

Citizenship in the Algerian Higher Education



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Abstract

The prominent role of universities always targets teaching academic/scientific skills. Consequently, students get equipped with professional training for jobs. Modern universities, however, are required to provide more serious trainings/engagement to form not only intellectuals but also effective citizens. Similarly, the Algerian university struggles providing quality teaching, whereas, graduates feel lost and behave inappropriately. This paper insists on the role of university in building good citizens and integrating citizenship education. Does university guarantee effective citizenship? Should students learn to be good citizens? Does university serve the public through teaching? It is assumed that universities must train students to be ready for challenges and act appropriately. A questionnaire is distributed to teachers on the contribution of university to form effective citizens. Results report that teachers favour involving the university to train students to be democratic, creative, constructive citizens. They also conclude that quality teaching prepares students to contribute to the public good.

Keywords

Citizenship;
Higher education;
Active citizens,
Teachers'
perspectives

المواطنة في التعليم العالي الجزائري

الكلمات المفتاحية

جامعة؛
مواطنة؛
مواطنین صالحين؛
آراء الأساتذة.

ملخص

يستهدف دور الجامعة دائماً تدريس المهارات الأكاديمية والعلمية. ولذلك، يتم تجهيز الطلاب بالمهارات المهنية للوظائف. إلا أن الجامعات الحديثة تقوم بتوفير تدريبات مستمرة ومشاركة أكثر جدية ليس فقط لتكوين مفكرين ومتقنين، بل أيضاً لتكوين مواطنين فعالين في المجتمع. وبالمثل، تكافح الجامعة الجزائرية لتوفير تعليم عالي الجودة؛ بينما يشعر خريجي الجامعة بالضيق ويتصرفون بشكل غير لائق. تؤكد هذه الدراسة على الدور المهم للجامعة في بناء المواطن الصالح ودمج تعليم المواطنة. هل تدرس الجامعة المواطنة الفعالة؟ هل يجب أن يتعلم الطلاب أن يكونوا مواطنين صالحين؟ هل تخدم الجامعة المجتمع من خلال التدريس؟ من المفترض أن تقوم الجامعات بتدريب الطلاب ليكونوا مستعدين لمواجهة التحديات والتصرف بشكل مناسب. ولهذا السبب تم توزيع استبيان على اساتذة الجامعة حول مساهمة الجامعة في تكوين المواطن الفعال. تؤكد النتائج أن الاساتذة يفضلون إشراك الجامعة في تدريب الطلاب ليكونوا مواطنين ديمقراطيين ومبدعين وبناءين. كما يرى الاساتذة أن التدريس الجيد يعد الطلاب للمساهمة في الصالح العام.

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I. Introduction:

The university is the state institution, which serves higher education; it is known for its primary role to teach, tutor, and prepare students for scientific research. However, university has a vital role as well to serve the social community as a whole. In fact, students and university graduates are basically citizens who have rights and duties towards the community they belong to. In modern societies, the university plays a significant role not only in the academic and scientific fields but also in the political, economic and social life. Thus, it is of great importance to view the role of the Algerian university and its contribution in building citizenship and promoting students' sense of belonging as a critical aspect in shaping identity and nationality. Moreover, it is urgent to focus on the role of university in building active citizens and include citizenship as an objective in the agenda of higher education. This study attempts to answer some questions; is the Algerian university playing a significant role in building or even teaching citizenship? Are students and graduates equipped with basics to behave like effective citizens in society? How do teachers assume the role of university in building citizenship? The main objective, consequently, is to view university teachers' perspectives on the role of university in building citizenship and point to various suggestions to involve the Algerian university in the actual public life through integrating students and the educational community in everyday challenges. A questionnaire is addressed to university teachers to collect data on their perspectives and attitudes on citizenship and the role of university in society and in building effective citizens. Consequently, participants show great interest to the topic and confirm that university has a significant role to play in society and for the overall development of nations.

I.1. Citizenship:

The concept of citizenship vary broadly according to societies, cultures, histories, and ideologies. Its origin got back to Ancient Greece; citizen had been those with legal rights to contribute in the state affairs. The modern understanding of citizenship implies the legal relationship between individuals and the state. Being a citizen in a particular country indicates gaining some rights and privileges and requires clear duties and obligations. Citizenship differs from the political dimension to the social one where belonging and integrity are vital aspects. Crucially, citizenship is identified by four major elements: rights, duties, identity and participation (Kochenov, 2019).

Definitions of citizenship share common aspects. According to Walker (1980), citizenship is as membership in a political society and implies a duty of allegiance on the part of the member and a duty of protection on the part of society. These are reciprocal obligations one being a compensation for the other. In the same line of thoughts, Sarr (2010) identifies that citizenship confers equal civil, political, social and economic rights for all. It also defines obligations within the framework of a given political community and allows power sharing and participation in decision-making. Henceforth, citizenship is expressed through civic behavior involving a number of norms and duties required to properly organize the country. Henceforth, every citizen assumes the common rule of law; citizenship is an essential component in the creation of society, generating the need for citizenship education (Bendif, 2016).

Citizenship covers four important domains: civil, political, socio-economic and cultural or collective. After Second World War, T.H. Marshall (1950) identified the first three and the last one appeared after; "These four dimensions of modern citizenship are dynamic and interconnected in a complex interaction within a global context" (Hooghe & Oser, 2015). The civil dimensions of citizenship includes free speech, freedom of expression and equality; it also refers to citizens' way of living and holding objectives and democratic conceptions of society. Political citizenship includes the right to vote, free elections and political rights and duties taken into account the norms of the political system. Furthermore, the socio-economic citizenship refers to the right of social security, the right to work and economic well-being. It refers also to the relationship of individuals within society, to labour and solidarity. The cultural or collective citizenship covers the increase of cultural diversity in societies due to a greater openness to other communities. It assumes also the awareness of the common cultural heritage. Such cultural dimension guarantees the overall human rights that recognize an anthropological dimension of individuals, their dignity, and the affirmation of legal equality against all forms of discrimination of particular group or category (Hébert & Sears, 2001).

I.2. Citizenship Education:

The notion of citizenship education can be referred to various terms like civic education, political education, education for citizenship, education for democracy, law-related education and values education. These terms imply the learning of law, political values, rights and responsibilities, democracy, peace education and intercultural education (Mousena & Sidiropoulou, 2022). For general considerations, citizenship education refers to the process in which learners acquire knowledge, skills and competences to behave like active, effective and good citizens in a society. Public and private schools, universities and institutions are in charge to elaborate curriculum and syllabi, which develop students' sense of belonging, integration, willing and responsibility towards their community. Howard (2001) explains that civic learning is "any learning that contributes to student preparation for community or public involvement in a diverse democratic society...we have in mind here a strict interpretation of civic learning -knowledge, skills, and values

that make an explicitly direct and purposeful contribution to the preparation of students for active civic participation.” (p.40)

Therefore, citizenship education has a great impact to train and develop effective responsible citizens aware of their duties and rights. Curricula often include civic education, religion and citizenship. Although the distinctions of these subjects, the major objectives of civic, moral and religious education are similar as they all promote social behaviors based on respect of social and legal norms (Faour, 2013).

Essentially, the basic objective of citizenship education is to develop autonomous and democratic characters in young citizens, and increase awareness of responsibilities and rights. Its main implementation is to promote respect, tolerance and solidarity in a community. Active citizens, therefore, will show great commitment and participation in the political and socio-economic life of the country (Mousena & Sidiropoulou, 2022).

I. 3. Higher Education in Algeria:

Education in Algeria starts at the age of six years, and it is free, public and compulsory of all Algerian children. The national education has three main phases: the primary, middle and secondary. Access to university is allowed by obtaining the Baccalaureate as a national exam. Many public and private universities, schools and institutions are situated along the country to guarantee access of all individuals. The university educational system has witnessed different reforms partially and entirely to meet with the universal scientific and technological advancement.

The actual reform of the LMD system has been established by the beginning of 2004 academic year. It embeds that the university career will be achieved by three main stages. The first one is the License, which means getting a degree of BA, and it lasts for three years in comparison to four year in the ancient system. The second one is Master and it guarantees a Master degree after two years. The last one is Doctorat; it requires a research in the area of specialization and a thesis to defend after three to four years (Rezig, 2011). The Algerian higher education system starts to reach international qualities like mobility, accessibility, scientific and technological events and projects and even collaboration with some state companies as a promise for new graduates to join the professional market life.

According to statistics, the number of universities and institutions along the territory is increasing, in the last decades. The rate of students and university diplomas obtained is getting higher year after year and universities become more popular with female students rather than their male ones. The teaching staff is hired largely along the country to cover the needs of the university community (Meyer & Benguerna, 2019). Specializations and micro-specializations emerge continuously since young graduates pursue their studies in international universities; thus, the implementation of new techniques, methods and the adoption of modern policies and strategies need to be on the top of the educational agenda.

I.4. Algerian Higher Education and Society:

Education is always important for Algerians and obtaining a university degree is seen as an academic and educational achievement, it is, also, socially favored by a great rate of citizens. Algerians, like many citizens around the globe, motivate children and young adults to study and pursuit higher education to gain, knowledge, skills, and competences before diplomas and titles. The Algerian university after the independence and by the early 1970s was not the same like nowadays universities. Regardless its importance, higher education was not accessible to all Algerians because of many reasons like poverty, ignorance, segregation of gender, a limited number of institutions around the vast country, public opportunities and more prominently how people consider its role in changing and developing the country socially, economically and politically. Recently, the Algerian university is different; many universities and national schools are situated everywhere in the country, female students, teachers and workers are making up the majority of the university staff, scholarships and exchange programs are periodically sat for the benefits of students and the state.

Algerian citizens consider attending university as being a good citizen who will bring benefits to the country either because of the educational and academic level or for the role, care and engagement in the social, political, economic, and environmental public life. Parents, in Algeria, essentially encourage their children to study and rank better academically and do their best to attend university believing that the university degree will open the door to job opportunities, intellectual and scientific achievements, professional and projects creation, traveling, and attending international universities. Socially speaking, attending university or being a university graduate is well reputed and considered as an educational and social achievement; though, the majority of Algerians believe that the Algerian university reflects a low academic and professional quality. Graduates are not well trained and equipped to the professional life and more seriously, they are unable to cope with the world development and challenges. Therefore, higher education for Algerians is quite vital but it requires reforms, innovations, and the state support financially,

professionally, and academically. The Algerian university needs also to unify efforts to have positive influential outcomes on society and the future of the country. In the same context, Messaoudi (2022) highlights “Algerian universities have a duty to create a collective awareness that brings together rather than differentiates, creates rather than destroys, ensures sustainable immunity for our society, and unites its energies to move strongly towards a socially secure and economically prosperous future”.

II– Methods and Materials:

In the present research, a mixed method of qualitative and quantitative data is used primarily to identify the different opinions and perspectives of teachers on citizenship education and the contribution of university as a state institution in building citizenship. Moreover, some frequencies of participants’ attitudes are needed to build up a clear image on how citizenship is assumed by university members. The Algerian university, like others, struggles to provide quality teaching and rank better pedagogically and scientifically; however, it is also among its basic missions to train students how to perceive being good active members in society. Thousands of students graduate from university, annually, but the global social behaviour of young citizens does not reflect great difference. Furthermore, university graduates do not participate in social, political and economic life as required and the majority of students are confused and doubtful concerning their belonging. Thus, it is worth asking the following questions.

1. Does the Algerian university play its social role properly?
2. Does the Algerian university guarantee effective citizenship education?
3. Should students learn to be good citizens through their career?
4. Does university serve the public through teaching/research?
5. What are the qualities of a good active citizen?

Therefore, it has been assumed that the university has to train students to be effective citizens who are prepared to social, economic, political challenges and act appropriately to themselves and the community.

II.1. Participants

The study investigates university teachers’ perspectives on the social and political role of university in developing and promoting students’ belonging and citizenship. The participants of the study consist of 67 teachers who work at higher education institutions in Algeria in the academic year 2022- 2023 mainly from the department of English at University of Constantine 1. The questionnaire is distributed and sent online and only 45 teachers, actually, have participated answering.

II.2. Procedure

In order to attain the research objectives and answer the aforementioned research questions, a structured questionnaire has been designed. The main research tool, questionnaire, is made up of 17 open and close-ended questions that are provided to get information about teachers’ perceptions of citizenship and its implementation at university. Practically speaking, the questionnaire consists of 4 open-ended questions, 12 close-ended ones and the last question is designed to collect participants’ attitudes via a list of 11 statements to agree or disagree on. The scope of research would require an interview to gather the necessary data but because of teachers’ availability and preference, the questionnaire was the appropriate instrument to adopt.

III- Results and Discussion:

The scope of this study is to indicate the perspectives of university teachers on citizenship education in higher education and the contribution of university in training effective citizens. For this reason, the questionnaire will present different questions with various scope to collect the required data for analysis.

Q1. How long have you been teaching at university?

Categories	Number (N=)	Percentage (%)
One year to 5	4	8.9%
5 years t 10	12	26.7%
More than 10 years	29	64.4%

Table 1: Participants' Teaching Experience

The question seeks the teaching experience of the informants to gather rich data from different teachers of various experience. Data show that the vast majority 64.4% represents teachers teaching for more than 10 years; 26.7% of participants are teachers with moderate experience and only 8.9% are newly hired teachers. This variety of experience will provide a variety of perspectives and teachers with long experience of teaching may provide rich data since they have been dealing with different generations of learners, went through different educational reforms at university, and can even consider how university can bring change on society because of many factors.

Q2. What is the role of university in a country/community, according to you?

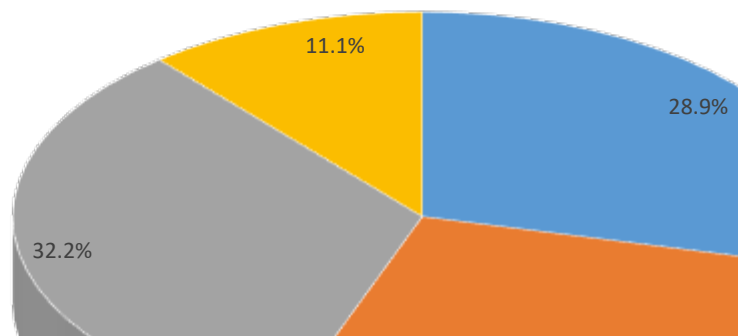


Figure 1: The Role of University

Informants have been asked how they assume the role of university within a community. Results indicate that the majority 31% points that *“preparing active skilful citizens”* is its main role. Considerable rates 28.9% and 26.7%, as well, see that its role is more academic as *forming intellectuals* and training *academics and scientists*. Only 11.1% of the subject assumes that it is for *preparing individuals who are aware of their rights and duties* to accomplish a model performance in society. Apparently, the role of university cannot be limited only for teaching and academic purposes; teachers in specific and citizens in general assume that university has a social and professional role in society. Although, many teachers believe that the role of university is kind of academic and educational, still it will reflect its benefits on society in a way or another, for instance, training good academics and researchers will guarantee innovation and creativity, which will in turn affect the social public life. Therefore, it is undeniable that the role of university will be limited to research and academic objectives.

Q3. Does university serve the public good through teaching and scientific research?

This question aims at highlighting the participants views whether teaching and equipping students with scientific research skills will serve for the public good of society or not. The great majority **84.4%** of teachers insist that university really helps and serves positively the public good and students will not be only successful graduates but they will show up as good citizens behaving adequately in community. On the other side, **15.6%** see that university does not have such an impact on the social dimension and serving better society. In terms of fact, university graduates and students are making up a huge portion of citizens and still the society is not benefiting from the appropriate civic behaviour expected from this educated category. Considering many factors like lack of integrating young students and graduates in the real public life, assuming their lack of commitment and engagement, leads university students to behave indifferently to the public issues and sometimes even contrary to the overall social benefits.

Q4. What is meant by citizenship?

This open question involves participants to define the notion of “citizenship”. The term is widely used with different implications still basic values and norms are related. Answers vary between belonging, integration, responsibility, nationalism, commitment, identity, voluntariness, rights and duties. A great number of informants agree that it is the sense of belonging to one community, which implies participation in the social, economic and political life. Further, citizens should contribute voluntarily in activities that will have positive rewards on the social community.

Q5. What are the characteristics /values of a good citizen?

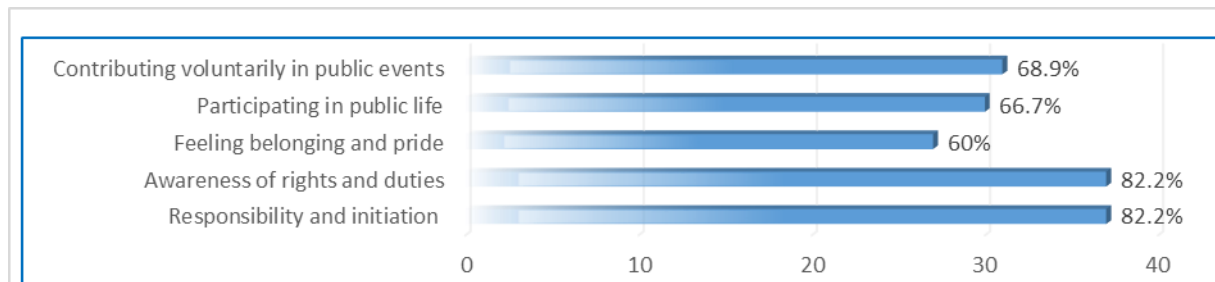


Figure 2 : Qualities of a Good Citizen

The research scope requires determining the basic characteristics of a good citizen so that we will have a clear vision of citizens, which would be assumed along the research. This question suggests some qualities that informants will choose. **Responsibility, initiation and awareness of rights and duties** stand as keystone values for a good active citizen because findings reveal that 82.2% opt for these alternatives. A considerable rate of 68.9% of teachers suggests also that **contributing voluntarily in projects and events for civic reasons** is one of the criteria that establishes cooperation and sharing among citizens. 66.7% of the sample considers that **participating in the political, economic and social life of the country** show how engaged and caring are the citizens. **Feeling belonging and pride** is crucial as well for citizens to behave appropriately and defend their nationalism and identity; this criterion is pointed by 60% of the research subject who believe that even the psychological state of citizens influences their way of behaving daily. A mixture of the aforementioned qualities can spot effective and active citizens who will care and affect their surroundings morally, ethically, socially, professionally, and environmentally.

Q6. Are you familiar with ‘citizenship education’?

The main scope of the present research is to point to teachers’ attitudes on the role of higher education in society and whether university is taking part preparing good citizens. The concept of citizenship education is introduced decades ago in schools and universities all over the world; either explicitly or implicitly as it is the case for many universities, citizenship education is implemented to serve the public good of countries. Informants are asked whether they are familiar with the concept or not; data illustrate that 57.8% confirm that they are familiar with citizenship education while 42.2% of teachers do not know what is the idea of ‘citizenship education’. The majority of teachers have a long experience of teaching as it is referred to in the first question and this permits educators to see the fruitful impact of studies and education on the performance and lives of citizens. This leads teachers to search and implement techniques to motivate learners to study and achieve better academically so they can be equipped with effective skills as critical thinking, problem solving and others competences. Life at university permits attendees to meet people with different perspectives and beliefs and this will have effects on their way of thinking and even their behaviour. Thus, we may consider that some instructors may not be familiar with the term ‘citizenship education’ but this does not deny the fact that they know that what they are teaching have positive impact on students’ lives individually and socially.

Q7. How often do you discuss citizenship, belonging, and effective citizens for public good in class with students, regardless the main subject?

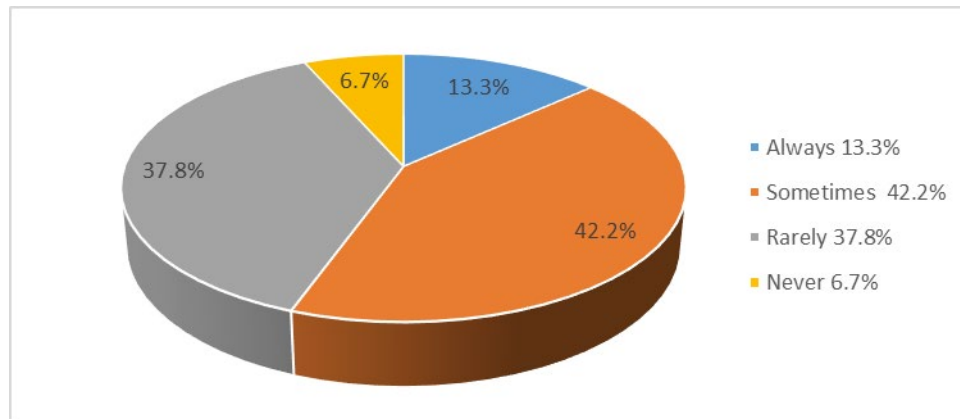


Figure 3: Frequency of Discussing Citizenship in Class

The focus of the question is to indicate the frequencies of including the concept of citizenship in class either implicitly or explicitly regardless the nature of the class. Findings reveal that the majority of teachers 42.2% sometimes do. Another considerable rate 37.8% admits that they rarely tackle 'citizenship' and 6.7% of them say that they never do. A small number 13.3% always discuss citizenship in class. Teachers are primarily citizens and they have different reasons to include or exclude concepts like this in their classes; regarding their assumption of the basic function of university explains what they do in class and how they do it. Many of them assume that they include it occasionally believing that it will make students reconsider their important role as citizens, their integrity, belonging and responsibility. Other teachers devote the whole class time teaching and attaining their lesson objectives academically and scientifically and avoid opening discussions or tackling topics that may shift learners' attention of the class believing that the class is for a particular content or skill development essentially.

Q8. "Citizenship education is a subject that develops knowledge, skills and understanding that learners need to play a full part in democratic society, as active and responsible citizens" Considering this definition, does the Algerian university provide citizenship education?

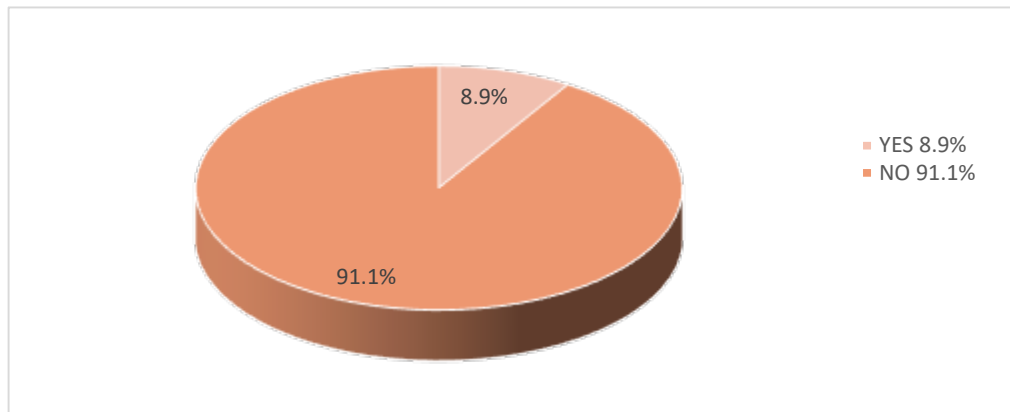


Figure 4: The Inclusion of Citizenship Education in the Algerian University

This question is accompanied by a definition of citizenship education and clarifies clearly the role of citizenship education on citizens. The objective of the question is to highlight whether teachers considering this definition assume that the Algerian university goes along with citizenship education. Results report that the vast majority of teachers 91.1% say that it is not included while a minority 8.9% admits that citizenship education is already implemented in the Algerian university. It is worth mentioning that the research participants are mainly teachers of English as a foreign language at university; they are not teachers of sociology, religion sciences, political sciences, or economics to include citizenship as a main variable in the curriculum. Teachers of a foreign language focus principally on teaching particular content and develop certain skills related to language proficiency; adopting citizenship education in language classrooms seems to be optional and not vital especially for some classes. This explains why the majority of the participants see that the Algerian university in general does not provide citizenship education.

Q10. Is the notion of citizenship education appropriate to the Algerian university teaching environment?

The actual question is suggested for the purpose of tackling the Algerian university teaching environment and to what extent introducing the idea of citizenship education is appropriate. The majority of participants 62.2% agree that like any academic and educational setting, the Algerian university context is suitable for teaching citizenship and it is already done explicitly since graduates are trained how they should behave in social and political engagements. Students are prepared in some majors how professionally they will perform. However, for some teachers about 37.8% of the sample do not acknowledge the Algerian university context suitable for citizenship education. Some educationalists assume that the university is only for the academic, scientific and more for professional objectives, no room will be left for discussing or teaching learners to be effective citizens. Others may think also that the Algerian universities, in particular, are not well equipped and developed to host citizenship education because of lack of materials and experts.

Q11. Are the national educational system, curriculum, lectures and practices at university designed to serve good citizenship?

Education and knowledge, usually, serve communities to grow, develop and flourish in various fields; for this aim, this question is raised. Findings indicate that the vast majority of informants 73.3% confirm that the educational objectives and the curriculum do not serve good citizenship; citizenship education is more introduced in the primary, middle and rarely in secondary phase. When students reach university, it is basically to be specialized academically and scientifically in specific majors. The other portion of informants (28.7%) admits that the curriculum, lectures and materials can serve citizenship; some teachers tackle topics related to nationalism, identity and belonging in their classes and discuss current national or international issues. Such discussions and knowledge will elaborate students' way of thinking which will in turn influence their way of living and considering their role in societies to fit the public good.

Q12. Do you add/modify in the curriculum to promote students' sense of belonging and being effective citizens?

Regarding the huge number of graduates and students who are emigrating every year, one should consider the reasons that motivate young people to leave their homes and settle in other countries regardless the circumstances. The question aims at considering the role of the teachers in classrooms to promote students' sense of belonging and motivate their performance as effective citizens. The results show that 55.6% of participants do encourage students to feel belonging and committed in their country development and well-being. Furthermore, 44.4% of participants ignore to include such topics in their classes believing that within the classroom walls, students are supposed to be trained and taught to develop knowledge and academic skills and to a great extend scientific and professional abilities. On the other hand, discussing or teaching belonging, identity, and integrity or nationalism is not very suitable at university level because students are already done with such concepts in previous stages of their educational career and what really matters in this stage is to develop other skills and competences.

Q13. Is it possible for the Algerian university to contribute in developing quality citizenship and making active citizens?

This question seeks the belief of teachers on the capacities of the Algerian university and its effective contribution in building active responsible citizens. The great majority of teachers about 93.3% believe that the Algerian university is able to guarantee effective training and good accompany to students, who will become effective citizens and active members in society. Considering that, the Algerian educational community is made up of professional young teachers, very committed potentials in all fields and the sense of nationalism and belonging is not to be discussed entirely. The Algerian university possesses a considerable number of young professionals as teachers, students, specialists, and researchers; if these people are well equipped with materials and supervision, they will definitely help the community socially, economically, politically and environmentally. The other opinion is always present by some research informants (6.7%) who point that the Algerian university is not that ready to take such a challenge. Although, this opinion is held by the minority, still it exists because some teachers believe always that the Algerian university lacks a lot in terms of human capacities, engagements, and professionalism to provide effective citizens who will bring the best to their society. Moreover, a number of students quit university earlier to find a job or travel for better living conditions and do not waste time to integrate or get motivated to benefit the community.

Q14. What is the role of university to make good active citizens?

The main research scope is on the teachers' perspectives how they assume the role of university in building citizenship and making good citizens. While collecting data on this question, many ideas on the role of university have been highlighted and suggested by a great number of participants.

- The university can provide knowledge and explicit awareness of rights and duties for students as citizens.
- The university can carry on and develop the notion of 'citizenship', which already starts in schools.
- The university can increase awareness, motivation, engagement, intellectualism and nationalism.
- The main objective of education is to produce high quality students who are aware of their importance, value and role in the society.
- The campus life should include opportunities for active participation in the community projects.
- Regardless the discipline, the university should enable students to apply critical thinking skills to questions of societal interest (resource allocation, policy goals....)
- Reinforce and integrate students in social, economic and political life through real life projects that contribute the proliferation of the community.
- The university can guarantee the place where students debate freely and scientifically the different issues raised in society and learn the effective tools to resolve such challenges.

Q15. What are the challenges of university for preparing students to be good citizens?

The present question is about mentioning the university challenges that hamper its function adequately to build active responsible citizens. It is an open question where informants point to some obstacles, as the followings.

- University lacks mechanisms and techniques to elaborate the curriculum to match with real world.
- It is not the citizenship education, which is lacking because it is already introduced in previous stages but teachers and students miss to put theories into practice.
- The resistance of students to discuss and accept such teaching because many students have a negative view on society and think about leaving the country as soon as possible.
- The university curriculum and lectures need to be designed in accordance with such needs.
- University attendees pursue degrees for motives that rarely consider the public good.
- The discourse of good citizenship often uses a moralising tone that is not suitable for adults/adolescents.
- The political system does not invite active participation not promote agency.
- Urbanisation has a detrimental effect on individuals' sense of society duty.
- Socialism is prevailing on all aspects of university. The huge number of students who are not open to discuss issues related to citizenship 'the teacher is here -at university- to teach not to preach'.
- Algeria is one of the highly corrupt third world countries where citizens have lost faith in the authorities because of social and economic injustice.
- The feeling of patriotism and belonging are fading due to many factors as high rates of unemployment.

Q16. Show your agreement or disagreement on the following statements.

In this section, we suggest 10 statements and participants are just invited to agree, or disagree strongly. The statements include ideas, functions, duties on university and citizenship equally. This question will provide required data on teachers' attitudes on university role and citizenship. The responses are summarized as.

1. 13.33% strongly agree that university is to prepare intellectuals and researchers but not good citizens.
2. 65% disagree that the currently followed curricula and objectives prepare students to be good effective citizens.
3. 53.33% disagree that the university provides opportunities for students to convert skills and knowledge developed in class in real-life situations.
4. 67% disagree that students have a high sense of belonging and citizenship.
5. 42.22% agree that competent university graduates are good citizens.
6. 63% strongly agree that building up active citizens must be a priority for the Algerian regime.
7. 48.88% strongly agree that teachers, tutors, and educationalists must contribute in preparing effective citizens.
8. 44.44% strongly agree that students need to learn how to be good citizens through their university career.
9. 51.11% strongly agree that materials, objectives and training require revision for good citizenship.
10. 51% strongly agree that extra-curricula activities should be applied to promote citizenship.
11. 48% strongly agree that it is essential to train teachers to incorporate the principles of democratic citizenship education in their classes.

IV- Conclusion:

Relying on university to build and contribute seriously in developing citizenship and belonging is not guaranteed in the case of the Algerian university regarding the opinions of the study participants who are basically university teachers who live day by day with students and see how these young citizens behave socially as less serious as required. Results report that a majority of teachers favour involving the university to train students to be democratic, creative,

caring, constructive citizens. They also conclude that quality teaching is the one that prepares students to contribute better to the public good.

The difficult behavior that some young people may display can be linked to a feeling of social exclusion or a citizenship crisis but can also be a phase of intense self-realization and affirmation. This can explain some of the difficulties that occur between the educational system and young people. The resulting tensions are partly explained by the inadequate responses of the education to the learners' inherent physical, psychological and social needs. For this reason, it is not only necessary to uphold the educational system but to adapt citizenship education to critical development (Abdellatif Mami, 2020).

Higher education should reconsider its role to contribute in the social development which is not based only on developing scientific skills. Moreover, it has a vital role in regulating behavior during traumatic and post-traumatic situations and it is essential to train teachers to incorporate the principles of democratic citizenship education in their practice.

The university role in modern societies is no longer limited to academic and scientific functions, which is not so much a marginal function as it is essential. The objective is that the university must edit curriculum and practices to meet with the social political national demands. The university has become required to adapt its training policies and curricula to what society needs. Education, training and national programs can serve better to refresh the role of university believing that university is the door for all positive changes and reforms in one community.

-Appendix

Teachers' Questionnaire: Citizenship Education

Dear teachers, you are kindly invited to participate answering this questionnaire to collect data on civic education. Your contribution is of a great importance. Thank you for your collaboration

Q1. How long have you been teaching at university?

- | | |
|-----------------------|----------------------|
| 1. A year to 5 years | <input type="text"/> |
| 2. 5 to 10 years | <input type="text"/> |
| 3. More than 10 years | <input type="text"/> |

Q2. What is the role of university in a country, according to you?

- | | |
|---|----------------------|
| 1. Forming intellectuals | <input type="text"/> |
| 2. Training academics and scientists | <input type="text"/> |
| 3. Preparing active skilful citizens | <input type="text"/> |
| 4. Preparing individuals aware of their rights and duties | <input type="text"/> |
| 5. others | |

Q3. Does university serve the public good through teaching and scientific research?

- | | |
|--------|----------------------|
| 1. Yes | <input type="text"/> |
| 2. No | <input type="text"/> |

Q4. What is meant by citizenship?

.....

.....

Q5. What are the characteristics/values of a good active citizen?

- | | |
|---|----------------------|
| 1. Responsibility and initiation | <input type="text"/> |
| 2. Awareness of rights and duties | <input type="text"/> |
| 3. Feeling belonging and pride | <input type="text"/> |
| 4. Participation in political, economic, and social life | <input type="text"/> |
| 5. Contributing voluntarily in events and projects for good civic reasons | <input type="text"/> |
| 6. Others | |

Q6. Are you familiar with ‘citizenship education’?

1. Yes
2. No

Q7. How often do you discuss citizenship, belonging and effective citizens for public good in class with your students, regardless the main subject?

1. Always
2. Sometimes
3. Rarely
4. Never

Q8. “Citizenship education is a subject that develops knowledge, skills and understanding that learners need to play a full part in democratic society, as active and responsible citizens”. Considering this definition, does the Algerian university provide citizenship education?

1. Yes
2. No

Q9. Have you ever been trained for teaching citizenship education?

1. Yes
2. No

Q10. Is the notion of ‘citizenship education’ appropriate to the Algerian teaching environment?

1. Yes
2. No

Q11. Are the national educational system, curriculum, lectures, and practices at university designed to serve good citizenship?

1. Yes
2. No

Q12. Do you add, apply, or modify in the curriculum to promote students’ sense of belonging and being good citizens?

1. Yes
2. No

Q 13. Is it possible for the Algerian university to contribute in developing quality citizenship and making active citizens?

1. Yes
2. No

Q 14. What is the role of university to make good active citizens?

.....

Q15. What are the challenges of university for preparing students to be good active citizens?

.....

Q16. Show you agreement/disagreement on the following statements.

1. University is to prepare intellectuals and researchers but not active citizens.

Strongly agree ☐ agree ☐ disagree ☐ strongly disagree ☐

2. The curriculum and the objectives currently followed prepare students to be active citizens.

Strongly agree ☐ agree ☐ disagree ☐ strongly disagree ☐

3. University provides opportunities for students to convert knowledge/skills developed in class to real-life situations.

Strongly agree ☐ agree ☐ disagree ☐ strongly disagree ☐

4. The majority of students have a high sense of belonging and citizenship.

Strongly agree ☐ agree ☐ disagree ☐ strongly disagree ☐

5. Competent university graduates are good active students.

Strongly agree ☐ agree ☐ disagree ☐ strongly disagree ☐

6. Building up active citizens must be a priority for the Algerian educational regime.

Strongly agree ☐ agree ☐ disagree ☐ strongly disagree ☐

7. Students need to learn how to be good citizens through their university career.

Strongly agree ☐ agree ☐ disagree ☐ strongly disagree ☐

8. Teachers, tutors, course designers and authorities must contribute preparing effective citizens for public good.

Strongly agree ☐ agree ☐ disagree ☐ strongly disagree ☐

9. It is essential to train teachers to incorporate the principals of democratic citizenship education in their practice.

Strongly agree ☐ agree ☐ disagree ☐ strongly disagree ☐

10. Materials, objectives, and training at university require revision for good citizenship.

Strongly agree ☐ agree ☐ disagree ☐ strongly disagree ☐

11. University should include extra-curricular activities to promote citizenship and prepare effective citizens.

Strongly agree ☐ agree ☐ disagree ☐ strongly disagree ☐

Q17. Feel free to add any suggestion related to the main topic.

.....

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