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## *The Impact of Physical Education on Civic Competencies A Bibliometric Review*

*[Impacto de la Educación Física en las competencias ciudadanas: Una revisión bibliométrica]*

*[Impacto da Educação Física nas habilidades de cidadania: uma revisão bibliométrica]*

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### **ABSTRACT**

**Introduction:** This paper derives from broader research at UMECIT University, in Panama. This paper deals with the civic competencies in the educational process of Physical Education.

**Aim:** To analyze the impact of Physical Education, through a systematic bibliographical review, in the development of students' civic skills, based on everyday processes that enhance social and emotional skills, healthy habits and a responsible attitude in the field of play, classroom class and other social contexts.



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**Materials and methods:** Qualitative method and design systemic bibliometric review, using search protocols and heuristic phases.

**Results:** The main findings show that Physical Education is helpful too to encourage respect, tolerance, responsibility, and solidarity, among others, in addition to developing skills like communication, empathy, and collaboration.

**Conclusions:** Physical Education can contribute to the development of civic competencies at school, and promote civic values, social skills, health, well-being, inclusion, and diversity. It also is associated with pedagogic, ludic, and didactic strategies, which must be part of the Physical Education teachers' practices, not only to seek physical performance but also to be relevant citizens within a community where their social skills and civic competencies are practiced.

**Keywords:** civic competencies, strategies pedagogic, Physical Education, values, social

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## **RESUMEN**

**Introducción:** este artículo surge como producto de una investigación científica de la universidad UMECIT de Panamá la cual gira en torno a las competencias ciudadanas en el proceso formativo, de la Educación Física.

**Objetivo:** analizar el impacto de la Educación Física, mediante una revisión bibliográfica sistemática, en el desarrollo de competencias ciudadanas de los estudiantes, a partir de procesos cotidianos que potencian habilidades sociales y emocionales, hábitos saludables y una actitud responsable en el campo de juego, aula de clase y demás contextos sociales.

**Materiales y métodos:** método cualitativo y diseño revisión bibliométrica sistémica, por medio de protocolos de búsqueda y fases heurísticas.

**Resultados:** los principales hallazgos demuestran que la Educación Física es utilizada como una herramienta para fomentar valores como el respeto, la tolerancia, la responsabilidad y la solidaridad, entre otros, además de ayudar a desarrollar habilidades sociales importantes como la comunicación, la empatía y la colaboración.

**Conclusiones:** la Educación Física puede contribuir a desarrollar competencias



ciudadanas en la escuela al fomentar valores cívicos, habilidades sociales, la salud y el bienestar, inclusión y diversidad además de las estrategias pedagógicas, lúdicas y didácticas deben hacer parte de las prácticas de los docentes de Educación Física no sólo para buscar rendimiento físico, sino para reconocerse como ciudadano y como parte de una comunidad a la que debe aportar sus habilidades sociales y competencias ciudadanas.

**Palabras clave:** competencias ciudadanas, estrategias pedagógicas, Educación Física, valores, social.

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## RESUMO

**Introdução:** este artigo surge como produto de uma investigação científica da Universidade UMECIT do Panamá que gira em torno das competências cidadãs no processo formativo da Educação Física.

**Objetivo:** analisar o impacto da Educação Física, por meio de revisão bibliográfica sistemática, no desenvolvimento de habilidades cidadãs dos alunos, a partir de processos cotidianos que potencializem habilidades socioemocionais, hábitos saudáveis e postura responsável no campo de jogo, sala de aula e outros contextos sociais.

**Materiais e métodos:** método qualitativo e desenho de revisão bibliométrica sistêmica, por meio de protocolos de busca e fases heurísticas.

**Resultados:** os principais achados mostram que a Educação Física é utilizada como ferramenta para promover valores como respeito, tolerância, responsabilidade e solidariedade, entre outros, além de auxiliar no desenvolvimento de importantes habilidades sociais como comunicação, empatia e autoestima .colaboração.

**Conclusões:** a Educação Física pode contribuir para o desenvolvimento de competências cidadãs na escola ao promover valores cívicos, habilidades sociais, saúde e bem-estar, inclusão e diversidade, assim como estratégias pedagógicas, lúdicas e didáticas devem fazer parte das práticas dos professores de Educação Física não apenas para buscar o desempenho físico, mas para se reconhecer como cidadão e como parte de uma comunidade para a qual devem contribuir com suas habilidades sociais e cívicas.



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**Palavras-chave:** competências cidadãs, estratégias pedagógicas, Educação Física, valores, social.

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## INTRODUCTION

This systematic review deals with a Physical Education perspective as a discipline that promotes the comprehensive development of students through body activity and sports. It not only offers benefits to physiological health, it also may contribute to the development of social and emotional skills necessary for competent citizens (Boneth *et al.*, 2022; Bernate *et al.*, 2019).

In that sense, Physical Education could be an area of knowledge that promotes civic competencies, which are understood as a set of skills, knowledge, and values so that individuals can be an effective part of society. These competencies include respect for human rights, the prevalence of dialogue and mediation, the capacity to make informed decisions, commitment to social justice, and active engagement in democratic life (Urrea *et al.*, 2019).

The contributions of some authors to Physical Education and civic competencies were included later, emphasizing their incidence in promoting values like cooperation, respect, tolerance, and solidarity. There is also a clear need of including these competencies through pedagogic strategies that help achieve this objective.

Accordingly, the Ministry of Education in Colombia demands strong contributions from Physical Education to favor the development of essential values of peaceful coexistence and active participation in democratic life using didactics and pedagogy that engage critical reflection and collaborative work, which are needed for social evolution and progress. This statement matches the findings of Hernández *et al.* (2018); Bernate *et al.* (2020); Bernate *et al.* (2021); Vera *et al.* (2022) who stressed that this discipline contributes to the formation of competent citizens by managing social and emotional skills that emphasize communication, empathy, cooperation, and teamwork.



Along the same line, this paper highlights different referents of Physical Education (PE) as the proper academic space for personal growth resulting from self-esteem, emotional control, and resilience processes. These skills are essential for citizens to mediate their interactions effectively, coping assertively with decision-making and the current challenges in every stage of the life cycle.

Physical Education, as part of a broad range of activities, is critical for comprehensive people education; its contribution in terms of civic competencies is evident through the promotion of values and attitudes that strengthen human and social development. Likewise, different perspectives help link, analyze, and manage healthy habits, physical and sports culture, teamwork, assistance processes, stress prevention, and management, among other situations resulting from social settings (Velasco *et al.*, 2021; Bernate *et al.*, 2020).

One of the sources of this paper is Zambrano (2018), who noted that PE has a positive impact on the formation of active and responsible citizens by encouraging health habits and respect for the human body. It leads to a more dynamic development of physical, emotional, and social well-being, as well as the promotion of equity, tolerance, and cooperation among individuals.

Betancourt *et al.* (2020) said that this discipline is a critical tool for the formation of physical and sports culture. According to the authors, not only it contributes to physical development, but it also strengthens the feeling of belonging to a community, social integration, and the observation of standards that foster collective values.

Chaux *et al.* (2012) stated the importance of Physical Education in the formation of critical citizens, capable of analyzing and understanding the social and cultural reality they live in. It can be explained by the fact that the constant reflection on sports and physical practices is based on understanding and creating a relationship with the society and culture in which people live.



Arango (2018) said that this area of knowledge encourages teamwork and solidarity. According to the author, sports practice is an opportunity to develop social and emotional skills, such as empathy, communication, leadership, and collaboration, all related to assertive performance in people's lives.

Moreover, this discipline also focuses on the development of motor skills, knowledge of the body, and the adoption of healthy habits, but its relevance goes beyond physiology. It has been demonstrated in studies that it shows a significant impact on the acquisition of civic competencies, including skills and attitudes that permit individuals to build a more active society seeking common well-being (Fonseca *et al.*, 2019).

One of these studies was published by Evangelino *et al.* (2016), who said that PE may contribute to developing social and civic competency, understood as the capacity to live with other people in a socially diverse setting and participate in community life, provide a more favorable scenario for students to develop social skills like communication, collaboration, and reciprocal respect. Teamwork and participation in sports and recreational activities encourage students to interact and address issues effectively, becoming active citizens committed to their community.

PE could also contribute to the development of an emotional competency, defined as the capacity to identify and manage self-emotions and those of others. Coy *et al.* (2009) noted that this area of knowledge opens safe and structured settings so that students experience different emotions and learn to manage them. Participating in physical activities makes students experience the satisfaction of achieving goals, thus strengthening their self-esteem and improving their emotional well-being. It will necessarily produce critical and committed citizens who can express their opinions and emotions assertively.

Likewise, PE contributes to civic and ethical competency, understood as the capacity to comprehend and act responsibly within a society. Fonseca *et al.* (2022) said that PE may offer a suitable setting for students to develop respect, honesty, and responsibility, with their participation in sports and recreational activities that foster respect for the rules



and performances in terms of integrity, making them ethical and committed citizens in their communities. Additionally, PE can provide a setting that helps students think about social values and ethical dilemmas, thus being capable of developing critical and ethical thinking.

Another contribution tackles knowledge and the interaction with the physical and natural world, seen as the capacity to understand and act responsibly to the environment. Cañón and Villareal (2022), and Bernate (2022) said that PE may provide a context for students to learn about the human body and the effects of physical activity on cognitive and social development in humans.

Finally, Physical Education has a significant impact on the development of civic competencies of students, since they refer to skills, values, and attitudes that permit individuals to recognize one another actively in society to exercise their rights and fulfill their duties as responsible citizens.

Some of the civic competencies will be described below, in which PE may have a strong influence, according to Fonseca *et al.* (2022); Palacio and Acebes (2022), and Bernate (2021).

- **Teamwork:** The execution of group sports activities could help students develop teamwork skills, such as effective communication, collaboration, leadership, and the solution of conflicts, which are essential life skills for life, where cooperation and peaceful coexistence are critical.
- **Empathy:** To experience the challenges and limitations of others when playing team sports makes students understand the relevance of supporting and cheering their peers following the respect for diversity and individual differences. Understanding that through the different contexts, individuals are in permanent contact with success and failure, creating the necessity of some sensitivity to self-emotional processes and those from others.
- **Healthy habits:** Physical activity and healthy life are two closely-related aspects, and therefore influence citizenship construction, particularly the effectiveness of





the health system in certain societies, with a historically high cost on the public budget. In that sense, citizen consciousness becomes stronger before the need to optimize human, economic, and technological resources. In that sense, students who engage in sports activities show their physical and mental health, with a more productive interaction in society, and better democratic and participatory outcomes.

- Responsibility: Students who enroll in physical activity, either collectively or individually, tend to develop a leadership attitude that encourages commitment toward their own process and that of the team. It makes a more dynamic decision-making process, both in the field and in life.

In schools, the impact is also significant, as Physical Education makes a gradual and daily construction of socialization processes that will somehow influence the construction of citizenship. Some of these benefits are detailed below: Cater *et al.* (2022); Bernate *et al.* (2021).

In the PE lessons, the students have the chance of interacting with their peers, who have, in most cases, different physical skills, gender, culture, or ethnic origin. This situation teaches them to praise diversity and to understand that the recognition of differences is an essential part of the social fabric framed in human rights and democracy, with a wide development of civic competencies.

As said previously, the PE lessons call on students to have the opportunity of running a group from different angles, teaching them the capacity of motivating and guiding others, make decisions, and address conflicts. Moreover, it encourages active participation in the school community, which might produce a greater feeling of belonging, observation of rules, and fair competition.

Overall, PE, is a relevant tool for civic competencies in various settings, making the topic of citizenship necessary for the articulation of these benefits at the sports, competitive, and cognitive levels, seen as a robust strategy for the formation of citizens committed to proper local community growth.



The methodology used in this research is qualitative, with a systemic bibliographic review design. It is a detailed, selective, and critical study that integrates essential information into a single and whole perspective whose purpose is to examine the literature published and give it an analytical perspective in relation to the conceptual and epistemological referents. Besides, there are categories associated with the heuristic development phase, with an operational perspective, according to the follow-up dynamic and strategy, as well as the observation of different academic sources selected and applied. This phase included a guide to place the steps and actions of the individual category and analytical matrix, which uses search and review protocols of information sources according to a category-based model.

The first protocol consisted of five aspects: i) the language in which the information was written; ii) the timeline; iii) keywords; iv) related papers; v) study methodology. In turn, the second protocol consisted of four elements:

i) Review criteria; ii) exclusion criteria (based on the problem and the interests of the research team); iii) the inclusion criteria in the relevant topics for this research; iv) data-mining strategy. Table 1 shows the heuristic phase guide, with direct aspects of the application.

#### *A. Search protocol of information sources*

Language: Spanish.

Timeline: 2015-2022.

Keywords:

Individual: Competencies, citizenship, education, classroom, therapeutic, formation, development, interaction, individual, action, motor, body, infancy, strategies, pedagogy, physical, didactic.



Combination: Civic competencies and psycho-motor development, Physical Education emotions, civic competencies in the Physical Education lesson, development of coexistence in Initial Civic education, and influence on the socio-motor development in children, and social skills.

### *Information resources*

i) Database *Web of Science, Scopus, SportDiscus, and PubMed*; ii) electronic indexed journals (Physical Education); iii) master's and doctor's theses in *Google scholar* repositories. Formation strategies, and database use training for research.

Search i) Term search, limiting the search to previous results; ii) boolean search (simple and by equations); iii) review of personal and expert pages; iv) citations review and bibliographic references.

### *B. Review protocol for information sources*

#### Review norms

To explore the existence of similar research studies, the research problem, aims, and authors. Context-based successive events Papers published in indexed journals and scientific magazines. To read the abstract or introduction as a preliminary inclusion or exclusion strategy.

#### Exclusion criteria

Publications not related to the particular object of study, like civic competencies in settings outside education; publications not published in indexed scientific journals, databases, and referenced as non-research. Publications outside the line of work and succession of events related to the research.

#### Inclusion criteria

#### Adjusted keywords



Approach to the research design, research problematic, methodology, and concept referents.

Studies outside the line of work and succession of events related to the research.

### *C. Evaluation of findings*

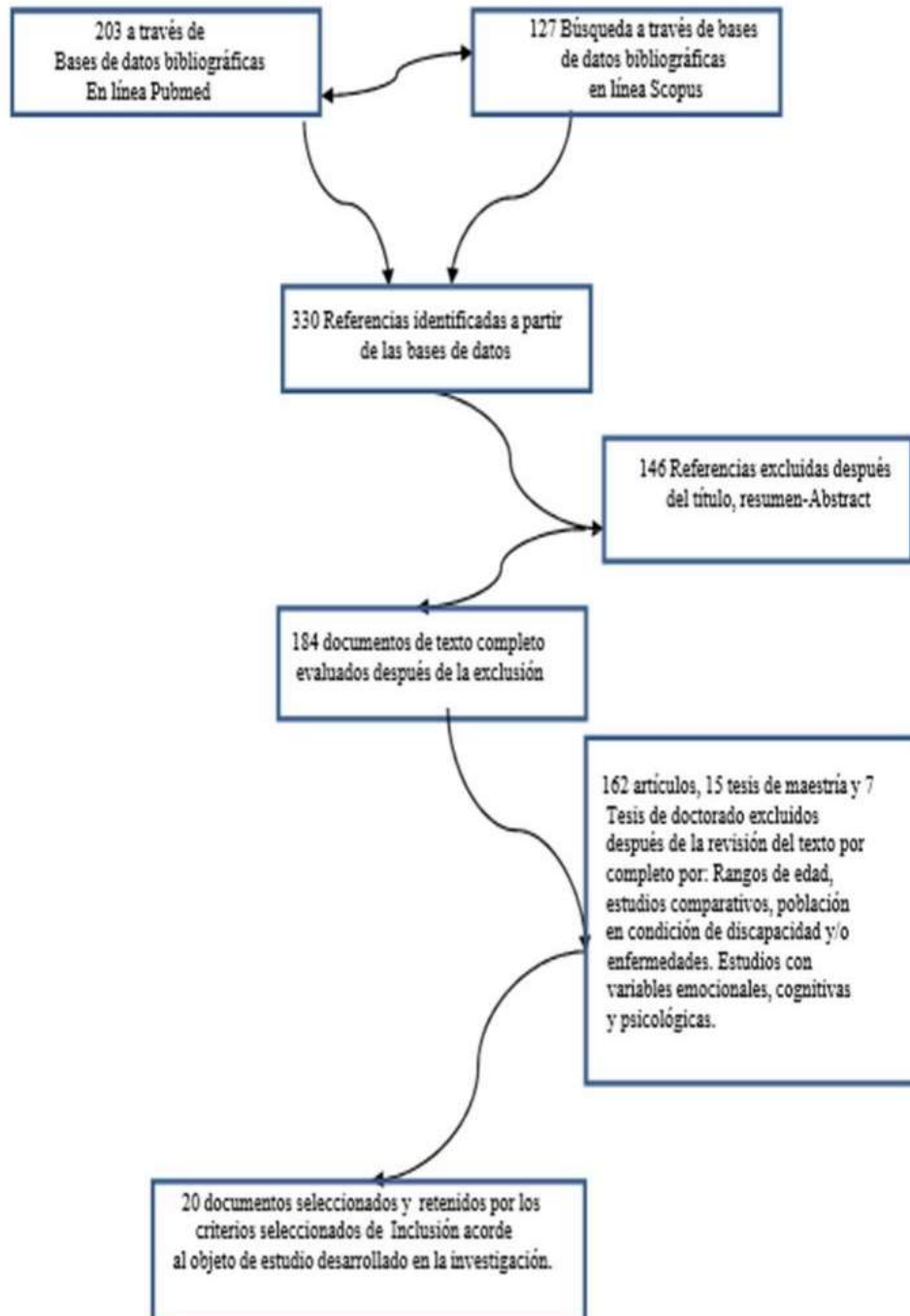
The protocol used to review the sources of information was based on a data collection matrix containing the inclusion criteria for this research. Below is the format structure for documentary analysis, with the most significant topics of the publication, publication date, contributors, measures or aims, design, sample and instruments, and contributions.

The objective of this article focuses on analyzing the impact of Physical Education, in the development of citizenship skills of students, through a systematic bibliographic review, and from daily processes that enhance social and emotional skills, healthy habits and a responsible attitude. on the playing field, classroom and other social contexts.

## **DEVELOPMENT**

### *Study selection*

Following the initial search, 203 results were analyzed, in addition to other 127 studies identified in their references or by other sources, totaling 303 after rejecting the duplicate papers. Upon screening, 14 papers were rejected, considering that their scope was not in the direction of civic competencies, and Physical Education as an area of knowledge associated with syllabi at different educational levels. Of the remaining papers, 146 were rejected after reading the abstract. Consequently, 184 academic products were reviewed for exclusion (Figure 1), of which 20 documents matched the criteria expected.



*Fig. 1. - Flowchart*



*Table 1. - Analytical bibliographic matrix*

AUTHOR/TITLE	MEASURES / OBJECTIVE	DESIGN	SAMPLE/INSTRUMENT	CONTRIBUTIONS
Córdova (2015) Civic competences from Physical Education classes at the faculty of Education - UNCP	Develop and strengthen citizenship skills from Physical Education classes with teachers from the faculty of Education.	Qualitative	Student population Field diaries, conversations, workshops, registration forms.	It can be seen in the results of the intervention that the teaching and student community has no interest in developing citizenship skills.
Bernate et al., (2019) Civic competences in school Physical Education	Characterize the civic competences, oriented to the social skills from the Physical Education class	Quantitative	242 sixth and eighth grade students 121 sixth grade students and 121 eighth grade students for a total of 242, of which 118 are male and 124 are female SPSS Software.	The necessary tools are provided to be able to plan appropriate activities for the needs of the students, through observation and adequate analysis.
Rueda and Dorado (2022) Physical Activity as a Pedagogical Strategy to strengthen Social Interaction Skills and San Juan de Pasto	Identify and strengthen interaction skills social	Quantitative	Ninth semester students of the Physical Education Degree program surveys	From the research, it is evident that with the strategies implemented, the interaction of social skills through physical activity changed.
Prada (2021) Citizenship skills in Physical Education class.	Identify the level of appropriation and implementation of the skills female citizens either fundamental proposals in he curriculum of the Republic Dominican.	Quantitative	school students , It was carried out through interviews.	It was evidenced that teachers contribute to the training in Fundamental Competences through the development of activities.
La Rosa and Alburqueque (2019) Physical activities in the social skills of the students of the Faculty of Health Sciences	Determine the Influence of Physical Activities on Social Skills	Quantitative	Forty students (12 men and 28 women) Twenty students (5 men and 15 women) and Nursing Twenty students (7 men and 13 women Questionnaire and Test	It was evidenced from the results that not many of the people involved in the study are empathetic towards the strengthening of social skills.
Neira and Fontecha (2018) Didactic proposal aimed at strengthening citizen skills, coexistence and peace in the Physical Education class	Determine the results of the application process of a didactic proposal aimed at strengthening citizen skills, coexistence and peace in the Physical Education class.	Quantitative	With thirty-six students of which are (17) boys and (19) girls belonging to the IED The age range of these second grade students ranges between 7 or 8 years Survey and Observation Sheet	The process showed that activities that articulate citizen competencies are successfully received and well implemented.
Ventura et al., (2018) Physical Education and	Improve disinhibition in the Primary	Qualitative	Students of primary school, observation script and field diaries	It is evident that, from the performance of



social relations in primary education.	classroom through play,			various cooperative work activities, social and behavioral skills are strengthened in the community environment.
La Rosa et al., (2021) Influence of physical activities on social skills	Understand that in recent years globalization has affected our society, in the future we need a certain type of men and women who have the ability to make decisions, have teamwork, resolve conflicts, adapt to changes, control their emotions and know Communicate your feelings needs.	Intervention	This sample consisted of 265 students. The instruments used were Goldstein's Social Skills Checklist adapted and standardized by Ambrosio	It is appreciated that social skills are very useful tools in everyday life, thanks to them people have improved their ability to interact with each other and meet their needs.
Martínez (2019) Physical Education as an element for improving social and civic competence.	It develops the results of an action-investigation that sought to improve the social and civic competence of the students, and thereby promote the prevention and peaceful resolution of conflicts. To achieve this transformation in favor of a good coexistence.	Qualitative	The sample consisted of 24 students, 13 girls (54%) and 112 boys (46%). They were between 10 and 11 years old.	It includes a significant response tending to ignore the conflict or to avoid it in situations in which the student gave in to a problem when, after establishing a dialogue, he renounces his interest to avoid a confrontation.
Bernate et al., (2020) Comparison of citizenship competencies in Physical Education Bachelor's students	To compare the civic competences in students of Bachelor of Physical Education in the University Corporation "Minuto de Dios" of the first and last semester.	Quantitative and descriptive scope.	The incidental sample consisted of 450 first and last semester students. The questionnaire was applied to measure citizenship competencies in university students, which is made up of five variables to evaluate actions (three items), emotions (nine items), empathy (seven items), environment (seven items) and critical thinking (three items) . ) with a Cronbach's alpha of 0.73 for the full scale.	In the article, it can be seen that citizen competences are linked to various ways of interpreting and valuing a sense of citizen action in relation to participation in a constructive and social way.
Bernate et al., (2020) Analysis of citizenship competencies in	To analyze the citizenship competencies in university students from the	Quantitative	Bernate et al., (2020) Analysis of citizenship competencies in Physical Education Bachelor's students.	To analyze the citizenship competencies in university students from the



Physical Education Bachelor's students.	UNIMINUTO headquarters, of the Degree in Physical Education, Recreation and Sport, Bogotá city, Colombia.			UNIMINUTO headquarters, of the Degree in Physical Education, Recreation and Sport, Bogotá city, Colombia.
Panadero et al., (2016) Initial evaluation in 6th grade of primary school of social skills and didactic proposal for intervention in school Physical Education.	Striving social skills entails a process of acquisition throughout the years of compulsory schooling. The Physical Education curricular area can be a valuable context in which to develop them.	Qualitative	Panadero et al., (2016) Initial evaluation in 6th grade of primary school of social skills and didactic proposal for intervention in school Physical Education.	Striving social skills entails a process of acquisition throughout the years of compulsory schooling. The Physical Education curricular area can be a valuable context in which to develop them.
Córdova (2018) Civic competences from Physical Education classes in the Faculties of Education.	Develop and strengthen citizenship skills from Physical Education classes with teachers from the Faculty of Education.	Qualitative	Córdova (2018) Civic competences from Physical Education classes in the Faculties of Education.	Develop and strengthen citizenship skills from Physical Education classes with teachers from the Faculty of Education.
Peris et al., (2015) Multiple case study with life stories in the early childhood education grade: Service-learning in the didactics of Physical Education.	Systematize a study on the application of Service-Learning (APS) in the area of Physical Education of the Early Childhood Education Teacher's Degree	Qualitative	The participants in the study are four students of the subject MI 1019 of	Peris et al., (2015) Multiple case study with life stories in the early childhood education grade: Service-learning in the didactics of Physical Education.
Alonso et al., (2015) Analysis of the LOMCE regional curricula for Physical Education in Primary Education.	To analyze the differences between the Physical Education (PE) curricula in Primary Education (EP) of all the Spanish Autonomous Communities (CCAA).	Qualitative	Documentary analysis was used as a tool for obtaining qualitative information.	It is possible to conclude the main inequalities occur in the presentation of the contents, highlighting the diversity of blocks, their nomenclature and the different sequencing elaborated.
Santurio and Fernández (2016) Hybridization of Sports Education and Personal and Social Responsibility models: an experience through an educational	Present a practical experience of hybridization of two pedagogical models, Sports Education and Personal and Social Responsibility, through a novel content:	Intervention	Santurio and Fernández (2016) Hybridization of Sports Education and Personal and Social Responsibility models: an experience through an educational kickboxing program.	Present a practical experience of hybridization of two pedagogical models, Sports Education and Personal and Social Responsibility, through a novel content: educational kickboxing (without contact)





kickboxing program.	educational kickboxing (without contact)			
Eirin (2018). Learning communities as a professional development strategy for Physical Education teachers.	Describe an investigation on the improvement of the training and professional performance of teachers, when they constitute a learning community.	qualitative	23 university professors	Provide knowledge about training and professional performance
Zamorano et al., (2018) Emotions generated by different types of games in Physical Education class.	To delve into the knowledge of the emotions generated through the practice of various types of games, through the implementation of a proposal designed for this purpose.	Quantitative	The participants have been a total of 50 students of the sixth year of Primary Education.	It is concluded that through adequate stimuli such as activities in infants, there is a great similarity between the use of cooperative games and popular cooperative games.
Mardones (2016) Multivariate modal typologies in social skills within the framework of effective personality in Chilean and Spanish secondary education educational contexts.	Obtain the psychometric characteristics of the HHSS1118 Social Skills Scale in the population of Chilean and Spanish students, analyze the significant differences in the level of development of social skills based on gender, age and country, define typologies of social skills based on the results obtained and enrich these results with the dimensions of Effective Personality in both populations.	Intervention	a sample of 1833 Chilean and Spanish students between 12 and 18 years old	It is possible to conclude that the differences are attributed to the persistent roles, stereotypes and differential values associated with each gender.
Villera and Lobo (2017) Citizenship competencies in the school environment of the Buenos Aires de Montería Córdoba Educational Institution.	Identify the place of citizenship competencies in the various school environments and the strategies with which they are developed in the Buenos Aires Educational Institution,	qualitative	a group from each of the grades in the basic secondary and middle levels and their tenured teachers, covering the different areas of the curriculum.	The investigation yields a favorable result, as it helps to reinforce knowledge.



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*Source: Made by the authors (2023).*

Without a doubt, the construction of citizen values engages everyone, and education is thought of as one of the pillars to make assertive coexistence possible and peaceful, as described by Arribas *et al.* (2016) "Physical Education aims to develop physico-motor, hygiene, society, psychology, and morality." (p. 34). The opening of more physical and academic spaces in schools and universities so that students get quality education would keep students from poverty and poorly assertive interactions that might, otherwise, result in all types of acts of violence and aggression. This way, new opportunities are available for cooperation and solidarity, to live in a peaceful society.

This bibliometric review shows that the national government has been passing laws and norms in favor of these civic constructs. At the same time, it has defined tools for social equity from the educational setting, which can be seen in this paper to enforce the new norms to make Physical Education the basic discipline for comprehensive student education, which according to Mardones (2013) "That a person reaches the condition of citizen and behaves like that has been one of the ends of education to provide development and strengthening of a democratic society" (p. 23).

In that sense, efforts are made to link the syllabus with the greatest extent of Physical Education, so it can be considered the transversal and articulating axis of all other disciplines in the teaching-learning process. MEN (1994) said that "this area promotes human and social development; it is part of an educational project that favors human dignity" (par. 5), but it must also encourage children and adolescents to maximize their learning and be competent in dynamizing the reality they interact with every day, working collectively for the benefit of every citizen.

As to the rules and norms established, for years it has improved processes due to the higher relevance given to Physical Education not only in body processes but also cognitive processes that generate greater consciousness of themselves and the responsibility as citizens that build peaceful interactions that result from the acquisition of competencies. Alvarado and Carreño (2007) defined that "citizen means to have a



feeling of belonging to a political community and secondly, to obtain recognition from that community they belong to" (p. 43).

Physical Education has been slowly included in the plans for development, working along with local teachers, academics, and professionals in other areas of knowledge to consolidate some basic standards that help students acquire communicative, mathematical, and investigative skills to cope with the demands of modern society. But the most significant thing is to embrace competencies that contribute to their rights and duties as citizens, as noted by Gutiérrez (2017) "the development or impact generated by Physical Education activities on a child's motor development should be analyzed at an early age" (p. 39).

Although in past centuries the government referred to physical activity mainly as a way to prepare students for war, because of the different conflicts the nation was involved in, more recently, civic education has become a necessity in all areas of knowledge. Coy *et al.* (2009) have said that "social skills are useful tools in daily life. Thanks to them people have improved their capacities to interact and meet their needs" (p. 27).

PE is one of the disciplines that has had to earn a place in the area of knowledge. Through the years, as proven in the historic background, these professionals found support from authorities in enacting and enforcing legal and academic mechanisms that produced reflexive processes about the relevance of Physical Education for the development of motor skills and body development, but also in establishing a new life project, which was mentioned by Zamorano *et al.* (2018), who said that "in a competency-based approach, the inclusion of the emotional competency directed to the set of knowledge, capacities, skills, and attitudes needed to understand, express, and regulate emotional phenomena appropriately" (p. 24).

Accordingly, this bibliometric review confirms that legislation regards the educational setting as critical for social development, in the same way arithmetic helps solve mathematical problems, language contributes to students' communication. Hence PE embraces the idea of developing specific competencies to exercise civics, as claimed by



Panadero *et al.* (2016), who said that "working on social skills leads to an acquisition through years of compulsory education. The Physical Education curriculum could be a valuable context for their development" (p. 21). Schools and universities are favored settings that teach how to live with others in harmony and collectively, making every person different through their everyday interaction with other humans.

However, PE, as said in previous paragraphs, has been partially undermined, according to Villera and Lobo (2017), who stated that "the classroom is also the place for exchanging emotions and empathy, as the capacity to feel what others feel or at least, feel something compatible with what others may be feeling" (p. 31).

The previous depends on the vision or better approach with more connections to the body and competitiveness in some sports, believing that the humanizing, axiological, and civic aspect come in spontaneously, without generating reflexive and specific processes using tools that encourage the construction of civics, capable of solving conflicts assertively, and creating social dynamics within respect, matching the arguments of Córdova (2018):

The development of Physical Education lessons is characterized by the utilization of sports fields, natural environments, games, and competing activities, where the theory is implicit and practical situations are promoted, which strengthen civic competencies in agreement with stronger motor competencies (p. 67)

Consequently, civic construction is not just a matter of governments or legislation, a specific area of knowledge, or schools or families. It is teamwork that involves many sectors of society, and institutions can contribute with sound dialogue among the main actors of the process, as suggested by Capella *et al.* (2014) "In every teaching-learning process, the teacher-student communication is critical, so any improvements carried out in this direction is worthwhile" (p. 48).



Civic competencies are part of human rights, they are fundamental tools so that individuals can enjoy such rights, defend them and promote them, in real-life situations, particularly when these rights may be violated by human actions. Accordingly, Urrea et al. (2018) referred to the need for "programs that orient, or promote coexistence and health through personal hygiene and physical activity, the acceptance of our own bodies, cooperation, the promotion of values that oppose discrimination and the competitive trends" (p.34).

Under these circumstances, civic competencies are regarded as skills and knowledge needed for sound coexistence, democratic participation, and respect for difference. All these premises should be a paradigm for educational institutions at all levels, and of course, in Physical Education, especially when its ludic component draws the attention of students, as noted by Córdova (2015):

A game is a spontaneous activity that provides pleasure and has no particular usefulness. It follows an order by rules, which is the main activity of life. It is also creation, tolerance, respect, commitment, and teaching that permit the acquisition of democratic values (par. 3).

The previous can be inserted in skill and knowledge development, which construct several types of principles where human rights rest. Hence, their meaning and sense can be understood and be part of the class and family environments in their daily lives, work, and other related contexts. It is not only important to know them but also implement them, as stated in the 1991 Political Constitution in Colombia: "Human rights are the main goal of education. Civic competencies are a collective opportunity to start a school project with effective tools to turn this project into a palpable daily reality" (par. 1).

The vision of Physical Education in relation to civic competencies through academic or sports initiation programs shows the need of stating new educational paradigms that introduce different models from the traditional pedagogy, which provide more importance to teaching other areas of knowledge as one-way communication and



exclusive management of learning by the teachers. This documentary review of the work of different contributors suggests a procedure that relies on historical and current rationales, as recognized by Bernate and Fonseca (2023):

The Physical Education lesson should implement a constructivist model that trains students to create more elaborate thoughts and knowledge through significant learning and offer them education critically, the capacity to make decisions and state valuable judgment (p. 63).

Then, this area is expected to transcend to other essential areas of formal education and in different formal institutional scenarios covering elementary and secondary education, as well as professional education. As stressed by Rueda and Dorado (2022) "physical activity could be a tool for the improvement of communications capacities, good relations in the family and the institution, and higher tolerance levels" (p. 27).

It will depend on the needs of different contexts, since the indexes of aggressiveness have increased among students over the years, not only in the educational facilities but also outside them, which in some cases are linked to sports and recreation, again confirming the significance of this area, according to Neira and Fontecha (2018):

The Physical Education lesson has high values for children, a space of constant coexistence from which aggressiveness issues can be identified, those that affect sound peer coexistence in schools, which should be the seed for better civic education (p. 58)

All of it is expressed through facts that naturally, expand the vision of PE in schools, as it entails addressing this issue with different pedagogic strategies related to the development of civic competencies observed in people routinely.

It is important to point out that some expressions of apathy and lack of motivation by the students to fulfill their academic duties in the fundamental areas, including attendance, are increasingly taking place. Vasco (2005) said that "motivation should be understood as the fabric that holds the development of significant activities where



individuals participate, such as structuring and organization of the teacher's task" (p. 31).

In that sense, PE can also be considered a bridge to articulate the search for alternatives to understand this problem. Teachers have identified episodes of violence in some families of students, and the communities. The lack of job opportunities after school shows somehow that the construction of citizenship belongs to the educational process. As stated before, the development of civic coexistence skills is essential for assertive interaction, where rights and respect for differences are the main premises, according to Ventura *et al.* (2018):

He said that the objectives set by the teacher at the beginning of any didactic unit deal with extrinsic goals. If the students have an external stimulus, they will be motivated to accomplish their goals as set by the teacher (p. 24)

The different areas related in the syllabus, along with the transversal projects of institutions and sports initiation programs show that inappropriate relations among students occur on a daily basis, not only in face-to-face education but also on social media. This fact requires special attention so that Physical Education can contribute to the solution, especially the curricula that favor the development of civic competencies that lead to a peaceful culture. La Rosa and Alburquerque (2019):

Noted that Physical Education is closely related to the strengthening of social skills in student education since they acquire indispensable norms, habits, and routines that create the basis and tools for their total and full development. (p.76)

Another topic unveiled through the bibliometric review was teacher training and its importance for the development of civic competencies through PE. Throughout the investigative process, teachers are the ones responsible for integrating holistic or comprehensive education processes in the class, so students must have the basic tools, but at the same key tools to build citizenship.



Therefore, continuous formation processes must take place. The teachers are in concert with the current needs of their students, so they must have access to academic programs that enable new knowledge and didactics for implementation in daily contexts, always keeping the school in mind to help with the education of students and the development of interaction skills that strengthen the citizenship, and therefore, engage in the construction of a collective and respectful social fabric that includes the logically occurring differences among humans.

In that order of ideas, the PE teacher must be the one to link civic processes themselves so that they have a closer relation with their working dynamic and the everyday school setting. These can be proposals for reflection, discussions, and interpretation, which rely on games, ludic, and sports that give way to the planning and projection of better opportunities to achieve a higher life quality.

The challenge of teachers as the guides and leaders of the teaching process is trying to understand that their commitment is beyond transmitting specific knowledge about best body development. In their hands, they have the opportunity to make the students create civic awareness for reciprocal benefit, as described by Prada (2021): "From biological components, physical activity practice stimulates brain areas in charge of emotional control, such as decision-making and automatic responses in conflictive situations" (p. 12).

The previous is possible if government institutions that run education in Colombia express their support. The allocation of resources favors greater teacher access to take courses that widen their explicative domain range and avoid bias and resistance to diverse changes that result from the overnight movements undergone by society worldwide. When a particular teacher understands their commitment to fostering the education of a respectful, responsible, reliable, participatory, and constructive society, they can break educational schemes and embrace the most current atypical circumstances in the Colombian society, through theoretical and experiential education, and particularly attitudinal.





Rojas *et al.* (2019) said that teachers "have many obstacles in their pedagogic labor" (p. 28). The role of PE teachers is, consequently, an opportunity for periodic reflection used as feedback for the teaching-learning process. Therefore, this bibliometric review is not a critical reference to the PE teacher; rather, it is an exercise through which the different theoretical postulates call for reflection to understand and find new ways, some of the unusual, to explain education rooted in citizen-empowering, so the traditional lessons can be thought of as a second choice, giving more space to the development of civic competencies that conceive a local identity, innovation, assertive communication, and recognition of the other person, in favor of a better human and environmental living.

This is not an easy task. On the contrary, it is a complex one due to the different factors associated with the work of teachers, along with the undeniable commitment toward students and society in general. Education that embraces these two components generates the need for positive experiences to all, with a sense of constructive civic sense that enhances citizen interactions (Hernández *et al.*, 2018); (Moreira and Aguirre, 2019); (Sánchez, 2022).

The construction of citizenship in education (PE) reveals the necessity of linking such a topic to school or the scenario where the teaching-learning process takes place, which has been confirmed throughout this bibliometric study, according to the impact and massive focus on technology use by students and teachers, and society. Then, to have an education that impacts communities, different techniques must be combined or articulated to help mobilize the cognitive and the body, the civic and the social. In that sense, the current technological trends are transforming the interaction among humans, before only possible through long moves and periods of time. Today, it is just a click on an electronic device (cell phone, pc, tablet, etc.) (Caber *et al.*, 2018; Bernate and Fonseca, 2023).

Hence, education if one of the contexts with the greatest impact, so it is important to use these tools and recognize the contributions or scope of these technologies in the practice of Physical Education as a mediator of civic construction. It looks contradictory that centuries ago there were not many ways of interacting, other than face-to-face, and



perhaps some phone lines, almost the only channels to build communications processes and establish civic agreements or codes. Today the world has great advantages in terms of technology, as noted by Pardo (2011):

The benefits given to the utilization of technologies in education are diverse, they go from learning the very same computer tools for the development of complex thinking to the acquisition of new curricular content in various sectors of learning. (p, 87)

Accordingly, schools and universities based their education on face-to-face techniques, which seemed more logical and productive. But the creation of virtual environments has unchained a diversity of applications and platforms that permit the circulation of information such as syllabi, activities, and forms of assessment with no need to interact personally. It can be said that there is a cybercitizenship, which contains civic competencies whose objective will focus on the well-being of the people in it.

Upon this grief reflection, PE does not escape these technological challenges that will implicitly need the construction of citizenship, since much of the knowledge acquired in any way, will be put into practice by individuals in their everyday lives. According to Rivera (2021):

Physical Education may contribute from different settings, such as dialogic learning, interactive groups of conflict prevention, or health promotion, in performances that ensure school success and overcome failure (p 123).

Hence, properly used IT strengthens teacher work and student experiences. Through ludic, sports, academic, and axiological contents, the teacher may introduce tools that broaden significant learning and experiences in the academic community in general. Besides, the students find numberless possibilities to improve theoretical and practical aspects that favor the development of civic competencies.

Consequently, there is a need to train active citizens with the capacity to solve and experience the conflicts derived from class contexts and outside, positively and peacefully; a challenge that the PE teacher can assume through technology and succeed.



As said in previous paragraphs, the aggressions of students to their peers are frequent in class and the social media, especially in relation to competitive sports activities. One suggestion is to create awareness in them about the importance of essential topics like citizenship, as stated by MEN (1994): "Civic competencies must be oriented to skill, dexterity, and knowledge development, particularly how students coexist in educational institutions" (par. 2).

Likewise, civic competencies are a challenge that consolidates with the participation of Physical Education teachers and the different areas of knowledge, according to Santurio and Fernández (2016) "the models of sports education permit the transformation of the classroom in a student-centered context. Besides, these approaches offer students authentic sports experiences and nurture responsibility" (p. 39). It comes along with the contribution of families, virtual content creators, and other social actors, like the government. Several actions may be defined through ludic, body, and sports strategies that can generate social mobilization, support through pedagogic practices, and the introduction of new knowledge to create civic competencies using technologies and in school.

As education is relevant in any society, it is also relevant to embrace the innovations of today's world, such as IT, which are under constant renovation with new tools and contributions for teachers. They also entail complex challenges for teachers in their assimilation, application, and adjustments to the shared concepts of citizenship and civic competencies in education, where students have shown skills in managing these novel tools. They can manage their own learning led by the Physical Education teacher, with other educational and pedagogic paradigms that privilege assertive consciousness and peace. Martínez (2019) said that "Physical Education is the drive for social learning, an area from which experiences emerge, and social interaction is needed to develop content." (p. 27).



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## *CONCLUSIONS*

This study concluded that PE has gone through different moments in history, through which changes or advances have taken place, bringing significant contributions to society, as in the case of student coexistence at school and in the different settings they interact.

Positioning PE as a component of the curriculum with greater cognitive significance, beyond the body or physiological aspects, is a task that demands important efforts in terms of contents, teacher roles, and context reading so that impact processes can be generated in the construction of a social fabric with responsible citizenship.

The bibliometric review led to the conviction that though PE is one of the areas of knowledge that generates great interest and motivation by students in different forms of education, it is also an effective tool to articulate several areas of knowledge, as in the case of civic competencies, which brings about citizen processes that enhance assertive and peaceful coexistence within the frame of human rights.

The role of the PE teacher is preponderant. They guide and follow the process in the classrooms to strengthen the experiences lived in other contexts like the family, society, and work. In that sense, it must explore new didactics in concert with the current historical moment, and not just be limited to the traditional methodologies that cause biased perspectives and restrained learning. This occurs along with continuous education processes that adjust knowledge and methodologies constantly.

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*Conflict of interest statement:*

The authors declare having competing interests.

*Author contribution statement:*

The authors have participated in the redaction of the manuscript and the documentary review.



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