

## **Secondary school students' beliefs about the role of social influencers in promoting citizenship in its dimensions (social and economic) -A field study at the Martyr Bouali Belkacem and Mazouzi Ibrahim secondary schools in the city of Khenchela-**

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### **Abstract:**

This study aimed to identify the beliefs of the students of the secondary schools of Martyr Bouali Belkacem and Mazouzi Ibrahim about the role of social influencers in promoting citizenship in its social and economic dimensions. The two researchers used the descriptive survey approach, by applying a questionnaire consisting of 23 paragraphs, divided into two axes: (social dimension, economic dimension), and the randomly selected sample included 250 pupils out of the original total of 782 pupils, or a percentage estimated at 32%.

The statistical processing of various data was carried out by statistical analysis software (SPSS, V22).

The results of this study found that there are positive beliefs of the students of the secondary schools of martyr Bouali Belkacem and Ibrahim Mezouzi about the countries of social influencers in promoting citizenship in its social and economic dimensions, and that males are more affected by the repercussions of social influencers on promoting citizenship than females.

**Keywords:** Beliefs – Social Influencers - Citizenship - Secondary.

### **1 - Introduction and problem of the study:**

In recent decades, the world has witnessed a series of rapid changes and developments that have been directly and strongly reflected on all nations and peoples in this world. The world has become a small village in light of the rapid development in the means of communication and the information revolution, which has forced nations to make a series of changes in order to

adapt to global challenges, whether at the cultural, economic or social level. This is what has affected many societies with concern and fear of these rapid changes, especially Arab societies, because of the impact they may have on their values, principles, customs, traditions and economy (Bin Shams,2017, p. 09)

Where many countries have striven to search for how to prepare their members properly by increasing attention to the development of citizenship values among their members as one of the most important ways to meet the challenges and developments of the future, as real progress in light of global developments is made by the arms and minds of citizens, so giving them the values and skills of citizenship is the cornerstone of positive and effective participation in social and economic development (Muhammad Taha, Jaafar Abdul Karim,2013,p. 13)

The technological development and the spread of social media have made it possible to provide a creative and incubating environment for a group of innovators who have emerged as influencers who occupy a distinctive position in society.

It is no secret that these influencers are attracted to them in various social and economic issues. There are huge numbers of followers in addition to a sudden increase in the number of influencers (Ramzi Halim, 2022, p. 558).

In front of this ability to influence that these social influencers have, it must be exploited in the best way, in line with the principles of our country and in one direction, which is to serve our community and our homeland.

In light of these data, the two researchers decided to conduct this study in order to answer the following questions:

## **2. General question:**

What are the beliefs of secondary school students about the role of social influencers in promoting citizenship in its social and economic dimensions?

### **2-1- Sub-questions:**

- What are the beliefs of secondary school students about the role of social influencers in promoting citizenship in its social dimension?

Are there statistically significant differences ( $\alpha \leq 0.05$ ) in the beliefs of secondary school students about the role of social influencers in promoting citizenship in its social dimension according to the gender variable?

- What are the beliefs of secondary school students about the role of social influencers in promoting citizenship in its economic dimension?

Are there statistically significant differences ( $\alpha \leq 0.05$ ) in the beliefs of secondary school students about the role of social influencers in promoting citizenship in its economic dimension according to the gender variable?

### **3- Hypotheses:**

#### **3-1- General Hypothesis:**

- There are positive beliefs for secondary school students about the role of social influencers in promoting citizenship in its social and economic dimensions.

#### **3-2- Sub-hypotheses:**

- There are positive beliefs for secondary school students about the role of social influencers in promoting citizenship in its social dimension.

Are there statistically significant differences ( $\alpha \leq 0.05$ ) in the beliefs of secondary school students about the role of social influencers in promoting citizenship in its social dimension according to the gender variable?

- There are positive beliefs for secondary school students about the role of social influencers in promoting citizenship in its social dimension.

Are there statistically significant differences ( $\alpha \leq 0.05$ ) in the beliefs of secondary school students about the role of social influencers in promoting citizenship in its economic dimension according to the gender variable?

#### **4- Importance of the study:**

The importance of this study is evidenced by its topic, which examines the beliefs of the students of Martyr Bouali Belkacem and Mazouzi Ibrahim High School about the role of social influencers in promoting citizenship in its social and economic dimensions. Hence, the importance of this current study and the need for it was determined as follows:

- It is the first study in the Republic of Algeria (within the limits of the researchers' knowledge) that dealt with the beliefs of secondary school students about the role of social influencers in promoting citizenship in its social and economic dimensions.

- It dealt with several topics of great importance to society and the homeland: social citizenship, economic citizenship, and social influencers, which are considered one of the most important pillars of security and stability of society and an important factor for progress and social and economic development.

- Drawing the attention of decision-makers in Algerian society to the role of social influencers in promoting citizenship in its social and economic dimensions, which allows the preparation of active individuals and positive participants in achieving social and economic development.

- The possibility of benefiting from the results of the study in codifying the work of these influencers and exploiting their potential in leading public opinion towards promoting citizenship in its social and economic dimensions.

## **5- Objectives of the Study**

- Identifying the beliefs of the students of the secondary schools of Martyr Bouali Belkacem and Ibrahim Mezouzi about the role of social influencers in promoting citizenship in its social dimension.
- Revealing the difference in the beliefs of the students of the secondary schools of Martyr Bouali Belkacem and Ibrahim Mazouzi about the role of social influencers in promoting citizenship in its social dimension according to the gender variable.
- Identifying the beliefs of the students of the secondary schools of Martyr Bouali Belkacem and Ibrahim Mezouzi about the role of social influencers in promoting citizenship in its social dimension.
- Revealing the difference in the beliefs of the students of the secondary schools of Martyr Bouali Belkacem and Ibrahim Mazouzi about the role of social influencers in promoting citizenship in its social dimension according to the gender variable.

## **6. Defining concepts and terminology:**

### **6-1-Social Influencers:**

**Idiomatically:** Social influencers are defined as stars of art, journalism, academics and celebrities in various fields who have a large fan base of millions of followers, in addition to web stars and social networks, where they can be YouTube users, bloggers or activists through Facebook and Instagram, and often specialize in a specific field (tourism, travel, charitable activities...). These influencers share their experiences and passion with their followers through posts or videos in order to interest their audiences and expand their followers and profits, in addition to improving their electronic reputation (Qatash,2023,p. 123).

**Procedurally:** The social influencer in its simplest and clearest sense means that he is that person who is active on social media and who experiences life and presents it to his fans and followers alike through written publications, photos or videos in a beautiful and distinctive manner and in a renewed manner and close to his audiences that enables him to pass his messages to his followers.

### **6-2- Citizenship:**

**Idiomatically:** Defined as the individual's sense of belonging to a social group that has a common culture, history and destiny, and this feeling is organized socially, legally, politically and economically, and the individual contributes through this belonging effectively to social and economic life (Ben Jaafar,2020, p. 446).

**Procedurally:** It is expressed in the degree to which secondary students will receive through their response to the tool developed specifically for the study.

### **6-3-The social dimension of citizenship:**

It means social efficiency at work and coexistence with others. This social efficiency is shown by the individual's adherence to his duties and responsibilities towards his community, and his participation in solving various societal problems with members of his community, in addition to his support for voluntary and charitable work and his encouragement of the group dynamic and participatory work and respect for various international charters and laws such as the rights of children and women ..., and the preservation of the heritage, customs and traditions of the society in which he lives, not to mention his culture that accepts difference with the other.

**Procedurally:** It is expressed in the degree to which secondary students will receive through their response to the tool developed specifically for the study.

### **6.4Economic Dimension of Citizenship:**

**Idiomatically:** This dimension includes economic rights, property and economic blocs, international agreements and their impact on society and the individual, basic services and economic institutions in society, economic integration, resources, preservation and rational use, the environment and its components and rights, paying taxes, preserving public property and mastering and respecting work (Muhammad Taha, Jaafar Abdul Karim,2013, p.163).

**Procedurally:** It is expressed in the degree to which secondary students will receive through their response to the tool developed specifically for the study.

## **7- Previous and similar studies:**

**7-1-A study (Qatash Khadija,2023 )published in the Professional Journal of Sports Sciences, Humanities and Social Sciences, entitled The Role of Influencers in Promoting Algerian Local Tourism through Social Media.** This study aimed to shed light on the role played by influencers through social media in promoting local tourism in Algeria and how the Algerian state benefited from their influence on the public to support local tourism in the country, especially after the radical change that took place in the level of communication patterns in the lives of individuals and the multiplicity of habits and means of indoctrinating them with information and news. The researcher used the descriptive approach, by relying on an electronic form as a basic tool in data collection, which was distributed to an intentional sample of 31 social media subscribers.

The study concluded that these influencers, given their large number of followers who are influenced by them and imitate them, were able to promote tourism in Algeria by sharing their tourism experiences through their account.

7-2- The study of (Arabawi Yamina , 2021 ), which is a graduation note to complete the requirements of the Master's degree. This study addressed the issue of the role of social media influencers in leading public opinion in Algeria , by identifying the habits and patterns of use as well as the motives and reasons for follow-up. It also aimed to identify the trends and opinions of followers on the way influencers raise issues on social media. The researcher used the descriptive survey approach, through the application of a questionnaire that was distributed electronically to a sample of 80 individuals. The results of this study showed that : Most followers of social media influencers aim to follow up to increase the knowledge balance about the various issues raised by these influencers. It was also concluded that they raise local social and political issues of concern to society and citizens. The influencers also interact with their followers by discussing the topics they propose. It was also found that social media sites allowed influencers to present their ideas freely and boldly without restrictions.

### **8-Methodological Procedures of the Study:**

#### **8-1-Fields (Limits) of Study:**

##### **8-1-1-Temporal Range:**

- Theoretical study: From September 15, 2023 to December 02, 2023.
- Field study: From December 04, 2023 to February 26, 2024.

##### **8-1-2 Spatial scope:**

The study was conducted at the classroom level in the secondary schools of Martyr Bouali Belkacem and Ibrahim Mezouzi in the Wilayat of Khenchela.

##### **8-1-3 Human Sphere:**

The study was conducted on a sample of 250 male and female students out of the total number of martyr Bouali Belkacem and Mazouzi Ibrahim high school students, estimated at 782 students.

#### **8-2-Study Methodology:**

The descriptive survey approach was adopted due to its suitability for the nature and objectives of the current study. The descriptive approach is defined as: a way to describe the topic to be studied through a correct scientific methodology and to depict the results reached in expressive digital forms that can be interpreted (Ali Al-Mahmoudi,2019, p. 46).

#### **8-3- Society and Study Sample:**

**8-3-1- Study community:** The study community consisted of all students of the Martyr Bouali Belkacem and Mazouzi Ibrahim secondary schools and those enrolled for the academic year 2023/2024, which numbered 782 pupils.

**8-3-2- Study sample:** The size of the study sample was 250 male and female students, randomly selected by the simple random probability sample at a percentage of 32% of the original total of the study population of 782 male

and female students, and Table (01) shows the distribution of the sample according to personal variables.

**Table 01: Distribution of sample members according to personal variables.**

Variable	Level	Frequency	percentage
Gender	Male	123	49.2
	Female	127	50.8
	Total	250	100%

**Source: Prepared by the researchers based on the outputs of (spss v22)**

It is noted from Table No. (01) that the percentage of males is close to the percentage of females in the study sample, where the percentage of males was estimated at 49.2%, representing 123 pupils, while the percentage of females was estimated at 50.8%, representing 127 pupils. The number is close between males and females, and this is due to the efforts of the management of the two institutions to achieve equitable distribution between males and females in each educational department.

#### **8-4-FieldStudy Tool:**

In this current study, we relied on a questionnaire form to adapt it to the nature and variables of the study. We distributed 250 forms to the students of the secondary schools of Martyr Bouali Belkacem and Mazouzi Ibrahim and all of them were recovered.

##### **8-4-1- Apparent validity of the tool:**

The questionnaire was presented in its initial form to a group of 05 arbitrators of expert and specialized professors in order to arbitrate it, so that the questionnaire would be more truthful and objective and measure what was prepared to measure, so that the proposed amendments would be made by the arbitrators. The arbitrators expressed their agreement to use the questionnaire in the secondary environment, so that the study tool in its final form consists of 23 paragraphs distributed in two axes: the social dimension and the economic dimension.

##### **8-4-2- Validity of the internal consistency of the questionnaire statements:**

The correlations between the degree of each statement and the total degree of the axis to which it belongs were calculated using the Pearson correlation coefficient, where the correlations between the statements of the questionnaire with the total degree of the axis to which they all belong were statistically significant at the level of significance (0.05), so that the correlation of each statement and the total degree of the axis to which it belongs was estimated according to the order of the statements from (01) to (23) as follows:

**Table 02: Validity of the internal consistency of the questionnaire statements.**

Social Dimension				Economy			
Statement 1	0.681	0.000	Significant	Statement 12	0.741	0.000	Significant
Statement 2	0.543	0.002	Significant	Statement 13	0.527	0.003	Significant
Statement 3	0.691	0.000	Significant	Statement 14	0.666	0.000	Significant
Statement 4	0.836	0.000	Significant	Statement 15	0.599	0.000	Significant
Statement 5	0.406	.026	Significant	Statement 16	0.704	0.000	Significant
Statement 6	0.836	0.000	Significant	Statement 17	0.527	0.003	Significant
Statement 7	.743	0.000	Significant	Statement 18	.629	0.000	Significant
Statement 8	0.406	.026	Significant	Statement 19	0.666	0.000	Significant
Statement 9	.743	0.000	Significant	Statement 20	0.555	0.001	Significant
Statement 10	0.526	0.003	Significant	Statement 21	0.655	0.000	Significant
Statement 11	0.650	0.000	Significant	Statement 22	0.555	0.001	Significant
				Statement 23	0.419	.021	Significant

Source: Prepared by the researchers based on the outputs of (spss v22)

From Table No. (02), it is clear that the correlations between the statements of the questionnaire with the total score of the axis to which they belong are all statistically significant at the level of significance (0.05), which confirms the internal validity of the statements.

#### 8.4.3 Tool Stability (Questionnaire):

To verify the stability of the study tool, the Cronbach alpha equation was applied to all paragraphs of the study tool, as the value of the stability coefficient was (0.904), which is a high and acceptable value for application purposes, and Table No. (03) shows this.

**Table 03: Stability coefficients in the Cronbach alpha method for the axes of the study tool.**

Axis stability (Cronbach's alpha)	The number of phrases	Scope
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<b>.820</b>	<b>11</b>	<b>Social Dimension</b>
<b>0.819</b>	<b>12</b>	<b>Economy</b>
<b>0.904</b>	<b>23</b>	<b>Tool as a whole(Citizenship)</b>

**Source: Prepared by the researchers based on the outputs of (spss v22)**

It is clear from Table (03) that the value of the overall stability coefficient of the questionnaire is high, as it amounted to 0.904 for the total of the twenty-three statements of the questionnaire, which is greater than the acceptable value of 0.7, while the stability of the axes ranged between 0.819 at a minimum and 0.820 at a maximum. This indicates that the questionnaire has a high degree of stability and can be relied upon in the field application of the study.

### **8-5-Statistical processing:**

The Statistical Package for Social Sciences was used to process data statistically in the 2022 edition, abbreviated as (SPSS, V22), in order for the researchers to answer the questions of the study.

### **9-Presentation, interpretation and discussion of the results:**

The following are the results of the study, which aimed to identify the beliefs of the students of the Martyr Bouali Belkacem and Mazouzi Ibrahim secondary schools about the role of positive social influencers in promoting citizenship in its social and economic dimensions. The results will be presented depending on the questions of the study:

#### **9-1-Findings related to the first question:**

What are the beliefs of the students of the secondary schools of Martyr Bouali Belkacem and Mazouzi Ibrahim about the role of social influencers in promoting citizenship in its social and economic dimensions?. To answer this question, the means and standard deviations of the respondents' answers were extracted from all areas of the study tool. The Relative Importance Index was also extracted, in addition to the level of contribution (Importance Level), and Table (04) shows this.

**Table 04: Arithmetic means, standard deviations, relative importance index and level of contribution of respondents' answers for all areas of the study tool.**

<b>Rank</b>	<b>S.N</b>	<b>Paragraph</b>	<b>Arithmetic mean</b>	<b>Standard Deviation</b>	<b>Significance Index -</b>	<b>Contribution level</b>
<b>1</b>	<b>8</b>	<b>Social influencers push me to respect and help the vulnerable and needy</b>	<b>4.70</b>	<b>0.526</b>	<b>0.94</b>	<b>High</b>
<b>2</b>	<b>2</b>	<b>Social influencers motivate me to volunteer and work collaboratively</b>	<b>4.66</b>	<b>0.560</b>	<b>0.93</b>	<b>High</b>
<b>3</b>	<b>5</b>	<b>Urges social influencers to protect and value community heritage</b>	<b>4.65</b>	<b>.556</b>	<b>0.93</b>	<b>High</b>
<b>4</b>	<b>3</b>	<b>Social influencers encourage me to contribute to addressing societal problems (pollution, school violence...)</b>	<b>4.50</b>	<b>561</b>	<b>0.90</b>	<b>High</b>
<b>5</b>	<b>10</b>	<b>Social influencers encourage me to belong and be loyal to the homeland</b>	<b>3.98</b>	<b>.380</b>	<b>0.80</b>	<b>High</b>
<b>6</b>	<b>6</b>	<b>Urges social influencers to</b>	<b>3.96</b>	<b>0.404</b>	<b>0.79</b>	<b>High-Medium</b>

		respect other cultures and peoples				
7	7	Social influencers encourage me to report corruption	3.96	0.409	0.79	High-Medium
8	1	Social influencers encourage me to obey and respect the laws	3.96	.414	0.79	High-Medium
9	4	Social influencers enhance my awareness in knowing my duties and responsibilities towards my community	3.96	418	0.79	High-Medium
10	9	Social influencers push me to reject racism and sectarianism	3.89	0.409	0.78	High-Medium
11	11	Social influencers push me to accept social differences with the other	3.73	0.413	0.75	High-Medium
Sum of arithmetic averages of the social dimension			45.96			
Average Social Dimension			4.18	0.46	0.84	High

Source: Prepared by the researchers based on the outputs of (spss v22)

It appears from Table No. (04) that the arithmetic means of the respondents' answers to the fields of study ranged between (3.98-4.18), where the first came the "social dimension" with an arithmetic mean of (4.18) and a high level of contribution, and the second came the "economic dimension" with an arithmetic mean of (3.98) and a high level of contribution, and the arithmetic mean of the tool as a whole was (4.08) with a high level of contribution, and this indicates that the level of beliefs of the secondary students of Martyr Bouali Balkassim and Mazouzi Ibrahim about the role of social influencers in promoting citizenship in its social and economic dimensions was high.

The two researchers also extracted the arithmetic averages and standard deviations, as well as the relative importance index (RII) and the level of contribution (Importance Level) for the responses of the study sample members to the paragraphs of each field of study individually, and tables (4 and 5) illustrate this.

**First: The Social Dimension:**

**Table 05: Arithmetic means, standard deviations, relative importance index and level of contribution of respondents' answers to the "social dimension" paragraphs.**

**Source: Prepared by the researchers based on the outputs of (spss v22)**

It appears from Table No. (05) that the arithmetic averages of the respondents' answers to the paragraphs of the "social dimension" ranged between (3.73-

Rank	S.N	Scope	Sum of averages Paragraphs per area	Moderate arithmetic	deviation, perversion, variation Standard	Materiality Index (RII)	level Contribution
1	1	Social Dimension	45.96	4.18	0.46	0.84	High
2	2	Economy	47.75	3.98	0.79	0.80	High
Citizenship (domains as a whole)			93.71	4.08	0.62	0.82	High

4.70), as the highest of which was for paragraph (08), which reads: Social influencers push me to respect and help the weak and needy, with a high level of contribution, while the lowest was for paragraph (11), which reads: Social influencers push me to accept social differences with the other, with a high-moderate contribution level, and the arithmetic average for the field as a whole was (4.18) with a high contribution level.

The researchers believe that the reason for this may be due to the students' possession of positive beliefs by following up on positive social influencers and being affected by the meaningful contents they provide in order to serve

the community, which affects the student's cognitive level and works to consolidate and strengthen their social citizenship.

The student's follow-up of positive social influencers and their meaningful contents will enhance his awareness of his responsibilities and duties towards his community, and raise the level of his participation in voluntary and charitable work. The influential method and the way their contents are presented also play an effective role in enhancing the student's affiliation and loyalty to his community and making him an initiative to solve various societal problems.

The student's follow-up to this category of influencers also supports the various values of social citizenship such as peaceful coexistence and tolerance, which makes the student receptive to various social and cultural differences with others and keeps him away from introversion and societal isolation.

The results of this study are consistent with the results of the Arabawi Yamina study (2021), which showed that social influencers raise local social issues of concern to society and the citizen and contribute to the achievement of social citizenship. It also showed the extent to which the following audiences interact with the influencers by discussing the topics they propose.

**Second: The Economic Dimension**

**Table 06: Arithmetic Means, Standard Deviations, Relative Importance Index, and Contribution Level of the Responses of the Sample Members to the Items of the Economic Dimension.**

Rank	S.N	Paragraph	Arithmetic mean	Standard Deviation	Significance Index Relativity (RII)	Contribution level
1	13	Social influencers enhance my awareness of the value of tourism in increasing national income	4.52	0.485	0.90	High
2	15	Social influencers urge me to preserve the environment (e.g. promoting eco-friendly technology...)	4.30	2.55	0.86	High

3	23	Social influencers encourage me to consume national products	4.11	3.11	0.82	High
4	18	Social influencers urge good use of available resources	3.98	0.36	0.80	High
5	17	Social influencers enhance my awareness of the role of peace in achieving economic development	3.96	0.321	0.79	High-Medium
5	14	Social influencers push me to pay taxes	3.93	326.	0.79	High-Medium
7	20	Urges social influencers to respect private property	3.93	0.373	0.79	High-Medium
8	19	Encourages social influencers to respect public ownership	3.92	0.367	0.78	High-Medium
9	12	Social influencers encourage me to rationalize consumption and spending	3.92	0.372	0.78	High-Medium
10	22	Social influencers enhance my awareness of the importance of economic institutions on society	3.91	3.118	0.78	High-Medium
11	16	Social influencers encourage me to	3.67	0.375	0.73	High-Medium

		<b>respect and master work</b>				
<b>12</b>	<b>21</b>	<b>Social influencers encourage me to fight all forms of corruption (such as : bribery, extortion...)</b>	<b>3.60</b>	<b>.365</b>	<b>0.72</b>	<b>High-Medium</b>
<b>Sum of the arithmetic averages of the economic dimension</b>			<b>47.75</b>			
<b>Average Economic Dimension</b>			<b>3.98</b>	<b>0.79</b>	<b>0.80</b>	<b>High</b>

**Source: Prepared by the researchers based on the outputs of (spss v22)**

It appears from Table No. (06) that the arithmetic averages of the respondents' answers to the paragraphs of the "economic dimension" ranged between (3.60-4.52), the highest of which was for paragraph No. (13), which reads: Social influencers enhance my awareness of the value of tourism in increasing national income, at a high level of contribution, while the lowest was for paragraph (21), which reads: Social influencers encourage me to fight all forms of corruption (such as bribery, extortion...), at a high-moderate contribution level, and the arithmetic mean for the field as a whole was (3.98) at a high contribution level.

From the above, it is possible to monitor the great role that the follow-up of positive influencers can play in influencing the beliefs of their followers in general and secondary school students in particular. Through positive influencers, the student's awareness of the value of tourism and its importance in increasing national income is enhanced. The student also learns to make good use of available resources and rationalize consumption and spending. The follow-up of these influencers also supports and strengthens the beliefs of students towards encouraging the consumption of national products, and realizing the importance of national economic institutions to society, not to mention their ability to encourage individuals to fight various forms of corruption (bribery, extortion....), and enhance awareness of the importance of preserving public and private property to achieve economic development.

The results of this study are consistent with the results of the study of Qatash Khadija (2023), which indicated that social influencers have an effective role in promoting local tourism and achieving economic development in Algeria, and how the Algerian state benefits from their strong influence on the public

to support local tourism in Algeria and promote citizenship in its economic dimension.

**9-2-Findings related to the second question:**

Are there statistically significant differences ( $\alpha \leq 0.05$ ) in the beliefs of the high school students of Martyr Bouali Belkacem and Mazouzi Ibrahim about the role of social influencers in promoting citizenship in its social and economic dimensions according to the gender variable?

To answer this question, the Independent Samples T-test was applied to the study areas and the tool as a whole according to the gender variable, and Table (07) shows this.

**Table 07: Application of the “Independent Samples T-test” to the fields of study and the tool as a whole depending on the gender variable.**

Scope	Males		Females		T	sig	Levens Test To homogenize the contrast		
	Moderate arithmetic	deviation, perversion, variation Deviation	Moderate arithmetic	Deviance Standard			Sig	F	
Social Dimension	4.30	0.274	4.14	0.148	5,571 5.522	0.000 0.000	heterogeneity hypothesis heterogeneity hypothesis	0.053	3.778
Economy	4.23	0.411	4.09	328	2.867 2.857	0.005 0.005	Homogeneity Hypothesis Heterogeneity	0.681	0.170



							<b>Hypothesis</b>		
<b>Citizenship</b>	<b>4.26</b>	<b>0.279</b>	<b>4.11</b>	<b>0.184</b>	<b>4.846</b> <b>4.816</b>	<b>0.000</b> <b>0.000</b>	<b>Homogeneity Hypothesis</b>	<b>0.134</b>	<b>2.264</b>

**Source: Prepared by the researchers based on the outputs of (spss v22)**

From Table No. (07), we note that the result of the Levens test for homogeneity for variables (social dimension, economic dimension, citizenship) is supportive of the homogeneity hypothesis, where the level of significance reached (0.053 , 0.681, 0.134) respectively, which is greater than the level of significance 0.05 , from which the T test was relied on for the equality of means corresponding to the homogeneity hypothesis, and by reference also to the differences in averages test, it appears that there are statistically significant differences ( $\alpha \leq 0.05$ ) between the opinions of the sample members about the role of social influencers in enhancing the social dimension, the economic dimension and citizenship according to the gender variable, where the value of the level of statistical significance reached (0.000, 0.005, 0.000) respectively, which is less than the level of significance 0.05, and therefore all the values of (T) are statistically significant, and when reviewing the arithmetic averages, it was found that the differences are in favor of males.

The researchers attributed this to the different style of family upbringing in favor of males, as the masculinity of Algerian society in general and the Algerian East in particular gives males freedom compared to females to use social networking sites, follow up with social influencers and implement their proposals in the field.

In addition to the lack of awareness in Algerian society, especially of the role of females and their right to participate in charitable and voluntary community work and contribute to economic development, not to mention that the religious orientation of Algerian society in its moral framework limits the possibility of female participation in most social and economic work dueto the association of men. This reduces the possibility of females having positive

beliefs and attitudes like their male counterparts about the role of social influencers in promoting citizenship in its social and economic dimensions. All this leads to male students having positive beliefs and attitudes towards following social influencers who are active in society more than females.

#### **10. Conclusions and Suggestions:**

After analyzing and discussing the results, through the students' answers to the questionnaire questions, we reached the following conclusions:

- There are positive beliefs of the high school students of Martyr Bouali Belkacem and Mazouzi Ibrahim about the role of social influencers in promoting citizenship.
- There are positive beliefs of the students of the secondary schools of Martyr Bouali Belkacem and Mazouzi Ibrahim about the role of social influencers in enhancing the social dimension of citizenship.
- There are positive beliefs of the students of the secondary schools of Martyr Bouali Belkacem and Mazouzi Ibrahim about the role of social influencers in enhancing the economic dimension of citizenship.
- Male students in the secondary schools of Martyr Bouali Belkacem and Mazouzi Ibrahim believe that there is a role for social influencers in promoting citizenship more than females.
- Male students in the Martyr Bouali Belkacem and Mazouzi Ibrahim secondary schools believe that there is a role for social influencers in enhancing the social dimension of citizenship more than females.
- Male students in the secondary schools of Martyr Bouali Belkacem and Mazouzi Ibrahim believe that there is a role for social influencers in promoting citizenship more than females.

In light of the above conclusions, the study recommends the following:

- Educational institutions must exploit positive social influencers and their ability to influence and lead public opinion in promoting citizenship in its various dimensions.
- The need to provide a creative and incubating environment for all creative influencers and positive energies in various fields in order to develop societies and accelerate the pace of development.
- Paying more attention to the legal aspect of the activity of social influencers to protect the audiences that follow them (students, children...) from shadowing and deception and also to protect the influencers themselves.

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