

# The Attitudes towards National Belonging in the Primary School and Its Relationship to Some Variables from the Point of View of Educational Leaders in Northern Sudan

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## Abstract

*This study aims to reveal the attitudes towards national belonging from the perspective of educational leaders in primary school and their relationship to some variables (religious and historical values, teachers, extracurricular activities). The study sample consisted of (58) educational leaders in northern Sudan. The researcher designed a questionnaire to collect study data, using the descriptive analytical approach. The study data were analyzed using the social sciences package. PSS), and the results of the study showed that the level of influence of the four study variables in building attitudes towards national belonging from the point of view of educational leaders in the primary school. (Religious values - historical factors - the role of the teacher - extracurricular activities) High, historical factors contribute to building positive attitudes towards national belonging (to a large extent) from the point of view of educational leaders in building positive attitudes, the teacher contributes to building attitudes towards national belonging (to a large extent) from the point of view of educational leaders, extracurricular activities contribute to building positive attitudes towards national belonging (to a large extent) from the point of view of educational leaders, there are statistically significant differences between the four variables (religious values - historical factors - the role of the teacher - extracurricular activities) in terms of their impact on building attitudes towards national belonging in favor of religious values according to the attitudes of educational leaders. The study recommends activating the role of the teacher and the school environment with all its motivating components to build factors of national belonging from an early age, and the primary school is important in this matter.*

**Keywords:** *Attitude, national belonging, educational leadership, primary school.*

## Introduction

One of the major difficulties facing peace and stopping the war in Sudan is the ethnic and regional attitudes, which reduces the sense of national belonging and building positive attitudes towards national belonging and building the social fabric in ways that lead to accepting the other. Perhaps the educational approach is a good approach to building national attitudes in Sudan., (Bishara, Muhammad, 2016) attributes the civil wars in Sudan to the impact of the identity crisis on belonging. National and its repercussions such as instability and conflicts between the components of society, which affected national affiliation.

Education and upbringing play an important role in achieving national belonging by introducing the history of the country and the nation, which creates a kind of awareness among the people that they belong to one country, which goes beyond small groups, such as the family, tribe or village, and the means for this is the school, which helps in achieving a common sense of national belonging (Nassar, 2014). Education plays a pivotal role in building the nation and strengthening national identity and helps in instilling a sense of national pride and national identity by teaching students the country's history, culture, traditions and values, which helps in resolving conflicts and building peace by encouraging dialogue, tolerance and understanding between different groups within the country. Dance, Manual, 2023). The school environment can contribute to enhancing the sense of national belonging of children (ethnic minorities), as (2005) sees: Lapinski & Rimal Primary school students of immigrant origin feel a lower sense of belonging than their native-born peers., a psychological feeling characterized by feelings of inferiority, inadequacy, and inequality.

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This study attempts to identify the motivating factors in building behavior that leads to building positive attitudes toward national belonging (religious values, historical factors, teacher, extracurricular activities). From the point of view of educational leaders at the primary school in the Northern State in Sudan.

## Research problem

Sudan is a multi-ethnic country, which has led to ethnic, linguistic and cultural diversity. This diversity and great social enrichment have reduced national belonging and formed negative racist or regional attitudes and tendencies of fanaticism that contributed to wars in Sudan, resulting in repeated confrontations between tribes in some areas of Sudan. Forming positive attitudes towards national belonging is a matter of utmost importance and depends on multiple factors that do not depend on randomness and chance, but rather on sound planning of behavior at early ages. Among these factors is the entrance to education and the role of each Religious and historical factors, The role of the teacher and activating extracurricular activities in shaping and building purposeful behavior towards national belonging and transforming attitudes and knowledge into behavior that contributes to showing patterns of cooperative behavior and positive attitude towards others, and contributing to charitable and community activities that indicate the saturation of behavior with the principles of national belonging.

Many studies indicate the role of religious values. The teacher and the history and civilization of the country In building attitudes of national belonging as a study (Amara (2010), Qasim, Al-Fifi (2011) study of Al-Azmi and Al-Rumaidh (2011),Rand B. Arabiyat, Rand, Arabia Basheer (2016),(2021) Lian van Vemde,et., all -Omar, Fatima, Al-Dawoud, Munira Al-Saeed (2018), and the study of Al-Saeed Aisha (2022), and the study of Shurooq Al-Khalifa (Al Khalifa, Shurooq (2024),Teachers have a formal mission to teach students how to deal with diversity, and one way to do this is to enforce multicultural standards (Verkuyten & Thijs, 2013).as These multicultural guidelines for teachers can have an impact on the national affiliation of students from ethnic minorities (Schachner on the other hand, they can also make children feel more welcome and accepted, which is an incentive to develop a common national identity that helps national belonging through the multicultural norms expressed by their teachers (2021,Lian, of Vemde, and others).

A school environment that is provided with content that supports national belonging can be positive in directing students' behavior towards it. Al-Ahmadi (2006) believes that the "Birney and Clore" model, known as the "emotional reinforcement model of evaluative responses," assumes that reinforcement stimuli associated with reward and punishment from the natural or social environment only call for implicit emotional responses in individuals that make them associate pleasant or unpleasant environmental events with positive or negative emotions (Huwaidi et al., 2004). The association of reinforcement with activities with content that supports national belonging can be and positively in its acquisition, and one of the most recent of these models that has gained wide acceptance among researchers through its application in the study of various behaviors, including environmental behaviors, is the theory of logical behavior presented by "Ajzen", which is known as the theory of planned behavior (Magdy, Hassan, 2024). The school that provides its students with values, knowledge and purposeful activities represented by the teacher is likely to create positive attitudes in representing the correct behavior towards national belonging, especially at an early age, and the elementary school is a suitable environment for instilling national values and representing them in the behavior of students.

## Research questions

What is the characteristic of the attitudes towards national belonging according to the variables (religious values, historical factors, teacher, extracurricular activities) from the point of view of educational leaders in northern Sudan? The following sub-questions branch out from this question:

1- Is there a role for religious values in shaping the attitudes towards national belonging in Sudan at the primary school from the point of view of educational leaders in Sudan.

2- What is the role of historical factors in developing the attitudes towards national belonging in the primary school from the point of view of educational leaders in Sudan?

3-What is the role of the teacher in forming national attitudes towards national belonging in the primary school in Sudan from the point of view of educational leaders?

4- Do extracurricular activities contribute to building positive attitudes towards national belonging from the point of view of educational leaders in Sudan?

5- To what extent do each of the following contribute: (religious values, historical aspects, the role of teachers, extracurricular activities) to building national belonging from the point of view of educational leaders in Sudan?

### **Research objectives**

The objectives of the study are as follows:

1- Identifying the factors that motivate the acquisition of national belonging.

2- Identifying the attitudes of building national belonging by educational leaders according to variables (religious values, historical factors, teachers, activities, etc.) Extracurricular).

3- Identifying the impact of religious, historical, educational content and extracurricular activities in supporting national belonging in the primary school.

**Importance of research:** The importance of the current study lies in the following:

1The importance of national belonging as an important topic in education and its impact on the growth and stability of the individual and society, and the role of the school in acquiring the behavior that leads to it.

2The importance of the primary school in building attitudes that develop national belonging and knowledge of the content that helps in building it.

2The importance of revealing the attitudes of educational leaders towards national belonging and the factors that contribute to it.

3- The scarcity of studies and research in the field of national affiliation in Sudan, according to the researcher's knowledge.

4- Paying attention to the school environment and providing it with content that encourages national belonging at an early age.

4- Knowing the effect of some variables (Religious values, historical factors, role of the teacher, extracurricular activities) In building positive attitudes towards national belonging

5- The research contributes to drawing the attention and interest of those responsible for education to the importance of national belonging and the factors that help in building positive attitudes towards it, which gives students a positive behavior towards belonging to the homeland.

### **Study limitations**

This study is limited to identifying the attitudes towards national belonging and the relationship between each of them. (Religious values, historical factors, the role of the teacher, extracurricular activities) which help build national belonging attitudes in the primary school from the point of view of educational leaders in northern Sudan.

Spatial boundaries: Primary school in northern Sudan.

Human Limits: Educational Leadership.

Time frame: In the academic year 2023-2024 AD.

### Research hypotheses

1- Characterized by the attitudes towards national belonging According to the variables: (religious values, historical factors, the role of the teacher, extracurricular activities) from the point of view of educational leaders in the primary school, it is increasing.

2-Religious values contribute to building the attitudes towards national belonging from the point of view of educational leaders at the primary school in northern Sudan.

3Historical factors contribute to building the attitudes towards national belonging from the point of view of educational leaders at the primary school in northern Sudan.

4- The teacher contributes to building the attitudes towards national belonging from the point of view of educational leaders at the primary school in northern Sudan.

5-Contribute Extracurricular activities in building the attitudes towards national belonging from the point of view of educational leaders at the primary school in northern Sudan.

6There are statistically significant differences in the attitudes towards national belonging between the variables (religious values, historical factors, the role of teachers, extracurricular activities) from the point of view of educational leaders.

### Study terms

**1-Attitudes:** Psychologists define attitude as an acquired tendency to see and judge things in a certain way. This can include evaluating people, issues, things, policies, or events. It is an umbrella term that consists of our opinions, emotions, perceptions, beliefs, expectations, values, and intentions. Kendra, Cherry, (2024).

**2-Educational leadership:** It is an effective collective role that aims to direct the behavior of employees in the educational institution, achieving common goals by building the future vision and strategic directions of the institution, building human relations between all its members, influencing them, motivating and encouraging them, and training the working individuals with the appropriate skills required to perform their work (Gibran, Ali, 2023). Procedurally, the researcher means the senior educational leaders in the localities of the Northern State in Sudan: the Director of Education, heads of educational departments.

**3- National affiliation:** union group of people in religion, economy, society and history in one place and under the banner of one rule. National belonging is a social integration between all segments of society under one rule, and in a specific region with complete agreement on this belonging, and with a feeling that unites these segments for one common interest. (Al-Mubarak, Abdullah, 2005) Procedurally, the researcher means the extent of the feeling of belonging to Sudan and acceptance of the other and building attitudes that develop the collective mind and national feeling over negative attitudes such as racism, regionalism and tribalism.

**4-School environment:** It is everything related to the natural environment that is studied and applied within the school as a place for raising and educating the student in an integrated manner (Majid, Hala, 2024). Procedurally, the researcher means the school environment that builds sound attitudes towards national belonging, such as the Qur'anic verses and the hadiths of the Prophet, the history and civilization of Sudan, and the role of the teacher who helps in building national attitudes, with the role of extracurricular activities for these attitudes.

**5-Elementary school:** It is an initial educational level that usually consists of 5 or 6 schools (varies from one country to another), each school lasting a full academic year, and their ages range from (6 - 12) years. In this educational school, the student learns the basic and introductory principles, (2024) Wikipedia procedurally, it refers to the primary school in the Sudanese education system, which consists of six educational schools, with students' ages ranging between (6-12) years.

## Literature Review

The number of tribes in Sudan is about 570, divided into 57 ethnic groups based on ethnographic, cultural and linguistic characteristics (Al-Dasouki, Hiba, 2020) and speak 114 written and spoken languages. Abu Manqa (2006) suggests that the number of languages in Sudan is Between (100 - 113) languages, distributed throughout its various regions, and these languages are diverse and overlapping, and some researchers estimate that the number of languages in Sudan is one hundred languages (Siddig, Ahmed, 2024). This great ethnic diversity, linguistic and cultural diversity has led to a lack of harmony between the social components, which has reduced the attitudes towards national belonging and national unity. (Bishara, Muhammad, 2016) believes that the Sudanese identity crisis has affected Sudanese national unity and its repercussions of political instability as a result of wars and conflicts. The study of the poet, Abdul Rahman (2014), which aimed to limit the attitudes that enhance national unity in the schools of general education, indicates that the most important of these values are: religious values, principles of loyalty, kinship, and the values of the social dimension were represented.

## National affiliation

To get to know Riley, Kathryne, and others (2020): Belonging is “that feeling of being in a place where you can be confident that you will adapt to it and be secure in your identity: the feeling that you are at home somewhere.” While (Baloula, Ibrahim, 2010) sees that belonging or national unity is the gathering of scattered things into a continuous whole, while nationalism is a person's belonging to a specific state whose nationality he holds and to which he owes loyalty, considering that the state is nothing but a group of people settled in a specific region and subject to an organized government. Allen and others (2021) National belonging is the extent to which students feel personal acceptance, respect, integration and support from others in the school's social environment, which contributes to national belonging, and confirms (Kumar, Manoj, 2023) Patriotism is an automatic feeling and awareness of promoting the nation's culture and social norms, and following the rules and regulations that are fully adhered to, as it enhances self-respect. (Kumar, Manoj, 2023), The study of Qasim and Al-Fifi (2011) aimed to identify the most important values of citizenship that should be available to Saudi university students. The most important results reached by the study: that the values of citizenship among Saudi university students were achieved to a high degree. - There is a weakness in the behavioral practice of citizenship values among students, with the general cognitive and emotional rise. There are statistically significant differences in the level of achievement of citizenship values among university students according to the following variables: The difference in their original place of residence (village, city), in favor of the village, And the difference in their educational levels, for the benefit of The fourth-level student, regardless of their specializations, is in favor of students with theoretical specializations, and regardless of the family's educational level, is in favor of students who belong to the family with the highest educational level. It was found by Garcia & et. all (2012): On the ideas and attitudes of Spanish high school students about belonging and citizenship and the assessment of students' awareness of the global concepts of citizenship in several different dimensions, such as: democracy, diversity, globalization, sustainable development, empire and imperialism, energy, prejudice, discrimination, racism, immigration and human rights. The results of the study indicated that students have a traditional attitude towards belonging and citizenship, and that there are statistically significant differences in the perception of the concepts of citizenship and human rights among the sample members according to: educational level and age, gender, type of school, social background and the cultural background of students, and there were statistically significant differences in the concept of citizenship between immigrant and non-immigrant students.

## Religious values

National belonging has several dimensions, some of which are basic and some of which are complementary. Perhaps the most prominent of these dimensions are the religious dimension and the social dimension. The international or political dimension. The issue of national belonging is also a strategic issue that means understanding the reality of citizenship (Spiegler et al., 2018)

### Historical factors

Al-Mishfeh's study (2023) indicates the importance of history in achieving national unity and strengthening loyalty and belonging to religion and homeland. This research also highlights the methods that can be used to strengthen citizenship and belonging through the study of historical texts represented by the study of the Prophet's biography and the Saudi state, through which the importance of these historical texts is highlighted in highlighting a comprehensive understanding of our national history and introducing students in particular and citizens in general to their authentic heritage, their distinct culture and their glorious history. Thus, national unity is achieved that strengthens loyalty and belonging to the homeland and the people. The researcher focused on the importance of history and national education in awareness. Study shows Abdul Razag Ahmed(2016) which aimed to know the historical educational steps in building national belonging and its reflection on the behavior of students at early ages, and the role of programs integrating the study of the concepts of national belonging into the curriculum, that there is a significant relationship between cognitive gain and students' knowledge of national belonging and students' behavior, and the study also found that there were no statistically significant differences in historical national knowledge between boys and girls, and no statistically significant differences in national knowledge between boys and girls due to the study of history.

### The role of the teacher

The role of public education teachers in enhancing the concept of national belonging emotionally is evident through their participation in building students who are proud of their country, and instilling love for the country and belonging to it, as it develops in them feelings of love and loyalty (Al-Kandari, Yaqoub. 2008: 18-22). It also raises national stories, holds poetry evenings, and invests in the environment and surrounding places to develop national responses, by introducing the youth to their country's institutions and civilized organizations, and emphasizes maintaining the stability and cohesion of society, through developing respect for systems, instructions, and national attitudes (Al-Shahri, Muhammad, 2009), and also contributes to establishing with periodic land that shows the nation's achievements, taking care of school facilities, involving students in school activities that provide social services to the local community, and integrating students into their community through coordinated visits to government departments and civil society institutions (Barghouth, Abdul Aziz, 2010, pp. 5-12). National belonging can be enhanced through extracurricular activities, as Al-Nasser (2010) believes that the objectives of security values that enhance national unity in curricula vary based on the subject of the study material and according to the unity of the subject. It appears study(2016)Rand B. Arabiyat, Rand, Arabiat BasheerWhich aimed to identify the role of school administration in deepening the sense of belonging among students. The role of school administration in deepening the sense of national belonging was high, and the degree of national belonging among students was high.

Teachers have the task of dealing with diversity, and one way to do this is to enforce multicultural norms. Racial attitudes of children from minority backgrounds can also become more positive when teachers emphasize the need to recognize and value (cultural) differences between groups. Verkuyten & Thijs, (2013). These multicultural guidelines for teachers can have two complementary effects on the national belonging of ethnic minority students. On the one hand, they can increase their positivity toward the ethnic majority, and they can also make ethnic minority children feel more welcome and accepted, which contributes to stimulating and developing a common national identity (2019,Schachner)Relationships with peers, teachers, and other adults, and positive teacher-student interactions that are friendly and fair, are central to fostering a sense of connectedness. Students value individual support and opportunities to share personal experiences. While environments with high administrative demands that reduce quality teacher interaction time can reduce a sense of belonging, rejection or ridicule can significantly damage a student's sense of belonging. Bullying & Cyberbullying ,2024), and study of (Peter, Smith, 2024) positive school climate,

characterized by fairness, safety and inclusiveness, greatly affects the sense of belonging, as Fair policies and supportive interactions create an environment in which students feel safe and valued. The physical and emotional safety of the school environment also plays a crucial role in fostering a sense of belonging. Al-Azmi and Al-Ruaridh's study (2011), which aimed to identify the role of teachers in developing national values among secondary school students in the State of Kuwait, found that the sample members' estimates of the role of teachers in developing national values were high. In all areas, statistically significant differences were found attributable to the variables: gender, years of experience, The educational region, while the study of Ahmed, Al-Ghafiri, Asmaa Al-Qahtani (2023) which aimed to reveal the role of King Khalid bin Abdulaziz University in enhancing citizenship and national belonging among students in light of Vision 2030, the results of the study showed that the role of the university in enhancing citizenship and national belonging among its students in the overall field came to a large degree, and there were statistically significant differences in the degree of enhancing citizenship The difference in national affiliation is attributed to gender on the university curricula axis, in favor of female students, and on the total questionnaire axes, it is attributed to specialization, level, and grade point average, in favor of Sharia specializations, and for graduate students, and for grade point average less than 85%, and there are no statistically significant differences attributed to the academic school, but the study Lian of Vemde,et.(2021): Focused on how the school context contributes to the national belonging of students of Turkish, Moroccan and Surinamese origin in the Netherlands. All of these children are Dutch citizens, but their migration backgrounds distinguish them from the "native" population of the Netherlands (i.e. ethnic Dutch). The cross-sectional survey examined whether intergroup contact, teachers' and classmates' perceived diversity norms, and expectations of national belonging in ethnic minorities. The study revealed that minority students are less belonging than their classmates of Dutch origin and demonstrated the role of the teacher in building national belonging. Attitudes towards national belonging.

## Attitudes

Psychologists define attitude as an acquired tendency to see and judge things in a certain way. This can include evaluating people, issues, things, policies, or events. It is an umbrella term that consists of our opinions, emotions, perceptions, beliefs, expectations, values, and intentions. Kendra, Cherry, (2024). Children from an ethnic minority or immigrant background may feel a weak sense of belonging (Fleischmann & Phalet, 2018) Among the negative influences on building sound attitudes towards others and spreading acceptance is hate speech through verbal violence and speech accompanied by contempt and marginalization in the form of harassment and threats. Hate speech also carries extremist feelings in any form of expression, including attention, books, drawings, songs, films, etc., through which individuals and groups are charged with hatred and hostility and the flames of hatred are fanned among members of the same society, either on the basis of ethnicity, gender, language, religion, or geography, which contributes to violence and the spread of sedition and Division of society (Mubarak, Warida, 2021). The results of the study indicated that Wood Bronyn(2022) Building national belonging attitudes in me Ethnic minority youth in four super-diverse high schools in AotearoaIn New Zealand, by using methods to discuss the criteria of belonging to the nation, using a qualitative participatory strategy - self-directed peer focus groups - and opening up opportunities for young people to discuss complex ideas about belonging, national identity and distance from The traditional narrow and monocultural narrative of national identity and the use of illustrations through everyday encounters with others to present more inclusive alternatives, all of these strategies and methods at led to profound changes in the development of sound psychological attitudes towards national belonging. Brown, Duncan(2001) There are both inclusive and exclusive notions of identity. In less violent, though no less persuasive, ways, the dangers of exclusive or "ethnic" nationalisms are that they are too crippling, as he sees the possibility of reconciling the demands of difference and national belonging, and points out (Shoeb Sale, 2024) The promotion of national attitudes and the concept of national belonging among students is generally weak, and many individuals need community institutions to promote national activity effectively to support the attitudes of belonging. The factors that contribute to the decline of national belonging are economic and social pressures, tribal fanaticism, and favoritism, as found in the study of Amara and Sami (2010), which was conducted on students of Alexandria University in Egypt and aimed to reveal the values of citizenship necessary to face the challenges of cultural identity, which the university professor must develop among students. The study concluded that study showed that

there is a deficiency in the university professor's role in developing citizenship values, especially the values of belonging, loyalty, tolerance, respect for others, and the values of voluntary teamwork. The study by Al-Omar, Fatima, and Al-Dawoud, Munira (2018) reached the conclusion that aimed to identify the role of school leadership in building attitudes towards national belonging among kindergarten children in the city of Riyadh, the approval of the phrases of the role of school leadership and obstacles in strengthening national belonging among kindergarten children was To a degree Bigand the existence of differences Function in building directions Towards national belonging is attributed to the job variable, and this result was in favor of kindergarten leaders. And for the educational qualification variable, and there were no significant differences attributed to the years of experience variable. As for the study Al Khalifa, Shurooq (2024): Which aimed to identify the role of educational institutions in promoting the values of national belonging from the perspective of social service among female students majoring in social service at Princess Nourah bent Abdulrahman University in the Kingdom of Saudi Arabia. The results concluded: Educational institutions are of utmost importance in promoting positive social values of national belonging among students, such as social solidarity, cooperation, tolerance, respect for diversity, and social responsibility. The results of the study indicate that Wafaa El Zaatari & Ali Ibrahim(2021): On the construction of attitudes towards the school environment and its impact on adolescent students' sense of national belonging, that adolescents view: parental involvement, classroom practices, teacher-student relationships, safety, school social practices, and relationships with peers in new and different ways to their teachers, as they see them as important in enhancing national belonging.

### **Extracurricular activities**

Extracurricular activities play an important role in developing the student's skills and refining his personality to become a cooperative and positive personality. They also help in discovering and developing students' talents, abilities and tendencies. They also develop communication skills, due to their social importance for students. The study (Hilali, Mamdouh, 2015) which aimed to study extracurricular activities at the University of Dammam, one of the most important results of the study is the weak participation of College of Education students in extracurricular activities, and the lack of fundamental differences in general between students participating in the educational club and those not participating in terms of communication skills. The results of the study indicate that...Tayri, Saeed (2009) which aimed to know the role of school radio in strengthening national belonging (as a non-classroom activity) which was conducted in the Unaizah region in the Kingdom of Saudi Arabia to the agreement of students and teachers on the role of school radio in strengthening national belonging attitudes, and the existence of significant differences in the role of school radio in strengthening national belonging attitudes according to age, monthly income, and according to the difference in the father's and mother's work. The study shows Al Saeed, Aisha (2022): Which aims to Identifying the role of the school in promoting citizenship values in the souls of female students. There are a number of components, and the school uses methods to promote citizenship values in the students' souls, most notably: the school's keenness to guide the students, and chanting the national anthem in the morning assembly, and the role of teachers in showing national achievements. The results of the study by Peterson and Knowles show that (Peterson & Knowles 2009): Which aimed to identify the awareness of student teachers specializing in citizenship education of the concept of active citizenship, and the extent to which teacher preparation institutions contribute to achieving this, on a sample of student teachers in teacher preparation institutions in England. The study achieved a set of results, the most important of which is that students do not understand the concept of active or effective citizenship, and that non-classroom activities related to active citizenship have an important role in providing many educational activities within the school community.

### **Methodology**

The study followed the quantitative method and the descriptive approach. Which is consistent with the nature of the study and its objectives. Although description is the simplest objective of science, it is the most basic and capable of achieving its objectives. One of the main tasks of description is to provide the researcher with a deeper understanding of the phenomenon or problem that is the subject of the study (Abu Hatab and Sadiq, 1991: 102). This study explores the attitudes of educational leaders in northern



Sudan towards national affiliation and its relationship to some dependent variables such as (religious values, history, the teacher, extracurricular activities). These variables were selected through educational literature and Previous relevant studies.

**Population:** The study community consists of educational leaders at the primary school in the Northern State of Sudan, and the educational leaders concerned with senior positions in the localities of the Northern State such as the Director General and heads of educational departments, and their number reached (187), while the number of electronic questionnaires that were sent reached (85) questionnaires, and the number of respondents who responded and filled out the questionnaire reached (58) of the educational leaders in the educational districts of the Northern State. The Northern State is a Sudanese state located in the north of the country. It was previously known as the Northern Directorate or the Northern Governorate. It was named the Northern State in 1994 AD. It is located on longitudes (10-32-50-25) east and latitudes 32-61 north. It is bordered to the north by the Arab Republic of Egypt and deep into the desert on the Libyan border. To the east, it is bordered by the River Nile State, to the south by Khartoum and North Kordofan States, and to the southwest by North Darfur State. The Nile flows through it from south to north for a length of 650 km. Its area is about 348.76 square kilometers. It is considered the first state in terms of area (Northern State Media, 2024).

**Sample:** The study sample consisted of a random sample of (58) educational leaders in the administrative units, numbering (20) administrative units in the Northern State of Sudan, at a rate of (31.02%) of the total educational leaders, numbering (187). The questionnaire was applied electronically, and the response rate was (72.5%). The researcher attributes this to the impact of the war on communications services, despite the fact that the battles did not reach the Northern State, but they affected water, electricity and communications services. The ages of the sample members ranged between (43-59) years, and their experience ranged from (17 to 24) years from the administrative units. Twenty administrative units in the Northern State.

**Instrument:** The study questionnaire was designed by the researcher with the aim of monitoring and measuring the attitudes towards national belonging by educational leaders in the Northern State and its relationship to some variables. After reviewing several previous national, Arab and foreign studies, reviewing some practices and observing the environment of some schools in the study community, the study questionnaire was designed. The questionnaire consists of (30) statements distributed over four axes: religious values, historical factors, the role of teachers, and non-classroom activities to measure attitudes towards national belonging from the point of view of educational leaders. The phrases of the religious values axis were seven phrases, with a percentage of

(23.33%) For phrases No. (1, 4, 6, 9, 20, 22, 28), while the phrases in the historical dimension axis amounted to four phrases at a rate of (13.33%) and took the numbers (2, 8, 17, 19), and the phrases of the teachers' role amounted to (8) phrases at a rate of (26.67%) distributed over the numbers (3, 13, 16, 18, 25, 27, 29, 30), and the number of phrases in the axis of non-classroom activities (11) at a rate of (36.67%) phrases numbered (5, 7, 10, 11, 12, 14, 15, 21, 23, 24, 26).

**Reliability:** The reliability coefficient of the instrument was calculated using Cronbach's alpha consistency coefficient (Cronbach's Alpha) and it reached (0.914)

**Sincerity Test:** The self-reliability of the test was calculated as self-reliability (equal to the square root of the scale's reliability coefficient)

Self-honesty has reached =  $\sqrt{0.914}$  0.95 This result for the validity of the questionnaire (0.95) indicates that the questionnaire has a high degree of validity.

## Correcting the questionnaire

The questionnaire correction key consists of three options as follows: I agree (three points), neutral (two points), and disagree (one point).

**Collection:** After preparing the questionnaire, a simple random sample was selected consisting of educational leaders in the primary school in the Northern State. Several (85) questionnaires were distributed electronically, and the number of respondents was (58) leaders.

**Processors Statistics** The questionnaire was analyzed using the Statistical Package for the Social Sciences (SPSS). The following statistical methods were used: Effect size Effect Size – T-TEST analysis of variance ANOVA.

## Results

The first hypothesis: The attitude towards national belonging is characterized by the increase in the variables: (religious values, historical factors, the role of the teacher, extracurricular activities) from the point of view of educational leaders in the primary school in northern Sudan.

**The first hypothesis: (Religious values - historical factors - the role of teachers - extracurricular activities) contribute to strengthening the values of national belonging from the point of view of educational leaders.**

Table No. (1) shows the impact of the four axes on national belonging.

| The field                  | Valued | value <sup>2</sup> | Effect size |
|----------------------------|--------|--------------------|-------------|
| Religious values           | 4.069  | 0.877              | Very big    |
| Historical factors         | 3.970  | 0.834              | Very big    |
| The role of teachers       | 4.073  | 0.878              | Very big    |
| Extracurricular activities | 4.244  | 0.953              | Very big    |

Table No. (1) It shows the extent of the impact of each of the dimensions (religious values - historical - the role of teachers - extracurricular activities) on developing the construction of national belonging. It is noted from the table the large size of the effect, which indicates that the four dependent variables have a large effect on the independent variable (the attitudes towards national belonging) with a high degree of effectiveness in each of the fields.

**The second hypothesis: Religious values contribute to building the attitudes towards national belonging from the point of view of educational leaders at the primary school in northern Sudan.**

Table No. (2) shows Effect size (Eta square) of religious values variable on national belonging

| Source of variance | sum of squares | of Deviations | degrees of freedom | Middle Deviations | Value (f) | Significance value $\alpha$ | Significance at Level 0.05 | Effect size (Eta square) |
|--------------------|----------------|---------------|--------------------|-------------------|-----------|-----------------------------|----------------------------|--------------------------|
| Between groups     | 475.012        |               | 31                 | 15.323            | 5.496     | 0.001                       | Function                   | 0.877                    |
| Within groups      | 66,917         |               | 24                 | 2.788             |           |                             |                            |                          |
| the total          | 541,929        |               | 55                 |                   |           |                             |                            |                          |

It is noted from Table No. (2) that the value of the effect size using the square Eta on religious variables (0.877), which is a large value, and indicates that a large proportion of the differences are attributed to the model under test (religious variables), which takes the most influential variable in constructing the attitudes towards national belonging.

**The third hypothesis - historical factors contribute to the construction of the attitudes towards national belonging from the point of view of educational leaders in the primary school in northern Sudan.**

Table No. (3) shows the effect size (Eta square) of the impact of historical factors on the construction of national belonging.

| Source of variance | Sum of squares deviations | degrees of freedom | Average deviations | Value (f) | Value Significance $\alpha$ | Significance at 0.05 level | Effect size (Eta square) |
|--------------------|---------------------------|--------------------|--------------------|-----------|-----------------------------|----------------------------|--------------------------|
| Between groups     | 541,929                   | 31                 | 10.923             | 3,900     | 0.001                       | Function                   | 0.834                    |
| Within groups      | 338,623                   | 24                 | 2.801              |           |                             |                            |                          |
| the total          | 405.839                   | 55                 |                    |           |                             |                            |                          |

Table No. (3) shows that the value of the effect size using Eta square on historical aspects (0.834), This is a large value and indicates that a large proportion of the differences are attributed to the model under test (historical aspects).

**3- The fourth hypothesis: The teacher contributes to building the attitudes towards national belonging from the point of view of educational leaders in the primary school in northern Sudan.**

Table No. (4) shows the effect size (Eta square) of the teacher's role in building attitudes towards national belonging.

| Source of variance | Sum of squares deviations | degrees of freedom | Middle Deviations | Value (f) | Value Significance $\alpha$ | Significance at 0.05 level | Effect size (Eta square) |
|--------------------|---------------------------|--------------------|-------------------|-----------|-----------------------------|----------------------------|--------------------------|
| Between groups     | 615.020                   | 31                 | 19,839            | 5.567     | 0.005                       | Function                   | 0.878                    |
| Within groups      | 85,533                    | 24                 | 3.564             |           |                             |                            |                          |
| the total          | 700.554                   | 55                 |                   |           |                             |                            |                          |

It is noted from Table No. (4) that the effect size using Eta square on the role of teachers is (0.878), which is a large value, and indicates that a large proportion of the differences are attributed to the model being tested (teachers' role).

**Fifth hypothesis: Extracurricular activities contribute to building the attitudes towards national belonging from the point of view of educational leaders at the primary school in northern Sudan.**

Table No. (5) shows the effect size (Eta square) of the role of extracurricular activities in building national belonging

| Source of variance | Sum of squares deviations | degrees of freedom | Middle Deviations | Value (f) | Value Significance $\alpha$ | Significance at 0.05 level | Effect size (Eta square) |
|--------------------|---------------------------|--------------------|-------------------|-----------|-----------------------------|----------------------------|--------------------------|
| Between groups     | 1999.883                  | 31                 | 64,512            | 15,780    | 0.052                       | Function                   | 0.953                    |
| Within groups      | 98.117                    | 24                 | 4.088             |           |                             |                            |                          |
| the total          | 2098.000                  | 55                 |                   |           |                             |                            |                          |

Table No. (5) shows the effect size using Eta square on extracurricular activities (0.953), which is a large value, and indicates that a large proportion of the differences are attributed to the model being tested (extracurricular activities).

**Results of the sixth hypothesis: There are statistically significant differences in the attitudes towards national belonging among the variables (religious values, historical factors, the role of teachers, extracurricular activities) in building national belonging in the primary school from the point of view of educational leaders.**

To test the validity of this hypothesis, use Analysis of variance Analysis of Variance (ANOVA)

Table No. (6) shows the results of the one-way analysis of variance to verify the statistical significance of the differences between the study variables (religious values, historical factors, role of teachers, extracurricular activities)

| Source of variance | Sum of squares deviations | degrees of freedom | Middle Deviations | Value (f) | Value Significance $\alpha$ | Significance at 0.05 level |
|--------------------|---------------------------|--------------------|-------------------|-----------|-----------------------------|----------------------------|
| Between groups     | 13913.679                 | 3                  | 4637.893          | 272.357   | 0.000                       | Function                   |
| Within groups      | 3746.321                  | 220                | 17.29             |           |                             |                            |
| the total          | 17660.000                 | 223                |                   |           |                             |                            |

It is noted from Table No. (6) that there are statistically significant differences at the level of (0.05) in the study variables (religious values - historical factors - the role of teachers - extracurricular activities) and the direction of educational leaders in building national belonging in favor of religious variables. The value of (F) for the significance of the difference between the averages of the groups reached (272.357), which is statistically significant.

## Discussion

**First hypothesis:** Table No. (9) shows the role of the four variables (religious values, historical factors, teacher role, extracurricular activities) in playing a positive role in shaping national belonging attitudes from the point of view of educational leaders in the Northern State to a large extent. Al-Shaer's study (2014)

agrees with this result and confirms the role of religious factors and values in building national belonging, while Razzaq's study (Razag (2016) On the role of historical factors in providing the cognitive aspect of national belonging to students and building attitudes towards national belonging. While the study indicated Wafaa El Zaatari & Ali Ibrahim (2021) Study, (2016) Rand B. Arabiyat, Rand, Arabiat Basheer the role of religious factors and historical aspects, especially since the environment of the study community contains many features of Sudanese civilization, and the teacher plays an important role in shaping positive attitudes towards national belonging. The school environment, which is enriched by Quranic verses and hadiths that call for belonging and adherence, and displaying features of Sudanese civilization, with the teacher's interaction with students, all of this helps in building national attitudes. Where Both indicate Study of Amara, Sami (2010) and study of Al-Azmi and Al-Rumaidh (2011), study of Al-Saeed, Aisha (2022), and study, Rand B. Arabiyat, Rand, Arabiat Basheer (2016) On the importance of the teacher, as extracurricular activities help in building national attitudes, as indicated by Al-Dosari's study (2024) and Nassar's study (2023).

**The second hypothesis:** Table No. (2) indicates the impact of religious values in building social belonging attitudes to a large extent. The result of the hypothesis agrees with the result of the poet's study (2014), which concluded that the most important values in building national belonging are religious values and principles of loyalty, Islamic values, while Al-Hamidi (2013) believes that belonging is one of the important needs of man and the motives that influence his movement. The Islamic faith was based on liberating man from all restrictions; so that his first belonging is to God - the Almighty - and the values of justice, truth and humanity; so that it is easy for him to deal with those values with any circle of his different types of affiliation: homeland - nationalism }Indeed, this, your nation, is one nation, and I am your Lord, so worship Me {[Al-Anbiya: verse 92].

Developing religious values in children can develop love for the homeland and belonging to it. The school environment and extracurricular activities help in this through the guidance of the school administration and the teacher. The researcher attributes this result to the agricultural study community, which is more committed to religious values, which form the focus of their behavior.

**The third hypothesis:** Table No. (3) shows that the value of the effect size using the square Eta on historical aspects (0.834), which is a large value and indicates that a large proportion of the differences are attributed to the model under test (historical aspects). This result is consistent with the result of Nassar (2014), who believes that education and upbringing play a role in achieving national belonging by defining the history of countries and nations, peoples and states, and defining individuals' rights of their homeland and their rights, which can create a kind of awareness among the people that they belong to one country, which goes beyond small groups, such as the family, tribe or village. The study indicates that Abdul Razag Ahmed (2016): To know the historical educational steps in building national belonging and their reflection on the behavior of students at early ages, and the role of programs in integrating the study of concepts of national belonging into the curriculum.

History, the glories of the ancestors and their sacrifice for their country and nation are among the influential factors in building positive attitudes towards building national belonging. The history of the nation and its geographical features constitute a strong emotional role that is an important factor in national belonging, especially since the Northern State has many historical landmarks and is famous for tourism. The media of the Northern State (2024) states that there are (31) archaeological sites in the Northern State, the most famous of which are: Jebel Barkal, Al-Kuru area, Nouri area, Old Dongola, Meroe and others. Visiting these historical sites instills pride and honor in children's souls with their civilization, which develops their national belonging. The result of the hypothesis shows the extent of the positive influence of historical factors in shaping the national attitudes of primary school students.

**Fourth hypothesis:** It is noted from Table No. (4) that the effect size using Eta square on the role of teachers is (0.878), which is a large value, and indicates that a large proportion of the differences are attributed to the model under test (the role of teachers). This result is consistent with the study of Amara, Sami (2010), the study of Al-Azmi and Al-Rumaidh (2011), the study of Al-Saeed, Aisha (2022), and the

study of Rand B. Arabiyat, Rand, Arabiat Basheer(2016) On the role of teachers in developing national values, and believes) Sell & Thijs(2013) Teachers have a task of learning how to deal with diversity, and one way to do this is to impose multicultural standards. The teacher must emphasize the need to recognize (cultural) differences between groups, he adds Schachner (2019). These multicultural guidelines for teachers can have two complementary effects on the national belonging of students from ethnic minorities. Al-Azmi and Al-Ruaridh's study (2011) found that the sample members' estimates of the role of teachers in developing national values were high in all areas, but Peterson and Knoyles' study (Peterson & Knawels 2009) which reached the conclusion that student teachers in teacher training institutions in England do not understand the concept of active or effective citizenship, and that activities related to active citizenship have an important role in providing many educational activities within the school community.

The teacher's influence in building attitudes increases at early ages when the teacher is a role model for his students and carries sound attitudes towards national belonging, and a correct and deep knowledge reserve that he provides his students with because building attitudes begins with the cognitive component, with participation in extracurricular activities that support the national component, and his constant attempt to remove the differences between the cultural and ethnic components of the students and to modify the negative attitudes towards regionalism and tribalism.

**Fifth hypothesis:** Table No. (5) shows the effect size using Eta square on extracurricular activities (0.953), which is of large value, and indicates that a large proportion of the differences are attributed to the model under test (extracurricular activities). The study of Al-Mutairi, Saeed (2009) and the study of Peterson and Knoyles (Peterson & Knawels (2009) To the impact of extracurricular activities in building national belonging, he mentioned (Chapin) A group of activities that can lead to building attitudes towards building national belonging for students, such as visiting some important places in the community, to introduce students to them and develop the meaning of citizenship in them, such as: police, civil defense, municipality, transportation, health, court, social service, environmental health, regional councils. As he pointed out (Entwistle, 1994) National education is learned within the school through the official school curriculum and the parallel curriculum, where the school's policy, customs, traditions, activities, rules and models play a prominent role in acquiring the attitudes and information related to national education, and here the role of extracurricular activities emerges. Oppenheim and Tomey, 1974

Al-Dosari (2014) confirms that various student activities and practices can contribute to translating abstract concepts of citizenship into behavior and a way of life that the student coexists with in the events of his daily life. If we succeed in this matter, the concept of citizenship will be translated into practical behavior instead of being a set of knowledge that is stuffed into the minds of students. It has been noted that student activities lack mechanisms for developing feelings of belonging, and this is due to the shortcomings of the interaction of student formations with society and the surrounding environment, and the shortcomings of the ability of those in charge of student life to clarify local and global variables, and to try to introduce students to it, and encourage them to deal with it with an innovative mind capable of revision and communication instead of rejection and isolation, so it is suggested that means of developing the spirit of citizenship be developed through the following student activities: celebrating national occasions, holding competitions with material and moral prizes to encourage students to write topics and stories that emphasize love of the homeland, providing social equality and equal opportunities, and training them on that. Nassar (2013) believes that student activities play an important role in shaping the integrated personality of the student capable of bearing responsibility, leadership, and cooperation. And working in a team spirit, and then the ability to think properly, so student activities gain special importance in providing students with the traits, behavioral patterns and values related to citizenship. Student activities can be activated in the field of citizenship education, through the following procedures: that among the basic objectives of student activities is the development of citizenship values among students, and contributing to the development of a culture of dialogue and expressing opinions based on rational solutions. These basic objectives of student activities are achieved by organizing seminars and meetings that enhance national belonging among students, and allowing for students to communicate with community institutions, and invite some prominent national figures, especially men of thought, politics and religion, to discuss with

them community issues and problems, and highlight the positive values that contribute to education on citizenship.

Extracurricular activities play an important role in forming the tangible knowledge that the learner needs at an early age, away from abstract concepts that are difficult for young people to understand and transforming them into a knowledge base that turns into a sound direction towards building attitudes towards national belonging. Government and private schools are interested in extracurricular activities in Sudan, such as the morning assembly and school radio. Establishing scientific associations, representing crafts and visits with specific objectives, which contribute to the growth of the national attitudes among students.

The sixth hypothesis: It is noted from Table No. (6) that there are statistically significant differences at the level of (0.05) in the study variables (religious values - historical factors - the role of teachers - extracurricular activities) and the direction of educational leaders in building national belongings in favor of religious variables. The value of (F) for the significance of the difference between the group averages reached (272.357), which is statistically significant at the significance level (0.0000). This means that there are two or more equal categories (group) averages. To test which of the averages is equal or unequal and to answer this question The test was used (Lsd The difference between the first and third groups was because the level of significance for them was equal = (3.875) and the difference was in favor of the group with the positive average, which is (The third group - the role of teachers). The previous hypotheses confirm the role of the four factors in building national attitudes towards building national belongings from the point of view of educational leaders in primary school.

**Table No. (7) shows the size of the effect or the size of the impact (Effect Size) For the four factors in building attitudes towards national belonging**

| Effect size   |       |        |      |         |
|---------------|-------|--------|------|---------|
| The tool used | Small | Middle | Big  | Too big |
| D             | 0.2   | 0.5    | 0.8  | 1.10    |
| $\eta^2$      | 0.01  | 0.06   | 0.14 | 0.20    |

It represents the proportion of the variance of the dependent variable that is due to for the independent variable, that is, it shows the strength of the relationship between the dependent variable and the independent variable, it gives us the practical significance of the statistical differences or relationships between the variables, and whether that practical significance is large enough to justify taking its results, and thus it is distinguished from the statistical significance that is concerned with the possibility of rejecting the null hypothesis from a theoretical statistical point of view only. (Hassan, 2008, 23). The four dependent variables have a great impact on the independent variable (national affiliation), and the differences with statistical significance for the differences in the strength of the impact, but all the variables are significant, that is, they are influential in the exploited variable is building national belonging from the point of view of educational leader

The result of the sixth hypothesis confirms the role of religious values, historical factors, the role of the teacher, and extracurricular activities in influencing the building of positive attitudes towards building national belonging among primary school students in northern Sudan from the point of view of educational leaders. It indicates that activating these variables through classroom and curricular activities and extracurricular activities inside and outside the school environment helps in forming positive attitudes towards national belonging.

**Conclusion:** This study aims to reveal the attitudes towards national belonging from the point of view of educational leaders in the primary school in Sudan and its relationship to some variables (religious values, historical factors, the role of teachers, extracurricular activities). The study showed the following results:

The level of attitude towards national belonging and its relationship to some variables (Religious values, historical factors, The role of the teacher, extracurricular activities)From the point of view of educational leaders, it is high.

Religious values contribute to building attitudes towards national belonging (to a large extent) from the point of view of educational leaders in building positive attitudes.

Historical factors contribute to building positive attitudes towards national belonging (to a large extent) from the point of view of educational leaders.

The teacher contributes to building positive attitudes towards national belonging (to a large extent) from the point of view of educational leaders in building positive attitudes.

Extracurricular activities contribute to building positive attitudes towards national belonging (to a large extent) from the point of view of educational leaders.

There are statistically significant differences between the four variables (religious values - historical factors - teacher's role - extracurricular activities) in terms of their impact on building attitudes towards national belonging in favor of religious values according to the attitudes of educational leaders.

**Study recommendations:** The study recommends activating the role of the teacher and the school environment with all its motivating components to build factors of national belonging from an early age, and the primary school is important in this matter. It also recommends conducting more research in the field of developing national belonging and national unity to reduce cultural differences. And the two in Sudan, which leads to acceptance of the other, the attitude towards citizenship is what reduces the impact of fanaticism that leads to multiple wars in Sudan.

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