Participants

The research population consists of students from the College of Physical Education and Sports Sciences at the University of Kirkuk for the academic year 2023/2024, total 675 students.

### Procedure

The researcher selected a random sample of 300 students from the College of Physical Education and Sports Sciences at the University of Kirkuk. The sample was divided as follows:

- Pilot Study Sample: Consisted of 50 students, used to validate and ensure the reliability of the questionnaire form. These students were selected from outside the main research sample.
- Main Study Sample: Consisted of 250 students, for the application of the research questionnaire form, as shown in Table 1.

Table 1. Numerical Distribution of the Research Population and Sample

Research Categories	Research Population	Research Sample	Pilot Study Sample	Main Study Sample
Students of the First Year	220	93	16 (32.0%)	77 (30.8%)
Students of the Second Year	120	54	9 (18.0%)	45 (18.3%)
Students of the Third Year	118	53	9 (18.0%)	44 (17.6%)
Students of the Fourth Year	222	100	16 (32.0%)	84 (33.4%)
Total	675	300	50 (100%)	250 (100%)

### Data analysis

The researcher designed a questionnaire form for the research population described in Table 1 as the primary tool for data collection. The researcher followed these steps in designing the questionnaire form, which included (5) axes as follows:

1. Axis One: Belonging and Loyalty
2. Axis Two: Social Responsibility
3. Axis Three: Community and Political Participation
4. Axis Four: Respect for the Law



## 5. Axis Five: Tolerance and Acceptance of Others

### *Scientific Validation of the Questionnaire Form*

#### *Validity*

To ensure the validity of the questionnaire form, the researcher relied on:

#### *Content Validity (Expert Validity)*

The researcher presented the axes to a group of (10) experts specializing in physical education to gather their opinions on the appropriateness of the proposed axes and their relevance to achieving the research objectives.

Table 2. Frequency and Percentage of Experts' Opinions on the Questionnaire Axes

Axes	Frequency	Percentage
Axis One: Belonging and Loyalty	10	100%
Axis Two: Social Responsibility	4	40%
Axis Three: Community and Political Participation	9	90%
Axis Four: Respect for the Law	3	30%
Axis Five: Tolerance and Acceptance of Others	10	100%

It is evident from Table 2 that the experts agreed on the axes of the questionnaire form, with the approval rates ranging from (30% to 100%). Based on their suggestions, some axes were removed, resulting in the following axes for the questionnaire form:

1. Axis One: Belonging and Loyalty
2. Axis Two: Community and Political Participation
3. Axis Three: Tolerance and Acceptance of Others

The researcher then developed appropriate statements for each axis and presented the preliminary version of the questionnaire form to the experts. The researcher personally delivered the questionnaire form to the experts to gather their feedback on:

1. The suitability of each statement to the axis it belongs to for achieving its purpose.
2. The linguistic accuracy of each statement.
3. Suggestions to delete, merge, move, or modify statements as deemed appropriate.

Table 3. Frequency and Percentage of Experts' Opinions on Each Statement of the Questionnaire Form

No.	Axis One - Frequency	Percentage	No.	Axis Two - Frequency	Percentage	No.	Axis Three - Frequency	Percentage
1	10	100%	14	10	100%	28	10	100%
2	10	100%	15	8	80%	29	10	100%
3	8	80%	16	8	80%	30	10	100%
4	10	100%	17	10	100%	31	9	90%
5	9	90%	18	9	90%	32	9	90%
6	10	100%	19	10	100%	33	10	100%
7	10	100%	20	10	100%	34	10	100%
8	10	100%	21	10	100%	35	10	100%
9	9	90%	22	10	100%	36	3	30%
10	10	100%	23	9	90%	37	10	100%
11	10	100%	24	10	100%	38	10	100%
12	10	100%	25	10	100%	39	10	100%
13	10	100%	26	8	80%	40	9	90%
			27	10	100%	41	10	100%
						42	10	100%

It is evident from Table 3 that the experts agreed on the preliminary version of the questionnaire form, with approval rates ranging from (30% to 100%). The experts suggested removing some statements, and the researcher made the necessary adjustments as shown in the following Table (4).

Table 4. Adjustments Made to the Questionnaire Form

Axis	Statement Number	Statement Before Adjustment	Type of Adjustment	Statement After Adjustment
First	9	Sports activities enhance the values of freedom of critical thinking.	Deletion	-----
Third	40	I maintain fairness with my competitors during competitions.	Deletion	-----

Based on the adjustments suggested by the experts, which included the deletion of some statements, the questionnaire form reached its final version before application (see Appendix 1). The final version of the questionnaire form contains 40 main statements.

### Internal Consistency Validity

The validity of the questionnaire form's statements was confirmed by calculating the correlation coefficient between the score of each statement and the score of the axis it belongs to, as well as the total score of the questionnaire form. This is illustrated in Table 5.

Table 5. Internal Consistency of the Questionnaire Form Statements

Statement Number	Pearson Correlation Coefficient Between Statement and Axis	Pearson Correlation Coefficient Between Statement and Questionnaire	Statement Number	Pearson Correlation Coefficient Between Statement and Axis	Pearson Correlation Coefficient Between Statement and Questionnaire	Statement Number	Pearson Correlation Coefficient Between Statement and Axis	Pearson Correlation Coefficient Between Statement and Questionnaire
1	0.732	0.747	13	0.638	0.824	29	0.824	0.836
2	0.710	0.930	14	0.824	0.901	30	0.608	0.557
3	0.638	0.896	15	0.901	0.736	31	0.881	0.729
4	0.723	0.727	16	0.736	0.619	32	0.726	0.729
5	0.646	0.690	17	0.629	0.962	33	0.467	0.899
6	0.823	0.823	18	0.819	0.902	34	0.627	0.533
7	0.537	0.758	19	0.923	0.918	35	0.533	0.773
8	0.509	0.530	20	0.923	0.918	36	0.669	0.713
9	0.638	0.824	21	0.923	0.918	37	0.713	0.824
10	0.901	0.901	22	0.819	0.902	38	0.824	0.836
11	0.736	0.736	23	0.923	0.918	39	0.824	0.836
12	0.619	0.962	24	0.923	0.918	40	0.824	0.836

Table 6. Internal Consistency of the Questionnaire Axes

Axis	Correlation Coefficient
Axis One: Belonging and Loyalty	0.631*
Axis Two: Community and Political Participation	0.879*
Axis Three: Tolerance and Acceptance of Others	0.739*

It is evident from Table 6 that the correlation coefficient values between the axes of the questionnaire and the total score of the questionnaire are statistically significant at a significance level of (0.05). This indicates the validity of the questionnaire and that it measures what it was designed to measure.

### Reliability

The reliability was calculated using Cronbach's Alpha.

Table 7. Reliability of the Questionnaire Using Cronbach's Alpha

Statement Number	Cronbach's Alpha if Statement Deleted for Axis One	Statement Number	Cronbach's Alpha if Statement Deleted for Axis Two	Statement Number	Cronbach's Alpha if Statement Deleted for Axis Three
1	0.955	13	0.853	29	0.823
2	0.950	14	0.924	30	0.943
3	0.950	15	0.955	31	0.835
4	0.955	16	0.955	32	0.823
5	0.950	17	0.944	33	0.729
6	0.940	18	0.932	34	0.627
7	0.944	19	0.950	35	0.773
8	0.955	20	0.933	36	0.713
9	0.952	21	0.930	37	0.824
10	0.951	22	0.921	38	0.836





11	0.924	23	0.945	39	0.836
12	0.950	24	0.932	40	0.836

It is evident from Table 7 that the reliability coefficients of the questionnaire, as well as the reliability coefficients of the axes, are statistically acceptable (0.70 or higher). Moreover, the reliability coefficients of the questionnaire and its axes are lower when any statement is deleted compared to their values without deletion. This indicates that deleting any statement would negatively affect the reliability of the questionnaire, demonstrating the reliability of the questionnaire, its axes, and its statements.

Table 8. Cronbach's Alpha Values for the Questionnaire Axes

Questionnaire Axes	Cronbach's Alpha Coefficient
Axis One: Belonging and Loyalty	0.902
Axis Two: Community and Political Participation	0.899
Axis Three: Tolerance and Acceptance of Others	0.907
Overall Questionnaire	0.918

It is evident from Table 8 that the reliability coefficient for the axes and the questionnaire is acceptable (greater than 0.70), which indicates the reliability of the axes and the questionnaire. Any deletion of a statement would negatively affect the reliability of the questionnaire.

### **Application of the Questionnaire Form**

Application Areas: The final version of the questionnaire form (see Appendix 1) was personally delivered by the researcher to the participants of the study sample as follows:

- Human Domain: The application was conducted on the study sample, consisting of 250 students from the College of Physical Education and Sports Sciences at the University of Kirkuk.
- Spatial Domain: College of Physical Education and Sports Sciences, University of Kirkuk.
- Time Domain: The questionnaire form was applied between April 15, 2024, and May 12, 2024.

### **Method of Scoring the Questionnaire Form**

The researcher relied on a three-point Likert scale for determining responses to the questionnaire form, represented by (Agree – Somewhat Agree – Disagree), with scores of (3, 2, 1), respectively.

### **Statistical Treatments Used in the Research**

Statistical analysis was performed using SPSS version 2020, as follows:

- Percentage (%).
- Pearson Correlation Coefficient.
- Cronbach's Alpha Reliability Coefficient.
- Arithmetic Mean.
- Chi-Square Test ( $\chi^2$ ).

## **Results**

### **Results for Axis One: Belonging and Loyalty**

Table 9. Frequency, Percentage, and Statistical Significance for the Statements of Axis One (Belonging and Loyalty)

No.	Statement Content	Statistical Significance	Chi-Square ( $\chi^2$ )	Significance Level	Arithmetic Mean	Percentage of Agreement (Likert)	Agree	Somewhat Agree	Disagree
1	Sports activities include values of citizenship.	Yes	38.792	0.000	2.13	56.1%	121 (48.4%)	41 (16.4%)	88 (35.2%)
2	Sports activities contribute to acquiring students' national identity.	Yes	214.424	0.000	2.71	85.4%	191 (76.4%)	45 (18.0%)	14 (5.6%)



3	Sports activities help gain belonging and loyalty values.	Yes	223.136	0.000	2.74	86.8%	192 (76.8%)	50 (20.0%)	8 (3.2%)
4	I know and perform my duties on all occasions.	Yes	200.704	0.000	2.90	90.0%	237 (94.8%)	9 (3.6%)	1 (0.4%)
5	I respect Iraqi customs and traditions.	Yes	369.272	0.000	2.90	92.8%	226 (90.4%)	20 (8.0%)	2 (0.8%)
6	Sports activities strengthen the spirit of cooperation and teamwork.	Yes	266.600	0.000	2.74	90.0%	205 (82.0%)	44 (17.6%)	1 (0.4%)
7	I stop discussing issues that may harm public peace.	Yes	300.000	0.000	3.00	95.0%	82 (32.8%)	127 (50.8%)	41 (16.4%)
8	I express my ideas creatively.	Yes	139.448	0.000	1.82	69.2%	169 (67.6%)	58 (23.2%)	23 (9.2%)
9	Sports activities promote the freedom of dialogue.	Yes	317.984	0.000	2.58	91.2%	216 (86.4%)	33 (13.2%)	1 (0.4%)
10	Sports activities enhance values of tolerance (thought and behavior).	Yes	11.624	0.003	2.82	96.0%	216 (86.4%)	33 (13.2%)	1 (0.4%)
11	I participate in events that benefit the community.	Yes	218.216	0.000	2.69	92.0%	193 (77.2%)	37 (14.8%)	20 (8.0%)
12	Sports activities reinforce values of nonviolence and combating discrimination in all forms.	Yes	218.216	0.000	2.69	92.0%	193 (77.2%)	37 (14.8%)	20 (8.0%)

It is evident from Table 9, which presents the frequency, percentage, and statistical significance for the statements of Axis One (Belonging and Loyalty), that there are significant differences in responses across all statements. The Chi-Square values are significant at the 0.05 level, with agreement percentages ranging between 41% and 100%.

## Second: Presentation and Discussion of Results for Axis Two: Community and Political Participation

Table 10. Frequency, Percentage, and Statistical Significance for the Statements of Axis Two (Community and Political Participation)

No.	Statement Content	Statistical Significance	Chi-Square ( $\chi^2$ )	Significance Level	Arithmetic Mean	Percentage of Agreement (Likert)	Agree	Somewhat Agree	Disagree
13	Sports activities provide students with opportunities to meet their cognitive and personal needs.	Yes	266.936	0.000	2.75	87.0%	205 (82.0%)	27 (10.8%)	18 (7.2%)
14	I participate in charitable initiatives.	Yes	279.656	0.000	2.80	89.2%	207 (82.8%)	35 (14.0%)	8 (3.2%)
15	I avoid sources of division and conflicts.	Yes	255.416	0.000	2.75	87.6%	202 (80.8%)	33 (13.2%)	15 (6.0%)
16	I contribute to raising awareness about national issues.	No	232.712	0.000	2.67	84.8%	197 (78.8%)	29 (11.6%)	24 (9.6%)
17	I help in preserving public resources.	Yes	344.888	0.000	2.88	91.2%	221 (88.4%)	27 (10.8%)	3 (1.2%)
18	Sports activities strengthen the spirit of cooperation and loyalty among students.	Yes	346.496	0.000	2.89	91.4%	222 (88.8%)	26 (10.4%)	2 (0.8%)
19	I discuss issues about public opinion responsibly and ethically.	Yes	288.424	0.000	2.80	92.0%	230 (92.0%)	20 (8.0%)	0 (0.0%)
20	Sports activities contribute to enhancing students' social relationships through social networks.	Yes	234.296	0.000	2.72	85.0%	197 (78.8%)	33 (13.2%)	10 (4.0%)
21	I adhere to ethical and professional principles in group work.	Yes	190.424	0.000	2.66	83.2%	185 (74.0%)	46 (18.4%)	19 (7.6%)
22	I promote values of justice and equality by providing equal opportunities to students.	Yes	164.456	0.000	2.63	82.0%	177 (70.8%)	53 (21.2%)	19 (7.6%)
23	I support initiatives that address societal issues.	Yes	182.168	0.000	2.66	83.2%	182 (72.8%)	51 (20.4%)	17 (6.8%)

It is evident from Table 10, which presents the frequency, percentage, and statistical significance for the statements of Axis Two (Community and Political Participation), that there are significant differences in responses across all statements. The Chi-Square values are significant at the 0.05 level, with agreement percentages ranging between 26.20% and 93.80%.

### Third: Presentation and Discussion of Results for Axis Three: Tolerance and Acceptance of Others

Table 11. Frequency, Percentage, and Statistical Significance for the Statements of Axis Three (Tolerance and Acceptance of Others)

No.	Statement Content	Statistical Significance	Chi-Square ( $\chi^2$ )	Significance Level	Arithmetic Mean	Percentage of Agreement (Likert)	Agree	Somewhat Agree	Disagree
29	I ensure the safety of my colleagues during sports activities.	Yes	222.784	0.000	2.97	98.60%	243 (97.2%)	7 (2.8%)	0 (0.0%)
30	Sports activities instill in students' adherence to rules of conduct.	Yes	357.032	0.000	2.97	96.80%	224 (89.6%)	19 (7.6%)	7 (2.8%)
31	I work to ensure equal rights for everyone without hostility.	Yes	220.664	0.000	2.65	88.20%	194 (77.6%)	25 (10.0%)	31 (12.4%)
32	I reject all forms of physical violence.	Yes	238.144	0.000	2.99	99.40%	247 (98.8%)	3 (1.2%)	0 (0.0%)
33	I value differing opinions and ideas.	Yes	366.464	0.000	2.84	96.80%	226 (90.4%)	13 (5.2%)	10 (4.0%)
34	Sports activities motivate me to perform duties with sincerity.	Yes	420.392	0.000	3.00	100.0%	250 (100.0%)	0 (0.0%)	0 (0.0%)
35	I reject all forms of fanaticism.	Yes	343.304	0.000	2.86	95.60%	221 (88.4%)	20 (8.0%)	9 (3.6%)
36	Sports activities encourage communication between students.	Yes	366.752	0.000	2.89	97.20%	228 (91.2%)	15 (6.0%)	7 (2.8%)
37	Sports activities focus on resolving disputes using ethical and legal solutions.	Yes	276.008	0.000	2.76	92.80%	207 (82.8%)	37 (14.8%)	16 (6.4%)
38	I respect differences in beliefs and opinions.	Yes	262.472	0.000	2.71	93.40%	204 (81.6%)	27 (10.8%)	19 (7.6%)

It is evident from Table 11, which presents the frequency, percentage, and statistical significance for the statements of Axis Three (Tolerance and Acceptance of Others), that there are significant differences in responses across all statements. The Chi-Square values are significant at the 0.05 level, with agreement percentages ranging between 82.60% and 100%.

Table 12. Frequencies, Percentages, Arithmetic Mean, Chi-Square, and Contribution Percentage for Students' Responses Regarding the Degree of Achievement for All Axes

No.	Axis	Statistical Significance	Chi-Square ( $\chi^2$ )	Significance Level	Arithmetic Mean	Percentage of Contribution	Agree	Somewhat Agree	Disagree
1	Axis One: Belonging and Loyalty	Yes	96.600	0.000	2.60	93.27%	227 (90.8%)	44 (17.6%)	29 (11.6%)
2	Axis Two: Community and Political Participation	Yes	128.683	0.000	2.63	81.36%	230 (92.0%)	49 (19.6%)	21 (8.4%)
3	Axis Three: Tolerance and Acceptance of Others	Yes	117.567	0.000	2.86	93.27%	220 (88.0%)	11 (4.4%)	19 (7.6%)

It is evident from Table 12, which presents the frequencies, percentages, arithmetic means, Chi-Square values, and contribution percentages for students' responses regarding the degree of achievement for all axes as a whole, that the axes were ranked as follows:

- The achievement percentage for the axis of Tolerance and Acceptance of Others as a whole was 93.27%.



- The achievement percentage for the axis of Community and Political Participation as a whole was 81.36%.
- The achievement percentage for the axis of Belonging and Loyalty as a whole was 80.25%.

In this regard, the results of the study by Khalid Mohammed Al-Zyoud and Ibrahim bin Suleiman Al-Rawahi (2022) confirmed that the role of sports clubs is evident in enhancing social participation values among youth, significantly influencing the promotion of values of belonging and loyalty to society. Sports clubs play an institutional role similar to other community institutions in promoting values of belonging and loyalty to society, such as respecting others, adhering to ethics and good values, respecting instructions and organizational rules within the club, and intensifying the role of clubs in enhancing the rights and duties of environmental preservation and voluntary work.

Additionally, the results of the study by Soha Mohammed Metwally (2018) emphasized that students exhibit a sense of belonging and identity, as well as traits of pluralism and acceptance of others, without accepting criticism from others. Furthermore, there was an increase in the sense of citizenship appropriate for this age group, including respecting laws and systems and respecting others.

## Discussion

Based on the research findings, the researcher reached the following conclusions:

Axis One (Belonging and Loyalty):

Sports activities help the students of the College of Physical Education and Sports Sciences at the University of Kirkuk develop belonging and loyalty, as shown by:

- Standing attentively while listening to the national anthem.
- Raising the national flag on all occasions.
- Adhering to Iraqi customs and traditions.
- Encouraging sports activities to instill tolerance (both in thought and behavior).
- Contributing to students acquiring values of belonging and loyalty.
- Supporting the spirit of cooperation among students through sports activities.
- Enhancing sports activities to combat violence and all forms of discrimination.
- Contributing to students acquiring national identity through sports activities.
- Developing the principle of freedom of expression and positive dialogue culture through sports activities.

Axis Two (Community and Political Participation):

Sports activities help the students of the College of Physical Education and Sports Sciences at the University of Kirkuk in community and political participation, as shown by:

- Developing a spirit of cooperation and harmony among students.
- Generating feelings of pride and appreciation for the team.
- Participating in general elections.
- Contributing to charitable activities.
- Participating in solving community problems.
- Providing students opportunities to meet their cognitive, skill-based, and emotional needs.
- Encouraging attendance at awareness and educational seminars.
- Offering students the chance to participate in decision-making processes through sports activities.



- Promoting the principles of justice, equality, and equal opportunities during sports activities.
- Considering opportunities for student participation in events without discrimination through sports activities.
- Participating in national occasions.
- Expressing opinions through writing on social media platforms.
- Encouraging students to organize national activities and events.

#### Axis Three (Tolerance and Acceptance of Others):

- I reject all forms of fanaticism.
- I reject all forms of sectarian violence.
- I ensure the safety of my colleagues during sports activities.
- Sports activities encourage fulfilling duties with sincerity.
- Sports activities cultivate values of tolerance among students.
- I believe in equality and dialogue among members of society.
- I accept criticism from others in opinions.
- I support any new idea, even if it comes from someone I disagree with.
- Sports activities instill in students adherence to proper behavioral rules.
- Sports activities encourage students to use rational solutions and renounce violence.
- I accept differences in ideas and beliefs.
- I work to obtain all my rights without hostility towards anyone.
- The axis of Tolerance and Acceptance of Others achieved the highest contribution rate, amounting to 93.27%.
- The axis of Community and Political Participation achieved a contribution rate of 81.36%.
- The axis of Belonging and Loyalty achieved a contribution rate of 80.25%.

## Conclusions

In light of the research results, the researcher recommends the following to the officials at the College of Physical Education and Sports Sciences, University of Kirkuk:

- Citizenship education should be an integrated project with sports activities to install values, social competencies, and the culture of tolerance and solidarity through sports activities.
- Media outlets should highlight the role of educational, pedagogical, and sports institutions in educating youth about values of respect, dignity, equality, and tolerance as a tool to combat all forms of discrimination, enhance social cohesion, consolidate citizenship values, and spread a culture of peace.
- There is a need to focus on citizenship values in preparing curricula for colleges of physical education and sports sciences.
- Organizing forums and special seminars for faculty members to raise awareness about values, their benefits, and their application by organizing courses and sports activities with a focus on values and studying the educational impact of the faculty member's role during teaching.
- Raising students' awareness of the importance of citizenship values, providing examples of these values, and working to achieve them.



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