The School Curriculum and Manifestations of Sports Fanaticism among Young People

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Abstract

The study aimed to reveal the manifestations of sports fanaticism among young people and the role of the school curriculum in this regard. The study adopted the descriptive approach. To conduct the study, a questionnaire tool was prepared and applied to the young group of secondary school students. The axes of the study tool were identified in the manifestations of sports fanaticism in the fields: personal, family, and social. The study presented a number of results, including:

• *The manifestations of sports fanaticism were numerous and in varying proportions.*

• *The study presented the role of the proposed school curriculum regarding the manifestations of sports fanaticism through the following elements: objectives, content, teaching methods and strategies, and activities.*

Keywords: *sports fanaticism, role of the school curriculum.*

Introduction

In recent times, sport has become one of the most important human activities. It benefits the individual and society whenever its goals and behavior are sound. It is not limited to a specific social class or age. It is an activity practiced by people at all ages because of its health, physical and mental benefits.

Almost every human society has some form of sport. Man has known it throughout his various eras and civilizations (Kishk & Ahmed, 201). Its benefits are no longer limited to the individual, but rather, as (Al-Tayyar) points out, it has become a social necessity to maintain the continuity and progress of society. The goals that society seeks to achieve are determined, and it is also one of the criteria for judging the behavior of societies and individuals.

With the expansion of sports in all its forms and types, individuals and societies take part in competitions. It expanded at great levels. This resulted in the multiplicity of clubs and sports teams, the expansion of the masses supporting sports, the diversity of methods of encouragement, and the emergence of what is called sports fanaticism.

Sports fanaticism is considered one of the obstacles to the development of sports, especially since it has gradually increased, to the point that sometimes sports matches have become like fatigue among clubs: not just an honest competition. Rather, according

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to what the facts in Saudi society show, because of sports fanaticism, it has affected the individual and the family, especially since its danger is reflected in the society's awareness, culture, and behavior (Al-Tayyar, 2016).

Al-Tayyar (2016) indicates that sports fanaticism is one of the obstacles to the development of Saudi sports. Rather, it has gradually increased until sports matches have become a form of blind fanaticism among clubs and not just an honest competition. Sports fanaticism has become one of the most serious problems that threaten social cohesion in some families. It is the basis of crowd violence, which results in many accidents and injuries among fans.

There is no doubt that sports fanaticism robs sports of its benefits and advantages, which expands sports violence and tampering with public and private interests. It causes disruption to society's security and values, and negatively affects the individual's relationship with his family and community.

Practicing sports is one of the activities that contribute to the sound upbringing of a teenager and investing his/her time in a way that benefits his/her body and health, especially since adolescence is one of the age stages in which sports fanaticism is likely to appear. Due to the characteristics and nature of this age stage, including vulnerability and anger, and because, as (Mukhaimar, 2000) and (Zahran, 2001) indicate, it is characterized by a love of curiosity, searching for stimuli, and building oneself.

With the growth of sporting inclinations and the increase in competition among sports teams, cheerleading, and sports fanaticism among young people, and the violence, sports riots that may accompany it, and bad effects affecting the individual and society, which requires the importance of knowing the manifestations of sports fanaticism among secondary school students. The study seeks to present the proposed role of the school curriculum regarding these manifestations. The current study aims to present the role of the school curriculum in dealing with manifestations of sports fanaticism among young people. In light of this, the study questions were determined as follows:

1- What are the manifestations of sports fanaticism among secondary school students?

2- What is the proposed role of the school curriculum regarding manifestations of sports fanaticism among secondary school students?

Objectives of the study

The current study aims to:

- Identifying the manifestations of sports fanaticism among secondary school students.

- Presenting the proposed role of the school curriculum regarding manifestations of sports fanaticism among secondary school students.

Study significance

The importance of the study can be highlighted as follows:

−   The danger of sports fanaticism and its negative effects on individuals and societies.

−   The researcher hopes that the current study will contribute to identifying the manifestations of sports fanaticism among secondary school students. Researchers and specialists can provide educational solutions.

−   Directing the attention of researchers to carry out studies and research related to the subject of the study.

−   Providing officials and educators of secondary school students with the manifestations of sports fanaticism and the educational roles regarding it.

Study limitations:

The study is limited to the following:

- Human limitation: The study was limited to the young group of secondary school students.

- Thematic limitation: The study addresses the following: Manifestations of sports fanaticism among secondary school students; the educational role regarding manifestations of sports fanaticism among secondary school students.

Sports fanaticism

An emotionally charged psychological tendency toward or against a particular player, team, or sports body. This tendency is often controlled by feeling and inclinations, not reason, and causes the fanatic to commit violent and hateful behavior, whether inside or outside the family (Al-Tayyar, 2016, p. 190).

Manifestations of sports fanaticism:

The refer to the bad behavior and attitudes issued by an individual against a player or sports team as a result of preferring another player or sports team, or giving a player or sports team priority over personal, family, or social rights and duties. This definition is used procedurally in this study. Through sports fanaticism in the personal, family, social spheres. This is done through the responses of the study members to the items of the questionnaire tool prepared by the researcher.

Methodology

Based on the nature of the research, the researcher used the descriptive approach. The study aims to identify the manifestations of sports fanaticism among secondary school students and provide the educational role in this regard.

- Study tool

The study used the questionnaire tool as a tool to collect the information necessary for this study. It is considered the most appropriate scientific research tool that achieves the objectives of the survey study to obtain information related to reality.

Theoretical background

The role of the school curriculum

With the multiplicity and diversity of tools and sources of education, the school curriculum comes to the forefront, due to its positive effects on the educational process. It is one of the most important elements of the educational process. The school curriculum is not only the textbook or what the teacher provides, but rather includes all the experiences and activities that the school provides to the students, inside and outside it, with the intention of helping them achieve comprehensive and integrated development. It leads to modifying their behavior, ensuring their interaction with their environment and society, and making them devise appropriate solutions to the problems they face. Hence, educators have recently paid special attention to the school curriculum due to its educational role in raising the generations of society. (Alkhalifa & Mutawa, 1436).

The roles of the school curriculum can be highlighted through the following:

- Educational goals and the nature of the learner. A secondary school student, for example, has inclinations and needs, and the school curriculum meets them, which contributes to achieving integrated and balanced development of his/her personality.

First: Content: The container contains educational experiences, facts, information, trends, values, and skills, with the aim of providing students with them, developing them, and giving them.

Second: Teaching methods: procedures and steps chosen by the teacher in advance and followed during the lesson with the aim of achieving the objectives of the subject.

With the multiplicity and diversity of teaching methods, the teacher should consider the following when choosing a teaching method:

- Academic, cultural and educational abilities.

- The method suitable for the age level of the students.

- The method should contribute to achieving all the desired objectives of the lesson.

- The method should be appropriate to the nature of the study material.

- Taking into account the capabilities, equipment, means and techniques available in the school.

- Taking into account the class in the school schedule.

Third: Activities and teaching techniques: These are the means and tools used in the lesson with the aim of conveying information to the student and increasing his experience.

It should be appropriate to suit the objectives of the lesson and suit the stage of the students and the time of the lesson.

Fourth: Educational activities: They are every effort undertaken by the student alone or with the participation of others inside or outside the classroom to contribute to achieving the objectives of the educational process. Activities are divided into two types, namely:

1- Curricular activity 2- Extracurricular activity.

The school curriculum should also diversify the fields of school activity and not be limited to one field or another. Among the fields of school activity are sports activity, cultural and scientific activity, social activity, artistic activity, professional activity, health activity, and journalistic activity. (Al-Bakr & Al-Mahous, 2001).

Fifth: Evaluation, which is the process of issuing judgments with the intention of clarifying the extent to which the objectives of the educational process have been achieved.

Sports fanaticism:

Al-Mayahi, (2014, p. 538) defines sports fanaticism as "an internal feeling that makes the fan see his team as the best, and this feeling appears in images, practices, and actions that are outside of normal taste, morals, and the law." Allawi (2004, p. 74) and Al-Atiq (2017) define it as "a prejudgment for or against an individual, group, or subject that may not be based on a logical basis or scientific fact and causes the individual to see or hear what he/she should see and hear and not see or hear what he/she does not like to see."

It is clear from the above that sports fanaticism is from an individual to another or to a group, just as it is from a group to an individual or to a group. Emotional aspects dominate it, and its manifestations are often characterized by a violation of morals and order. Al-Tayyar (2016) indicates that fanaticism is controlled by feelings and inclinations, not reason, resulting in a lot of quarrels and rows.

Indicators of sports fanaticism and its causes

Al-Atiq (2017) indicates that there are multiple indicators of sports fanaticism, including:

- Stress and psychological anxiety.

- Biased opinion and not accepting other opinions.

- Irritability.

- Lack of sportsmanship.

- Weak culture.

The causes of sports fanaticism include what is related to the sporting public, such as raising young people to be attached to a specific club and the lack of role models among athletes. Among them are what is related to the media, such as a lack of awareness of the importance of sports and its role in the life of the individual and society. Among the causes of sports fanaticism are what is related to sports entities, such as not performing their duties of awareness.

The role of the school curriculum towards sports fanaticism

The school curriculum can contribute and appreciate the educational role towards sports fanaticism through the following:

- Preventive role: This is through advocating and emphasizing adherence to high morals and etiquette, such as respect and love of providing goodness to others, as well as developing social values among students. It develops dialogue skills and values of tolerance between students and groups of society.

- The remedy role: by talking about the manifestations associated with sports fanaticism and providing ways to get rid of them, through cognitive and emotional methods, and activating the role of student counseling.

Previous studies

Al-Tayyar (2016) aimed to identify the causes related to sports fanaticism among secondary school students in the city of Riyadh and the solutions that should be followed to reduce its impact on family ties from the point of view of activity pioneers and physical education teachers in the secondary stage. The study adopted the descriptive analytical method. The study also used a tool questionnaire. The study reached results including, the most important reasons related to sports fanaticism related to the family were the weakness of the family's role in sports orientation and achieving its goals for the children. The results of the study also showed that sports fanaticism affects the family ties between the fanatical father as well as the son. The most important solutions were in knowing the causes that lead to sports fanaticism and cooperation between the family and the school in solving it. The study by Dayyabu and Musa (2016) also aimed to find out the causes of violence in competitive sports in Kano State and provide proposals to reduce this violence. The research also aimed to educate people about how to participate positively in sports and stay away from violence. It also aimed to draw attention to the dangers generated by violence. It used a questionnaire and an interview to collect data. The results indicated that 77% of the sample participated in sports. It concluded that a small number of individuals in the playing field is a major factor causing violence in competitive sports. Players and spectators who use drugs cause violence, making this the dominant factor causing violence in competitive sports. Organizational incompetence of sports managers is also a cause of violence in competitive sports. Spectators' interpretation of the rules of the game is another factor causing. Violence in competitive sports and unsportsmanlike behavior are other factors that cause violence in competitive sports. The research provides several recommendations, with regard to players, including that models should be provided to young athletes that are not characterized by aggression and violence, but rather have effective assertive behavior. Athletes who participate in acts of violence must be severely punished, in addition to the penalties imposed for acts of violence committed by players. The media can promote responsible behavior on the part

of fans by not glorifying acts of aggression. Al-Mayahi (2014) aimed to identify the level of sports fanaticism among students at the University of Baghdad and Al-Mustansiriya, and to identify the level of sports fanaticism among university students according to the sex variable (males/ Females) and according to the specialization variable (humanitarian/scientific). The study used a measure of sports fanaticism. The study concluded that the study sample had high sports fanaticism. Male students had more sports fanaticism than female students did. Male and female students in the humanities specialization were more sports fanatic than male and female students in the scientific specialization. Al-Mutairi (2011) also aimed to find out the characteristics and manifestations of sports fanaticism among students at Imam Muhammad bin Saud Islamic University. The study adopted a social survey approach with a questionnaire tool and a scale. The study concluded that the follow-up rate of students at Imam Muhammad bin Saud Islamic University reaches (87.6% of the students. The percentage of students' rejection of sports fanaticism reached (50.6%), and their percentage of sports fanaticism reached (1.83%). It indicates that sports fanaticism among the study population is at the level of an issue or problem and has not come to be a phenomenon.

Comment on previous studies:

It is clear from the presentation of previous studies that:

The current study used the descriptive approach, as in the study of (Al-Tayyar, 2016) and the study of (Al-Mayahi, 2014), while the study of (Al-Mutairi, 2011) used the social survey approach.

The current study used the questionnaire tool as in the study (Al-Tayyar, 2016), while the study (Al-Mayahi, 2014) used a scale, and the study (Al-Mutairi, 2011) used the scale in addition to the questionnaire. The questionnaire and interview tools were used in the study of Dayyabu and Musa (2016).

- The population of the current study is represented by secondary school students, as in the study of Al-Tayyar (2016) of all physical education teachers and leaders of school activities at the secondary level. In the studies of (Al-Mayahi, 2014) and (Al-Mutairi, 2011), it is represented by university level students.

The current study also benefited from previous studies by examining the study methodology, research tools, and statistical methods, and in interpreting the results of the current research. The current study addresses the role of the school curriculum towards manifestations of sports fanaticism.

- Study tool and procedures:

- Study tool:

The study used the questionnaire tool to collect the information necessary for this study, as it is considered the most appropriate scientific research tool that achieves the objectives of the survey study to obtain information related to reality.

The researcher designed the questionnaire according to the following steps:

- Reviewing educational literature and reviewing studies and research related to the subject of the study.

- The questionnaire tool consisted of three axes: sports fanaticism (personal, family and societal).

The response to the items was determined in the questionnaire (strongly agree - agree - not sure - disagree - strongly disagree).

- Validity of the tool:

To verify the validity of the study tool, we relied on verifying the validity of the arbitrators, as the scale was presented to a group of expert specialists in the field. The validity of the internal consistency of the study tool was also verified.

- Validity of arbitrators:

The study tool was presented to a number of arbitrators. They were asked to study the axes of the study tool and the items in each axis and express their opinions in terms of the extent to which each item relates to the axis, as well as its relation to the general goal of the study tool; the clarity of the wording of the items and their linguistic integrity. They were asked to suggest ways to improve them. The arbitrators' comments were taken into account by canceling some items and amending others. The questionnaire tool in its final form consisted of three axes, with twenty-seven statements.

- Internal consistency validity of the study tool: Correlation coefficients were calculated between the scores of each item of the scale and the total score of the scale. The correlation coefficients of the study tool items with the total score of the scale were positive and high. Statistically significant correlation coefficients at the significance level (0.01) indicates the homogeneity of the study tool. Among themselves and their consistency with each other.

- Validity of arbitrators:

The study tool was presented to a number of arbitrators. They were asked to study the tool's axes and the items in each axis and express their opinion in terms of the extent to which each statement relates to the axis, as well as its connection to the general goal of the study; the clarity of the wording of the items and their linguistic integrity. Their observations were taken into account. The questionnaire in its final form consists of three axes, with twenty-seven statements.

(b) Reliability of the study tool:

To ensure the reliability of the study tool, the Cronbach Alpha reliability coefficient was used, as the reliability coefficient reached 0.96, which is an acceptable value that confirms the reliability of the study tool.

• Statistical methods:

Based on the nature of the current study and the goals it seeks to achieve, the data were analyzed using the Statistical Package for the Social Sciences (SPSS) program, relying on the following statistical methods:

First: To verify the statistical properties of the study tools, we used:

1. Pearson Correlation Coefficient: To ensure the internal consistency of the study tool and its various dimensions.

2. Cronbach's Alpha reliability coefficient: to ensure the reliability of the study tool scores.

Second, to answer the study questions, we used:

1. Frequencies and Percentages. In describing the characteristics of the sample, frequencies, percentages, arithmetic means, and standard deviations were also used. Deviation was used in identifying the degree of manifestations of sports fanaticism.

2. One sample T-test.

Study results and their interpretation

First: The results of the answer to the first question and their explanations:

The first question of the current study states: "What are the manifestations of sports fanaticism among secondary school students?"

To answer this question, the frequencies and percentages of the responses of the individuals in the study sample to the statements of the sports fanaticism scale were calculated. Then the means and standard deviations of the total score for each statement were calculated to identify the level of sports fanaticism in the various fields. The results are shown in Table 1:

Table 1Level of sports fanaticism

M	The axis	Weighted average	Standard deviation	Level of fanaticism	Ranking
1	Personal sphere	2.33	1.37	Low	1
2	Family sphere	2.19	1.39	Low	3
3	Social sphere	2.31	1.40	Low	2
Overall average		2.27	1.38	Low	

- Results of the second question: What is the proposed role of the school curriculum towards manifestations of sports fanaticism among secondary school students?

To answer this question, the manifestations of sports fanaticism were identified and the degree of sports fanaticism among secondary school students was revealed. It came at a low score in all axes, which means the importance of the preventive role of the school curriculum towards manifestations of sports fanaticism. Therefore, the procedures for answering this question were as follows:

- Accessing studies and sources related to methods for presenting the educational role of the school curriculum regarding issues and topics.

- Referring to books and references on developmental science and the characteristics and requirements of secondary school students.

- Determining the goal of the role of the school curriculum towards manifestations of sports fanaticism, and defining this as the preventive role towards manifestations of sports fanaticism through the elements of the school curriculum (goals / content / teaching methods and strategies / activities) in an indirect manner.

- Preparing a list with the aim of revealing the proposed role of the school curriculum towards the areas of manifestations of sports fanaticism among secondary school students.

The elements of the proposed role have been identified as follows:

 Educational objectives.

 Educational content.

 Teaching methods and strategies.

 Educational activities.

Some specialists in the field of curricula and teaching methods judged it. The list of the proposed role of the school curriculum towards manifestations of sports fanaticism was presented to a number of arbitrators. They were asked to express their views on the elements of the proposed list and the extent to which the specifications relate to each element, and their connection to the objectives of the proposed role. Their views were taken into account. The arbitrators' observations, and arriving at the role of the school curriculum towards the areas of manifestations of sports fanaticism among secondary school students, are in Tables 2, 3, and 4:

Table 2 The role of the school curriculum towards manifestations of sports fanaticism in the personal sphere

Objectives The objectives should be characterized by:	Content	Teaching methods and strategies	Activities
Encouraging students to uphold the values of tolerance and acceptance of others	Texts and hadiths that indicate tolerance and acceptance of others in light of the teachings of Islam	Cooperative learning Dialogue beyond knowledge induction Discovery Problem Solving Self-education	Seminars Debates Projects Reports
Developing the values and etiquette of dialogue	Dialogue conversations and etiquette in Islam		
Commitment to the values and culture of society in dress and appearance	Dress etiquette in the Sunnah of the Prophet		
Encouraging openness to other cultures in accordance with Sharia requirements	Attitudes during the era of prophecy regarding benefiting from the experiences of others and the effects indicating the acceptance of what was useful from other civilizations and cultures		
Developing critical thinking skills	The prophetic warning against the approach of blind imitation		

Table 3 The role of the school curriculum towards manifestations of sports fanaticism in the family field

Objectives The objectives should be characterized by the following	Content	Teaching methods and strategies	Activities
Encouraging family ties	Rights of relatives and relatives	Cooperative learning	Seminars Research
Clarifying the rights and virtues of parents	Kinship and relatives		

Highlighting the rights of brothers and relatives	Brotherhood rights	Dialogue induction Discovery Reflective teaching Self-education	Holding family meetings Reports Training courses for single family members Family flyers
Developing skills in dealing with rights holders	Texts and phrases indicating connection and correspondence		
Promoting positive relationships within the family	The benefits and positives of love between family members		

Table 4 The role of the school curriculum towards manifestations of sports intolerance in the social field

Objectives The objectives should be characterized by the following:	Content	Teaching methods and strategies	Activities
Strengthening belonging to the community	Texts and studies indicating the importance of community belonging	Cooperative learning induction Survey Discovery Problem Solving Multiple Intelligences	Seminars Projects Interviews Issuing school magazines. School radio.
Development of citizenship rights	Citizenship - rights - and duties		
Highlighting the importance of preserving public property	Societal rules in dealing with public interests		
Developing community service skills	Effects on the virtue of providing favor and public benefit		
Instilling the values of social solidarity	Positive and psychological benefits in manifestations of collective solidarity		

In light of the results of the current study, the researcher recommends the following:

- Increasing students' awareness of the dangers and harms of sports fanaticism.

- Designing courses and workshops to educate families about the dangers of sports fanaticism.

- Secondary school curricula include some values and skills to prevent sports fanaticism.

- Designing an enrichment unit in light of the role of the proposed school curriculum that the study concluded.

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