Citizenship and the desired development

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The notion of citizenship, in the modern civil life, occupies a great deal of concerns for countries, governments, societies, and people. It has become a controversial, cognitive, intellectual, moral, and political issue which has multiple definitions, requirements, and ways of development; for the multiple researchers and opinions that depend on different ideological persuasions, intellectual and political affiliations, and cultural prejudices. Although there are divergent views about the concept, citizenship remains in its simplest form an expressive meaning of belonging to the homeland; it surpasses the affiliation of denominations, races, and nationalities which threaten conflicts, disputes, wars, and divisions on homelands. This affiliation; however, to the nation is no longer a useless slogan that is present and repeated in events, positions, situations, or worn by people when needed. It has become a firm conviction and an internal commitment felt by the person towards his country. Thus, the national interest becomes a higher priority (above all) for citizens which convinces them to do their utmost and their best to upgrade, raise, and be able to defend their homeland.

Accordingly, this concept does not generate citizenship a genetic behavior, as the citizen is never born wearing it; however, he acquires, grabs, and exerts its meaning, practices its requirements- as he acquires other behaviors- and learns it as he learns all sorts of values and trends. Thus, there is a continuous concern and research in methods of teaching it for the Young. Also, there is a growing interest in developing the scientific frameworks to make sure both the education and learning citizenship in trying to answer questions and related issues about the best mechanisms to combine citizenship to the growing generations and students. Amongst the results of successive efforts made in the process of teaching the concept is that all learning concepts, mechanisms, and methods were employed; such as, conditional (pairing), procedural (reward and punishment) and social (observation). So, all the issues became necessary to set up the behavior of citizenship to guarantee adequate opportunities for learners to learn it and mirror its values in the behaviors towards both the society and country.

As researchers have been interested in finding ways to learn and master citizenship, they were obviously preoccupied with those who teach the concept, right mechanisms, and means for teaching it. After having settled the concept's definitions and its dimensions, it became clearly known that who ensures the teaching process of citizenship to the Young are educated teachers who are capable of teaching and leading them; for they are fully responsible of educating the behavior of

citizenship and, sometimes, training it through reference, exemplification, induction, or binding. These teachers and educators are found in the social environment that is supposed to be the real learning environment for the behavior of citizenship on the disparity of the roles and integration of responsibilities; such as, the family, school, cultural and sports' clubs, places of worship, media, security institutions, and other community organizations that are bound with the task of upbringing young adults. In this regard, responsibility is everyone's task and not only the responsibility of a particular social institution; they should not fail to do its mandated role towards it. If the citizenship behavior is wrongly done with an individual/ or a group within society, it will be related to one, or more social institutions (whether educational, or informational, or security ... etc.) to blame; for they did not complete their tasks, and the result is aberrant behavior of citizenship.

In the midst of the growing struggle for survival and existence, and the sharp polarization between countries, nations, nationalities, races, Algeria, together with the Arab and Islamic countries, lives under the impact of compression options in the direction of making double efforts to meet the desired development in various aspects of life at the cognitive, economic, political, cultural, social, and the security level. In this regard, both citizenship and patriotism, with their faith and behavioral requirements, represent a fundamental pillar upon which homeland's unity is installed, and the success of several developmental

projects is achieved. This, in fact, gives no excuse for the individual citizen to abandon his duties towards both his society and country. In addition, he puts away failure to fulfill his obligations, and as a result, his determination will grow up and his behavior will be adjusted to pursue benefits to his homeland and protects his society from harm.

Since citizenship is seen as being a freestanding and behavioral thought which signals the individual's life to share with members of society the worries of the country and the developmental needs and other humanitarian obligations, this concept; thus, becomes an important educational topic to which (1) several curricula and programs are designed, (2) plans and strategies are set, and (3) mechanisms and tools are provided for setting up and installing the said concept. Also, several ideas and knowledge are generated. Accordingly, countries, societies, institutes, and universities compete in determining the proper formats and ideas in an effort to draw the right roles for the community's diverse systems to take part effectively in the education process. It is worth noting that the family, school, university, media, security services, and other community systems should be away from the responsibility of educating citizenship.

In recognition of the active role played by social institutions in giving people citizenship behavior, and recognizing the apparent shortcomings in what social institutions, in our Arab and Islamic world, do towards education, the values of citizenship associated with politics, economy,

sociology, culture, and education have become the largest threat among the Arab countries, as a whole, and its greatest educational concern. In the light of globalization and the growing desire of Arab citizens, especially the Young, to abandon their homelands and immigrate to countries that are characterized by security, prosperity, democracy, and freedom; or move to comfortable work sites, knowledge communities, and intellectual and civil liberties which appeal to young people, academics, wealth chasing, and dreamers social prestige, the research unit of the development of human resources at the University of Mohamed Lamine Dbagain, Setif 2, has allocated the current number of its review for disseminating the best researches and papers in this issue of the ninth annual international conference about citizenship. The purpose is to contribute in drawing attention to the necessity of activating the role of social institutions and their duties towards the deployment of the citizenship behavior and education for people, particularly those with the greatest role; such as, the family and educational and social institutions.

The current number of the review holds in its papers the topic of citizenship with almost its various facets and diverse elements, beginning with the conceptual approaches of both themes of citizenship and patriotism, and moving to the educational and learning policies designed for it, as well as investigating the causes of weakness on the individual citizen, and the consequences for the society and the country.

Also, it reveals a great importance of its consolidation and the benefits on both society and country. In addition, the current issue describes citizenship from its traditional concept to its digital citizenship. The latter is represented in the individual behavior that is updated in the current century's requirements and lives with his ideas and tools. Moreover, this issue covers the topic of organizational citizenship in the workplace and production sites, or arenas of learning and knowledge, or educational and sports' clubs. All studies included in the issue show several aspects of citizenship behavior in conceptual and practical parameters.

The review, together with its editorial staff, wishes to publish the research works to illustrate the theme for the institutions concerned, and provides those who are in charge of its policy appropriate conceptual frameworks to draw the landmarks that can promote the upbringing of citizenship behavior, and implant in the hearts of young adults fruitful seeds by placing the national interest above all other considerations.

So, God will help us.

The editor