The Role of Social Media in Developing the National Identity for Social Diversity Among University Students

Alghadyan Soliman[1], Kahatatbeh Yahya[2]

Abstract

The study's overarching goals were to determine how college students' social interaction patterns shape their sense of national and cultural identity, how these patterns relate to one another, how these patterns vary across demographic variables (such as gender, age, location, and parental education level), and whether or not these patterns can be used to predict students' future national and cultural identities. Six hundred fourteen male and female students from three different schools made up the research sample. The results showed that there was a lot of social interaction (3.41), a strong sense of national and cultural identity (4.14) across all categories, and a high degree of tool use (4.24). In addition to explaining the dimensions of social interaction (competition, cooperation, and conflict; 20.8% of the variance ratio), the areas of social interaction had a statistically significant impact on developing cultural and national identity dimensions. When looking at the many aspects of national and cultural identity, cooperation stands out as the most important and predictive. Both aspects (competition and cooperation) were positively and statistically significantly correlated with each of the other dimensions of cultural identity, national identity, and the overall tool of cultural and national identity (conflict). Social interaction patterns, as well as national and cultural identification, did not vary by age, gender, or location. Graduate school is associated with statistically significant variations in social contact patterns, as well as national and cultural identification, as compared to parents with lower levels of education.

Keywords: *Patterns of Social Interaction, National Identity, Cultural Identity, University Students*

INTRODUCTION

There are many concepts related to national identity including: Citizenship: is defined as "the quality of a citizen that determines their national rights and duties." The individual knows their rights and performs their duties through patriotic education. Citizenship is characterized in particular by the loyalty of a citizen to their country and its service in times of peace and war, and cooperation with other citizens in achieving national goals (Badawi, 1987) . Affiliation: is defined as "true affiliation with a certain matter in thought and embodiment in action", and since affiliation is the individual's affiliation to their homeland, affiliation, affiliation, loyalty in concepts related to the concept of identity, especially for what it represents as a social identity governed by certain criteria and components (Yousfi, 2021) Identity is generally affected by members of the social groups to which the individual belongs, as it requires the individual to fulfil expectations and adhere to roles. In this way, members of society share the same values, characteristics, classifications, and social comparisons, which in turn affect the formation of social identity (Latisha, Surina & Nazira, 2012).

Social Interaction

The fundamental force behind any group and the true reason for its existence is its interaction, which Bonner characterized as a pattern of interactions that sets it apart from other groups (Turner, 1988)Whether we're talking about individuals, families, communities, or societies, it's always a two-way street where each side affects the other's actions (Hafiz et al., 2000). The term refers to the process by which a person forms relationships with other people in a way that is mutually beneficial.

When applied, social interaction theories highlight the significance of love, care, empathy, and harmony. Here are the most prominent theories provided by Abul-ElNour & Katatbh (2017):

[1] Department of Psychology, Faculty of Social Sciences (IMSIU) Imam Mohammad bin Saud Islamic University, Riyadh, E-mail: saghadyan@imamu.edu.sa

[2] Department of Psychology, Faculty of Social Sciences (IMSIU) Imam Mohammad bin Saud Islamic University, Riyadh, E-mail: ymkatatbh@imamu.edu.sa

1. The stages and patterns of social contact were attempted to be studied by Bell's theory, which claimed that social interaction centers on a problem that group members aim to solve. Additionally, he mentioned that there are different patterns of social interaction, such as neutral (questions) or positive (answers) social interaction, as well as stages such as recognition, evaluation, control, decision-making, tension control, and integration.

2) According to the reciprocal theory, a group can't exist unless its members do something, and how the group functions can be understood by looking at the patterns of agreement that emerge when members try to address their interdependence. Social interaction and interpersonal relationships are interdependent, and the fundamental quality of social interaction is the bond between people. This is a fundamental idea in interaction theory and interpersonal relationships. According to the reciprocal hypothesis, which was put forth by Abu al-ELNour and Katatbh (2017), there is a complex web of internal and external elements that influence the nature of interpersonal relationships.

National And Cultural Identity

The concept of identity is an old, vague and mobile concept, in which theoretical abstraction is intertwined with historical practice. The contemporary concept of identity suffers from the stress of its life in a social and cultural context. From a cultural perspective, the term "identity" becomes a word of resistance to what the individual is in any situation and they are forced to prove their identity, so they use their identity card to prove to others who they are. It is evidence of self-affirmation and fighting identity is fighting the self (Abdul Hadi, 2007). Identities arorganizeded into various types including individual, cultural, collective, national, national, and religious, with h language being the mainstay of these types, that is, what distinguishes a person from others. It is a concept with linguistic, philosophical, social and cultural significance, and the term identity is derived from Latin origin (sameness) and means the same thing, it distinguishes between things. The concept of identity includes a sense of national belonging (Joseph, 2004)It defines "the extent to which an individual achieves self-awareness, uniqueness and independence, and that they are a distinct entity from others, a sense of internal integration, symmetry and continuity through time, and adherence to the ideals and values prevailing in their culture" (Abd al-Rahman, 1998). In general, individuals have a personal, social, national, and cultural identity, where personal identity depends on individual characteristics such as personality traits, while social identity is based on social relations, and both are located on two connected ends that may be superior to one another (Tajfel & Turner, 2004)The current study will focus on two types of identity, national and cultural.

National Identity

Aqeel and Al-Saqar (2018) defined national identity as "the distinctive features of the character of an individual or a group that are related to their identity and to buildings that have a deep relationship to their existence." The main sources of identity are nationalism, origin, social class and name, with the name being one of the most distinguishing features of identity. The name is also very important for the benefit of the group, which is a set of characteristics that others attribute to an individual.

National identity is also defined as "a set of characteristics that are formed throughout history and become an inseparable characteristic of a people that distinguishes it from others." Therefore, national identity is always linked to the components of the nation, its beliefs, values, customs, traditions and language, and is formed through a series of long historical stages, and may undergo some change while retaining the essence. In addition, the national, cultural, ethnic and psychological borders define the identity of the individual and the group, in addition to helping give them national identity. It stems from the individual's sense of individuality and distinction, and solidarity with the values of the group to which they belong and which are linked to the national aspect (Amara, 1999). It is a thing and its constants do not change but it manifests as its opposite in the self and is one of the most important features that distinguish the individual in society.

Cultural Identity

The concept of identity is related to culture to the extent that it is difficult to easily separate them. In the field of social sciences, the concept of cultural identity is unique in its recent emergence, and cultural identity determines the behaviors of individuals, and it is a tool through which it is allowed to move the psychological and social thinking of the individual. The results explain that the different interactions that exist between the individual and their social surroundings, and their affiliations to the social system are specialized (for gender and age) and identity enables the individual to know themselves within the social system and to be known socially by others. The social determinants of the situation of individuals are supported by social efficacy that produces realistic social effects (Hirsch, 1992)

There have been many definitions that dealt with the concept of cultural identity according to different visions and philosophies. Karima Karbia (2015) defined it as "a set of ingredients and characteristics that are unique to the Arab personality", and make it distinct from other cultural identities, and these ingredients are represented in language, religion, history, geography and customs. It is the identity or the feeling of belonging to a group, which is part of a person's self-concept related to nationality, religion, social class, location or any type of social group that has its own culture (Singh, 2010)Tap defined it as a set of physical, psychological, moral and judicial characteristics through which the individual can know themselves and present their self and people get to know them, or through which they feel that they exist as a human being with a set of roles and functions, or through which they feel accepted and recognized as they are by others, the group or the culture to which they belong (Stoughton & Sivertson, 2005) Culture occupies an essential topic in the life of societies, as it represents the ways of life that people live and their cultural identity based on social and economic systems, values, norms, traditions, knowledge, customs, sanctities and taboos (Ismail, 1995).

Previous Studies

Chunling and Senlin (2020) examined generational variations in national identification and the cultural, social, and economic elements that influence it using data from the Chinese Social Survey (2013). How various generations felt about these factors was examined by the researchers. Findings showed that younger generations, particularly those with higher levels of education, exhibit lower levels of national identity when contrasted with older generations. Social structural elements, especially one's position in the hierarchy, had a stronger influence on the older generation's sense of national identity than did cultural and economic factors on the younger generation. It became clear that middle-class people lacked the strong national identification of the privileged class because of the state's uneven role in globalization and economic success. The primary foci of (Zhao et al., 2020)examination of the factors impacting individuals' positive conduct were the effects of national identification and individual perspectives on stereotyped behavior.

The results demonstrated a rise in actions connected to national identification and a better comprehension of the connection between national identity and prose behavior, but there was no statistically significant interaction between perceived risk level and national identity. Everyone agreed that the risk was low, and that elements like patriotism and individual perspective shape constructive responses. Cain (2019) aimed to illuminate the relationship between students' cultural identities and the social media platforms they utilize in order to discover which ones are more prevalent. Social media sites like WhatsApp, Facebook, Messenger, and YouTube attract a disproportionate number of members of the deaf community who identify with deaf culture. It was discovered that the bi-cultural pattern was inversely associated to the rate of social media usage, whereas the rate of social media use was found to be directly related to the bi-cultural pattern. Al-Ardawi (2014) polled 350 Saudi men and women to find out if there's a link between cultural identity awareness and Facebook use among Saudi teens. Teens in Saudi Arabia use Facebook and have a moderate amount of cultural identity awareness, according to the results. There were no statistically significant differences in the sample's estimates of the amount of time Saudi adolescents spend on Facebook sites based on gender or degree of education. Studying the demographic, social, and economic traits of Saudi children living abroad, as well as their relationships to their citizenship values, was the goal of Al-Zabin's (2013) research on Saudi families living in Arab countries. The findings shed light on the social traits possessed by the offspring of esteemed Saudi families residing abroad and underscore the significance of comprehending the elements impacting Saudi society's identity, sense of

belonging, level of dedication to society's principles and standards, degree of pride and pride in belonging, as well as interest and engagement in social issues and problems

METHODOLOGY

Instrument

Social Interaction Patterns Scale: this scale developed by Youssef (2009) consists of three main patterns: competition (15 items), cooperation (15 items), and conflict (15 items). The creator of the original instrument verified the psychometric properties, and two researchers verified the psychometric properties of the scale by asking several arbitrators specialised in psychology, counselling, psychometrics and education to rate the scale in terms of the suitability to the study concept, subjects and aims, and to make any amendments to conform to the study objectives. An agreement criterion (80%) was adopted by the arbitrators to indicate the validity and suitability of the scale items. It was also piloted on an exploratory sample of 50 male and female students with similar characteristics to the study sample. The correlation coefficients of the scale items were extracted with the degree of dimension and the total score of the tool as a whole, with a statistically significant correlation between all dimensions of the scale (competition, cooperation, conflict) and the total score. The statistical significance values for the dimension of competition ranged from 286.** -698**, cooperation from 550.** -729 **, and conflict from 297.** -864**, all of which were relevant, *p < .05, ** Cronbach's alpha stability coefficient for the dimension of competition, cooperation, conflict and the total score of the tool was =a0.88; 0.90; 0.87; 0.91, respectively. Note that the tool was scored using a five-point Likert scale (1-5), the total score was 225 and the lowest score was 45

National Identity Scale: Reference identity (9 things), social ties (10 items), socialization (9 items), and national issues (9 items) make up the four primary components of the National Identity Scale, which was developed by Atrophy (2018). In order to ensure that the social interaction scale's correlation coefficients were valid, researchers used the same procedures to check the content validity of this scale. They extracted the coefficients according to the tool's overall degree and the degree of each dimension. Every dimension of the scale showed a statistically significant relationship. The reference identity dimension ranged from 440.** to 728**, socialisation from 472.** to 773**, social relationships from 398.** to 606**, and the national interests dimension from 379.** to 713**. All of these dimensions were statistically significant at the p <.05 and ** levels of significance, respectively. The dimensions of reference identity, socialization, social ties, national interests, and the total tool score all have Cronbach's alpha stability coefficients of 0.86, 0.89, 0.83, and 0.91, respectively.
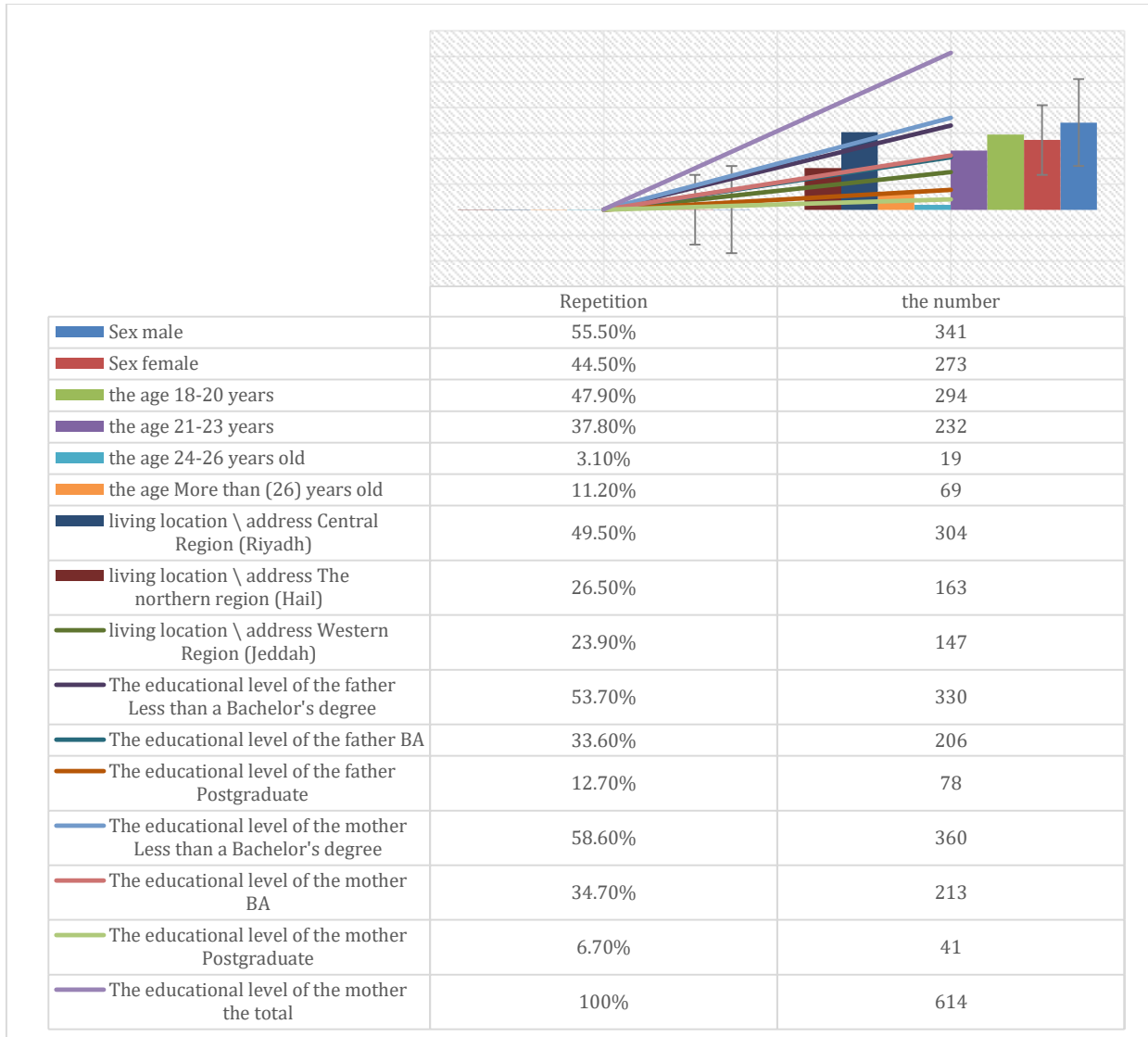
The dimensions of the cultural identity scale: The Abu Aquila scale (2016) has 52 items that assess cultural identification on three levels: individual, collective, and national/international. After ensuring the content validity of the scale using the same procedures as the social interaction scale, researchers reviewed the referees' notes and decided to remove six items to make it more relevant to the current study environment in Saudi Arabia. There were a total of 46 items on the final scale, distributed as follows: items 1–14 dealing with individual identity; items 15–25 dealing with communal identity and its actuality; and items 26–40 dealing with national and global identity. Each item's correlation coefficient was calculated using the tool's overall score and degree of dimension; there was a statistically significant correlation between the scale's dimensions; and the individual's identity had statistically significant values. The individual identity dimension ran from 464 to 567, the collective identity from 591 to 796, and the national and global identity from 473 to 719. All of these dimensions were found to be statistically significant at the p <.05 level. The Cronbach's alpha stability coefficient for the individual identity, collective identity, national identity, and total score for the tool was 0.88, 0.93, 0.93, and 0.95, respectively. Using a four-point Likert scale (1-4), the measure had a maximum score of 184 and a minimum score of 46.

Participants

The study population consisted of all scientific and humanities undergraduate students in three universities in the Kingdom of Saudi Arabia, during the second semester of the university year 1443 AH. The participants were recruited by random cluster method and the inclusion criteria were as follows: 1. a student at one of the three universities, 2. agreed to use the study tools, 3. Saudi nationality, and 4. undergraduate student. The

demographics of the study population are shown in Table 1.

Table 1. The distribution of participants according to demographic variables of gender, age, place of residence, and parents' educational level (n = 614)

	Repetition	the number
Sex male	55.50%	341
Sex female	44.50%	273
the age 18-20 years	47.90%	294
the age 21-23 years	37.80%	232
the age 24-26 years old	3.10%	19
the age More than (26) years old	11.20%	69
living location \ address Central Region (Riyadh)	49.50%	304
living location \ address The northern region (Hail)	26.50%	163
living location \ address Western Region (Jeddah)	23.90%	147
The educational level of the father Less than a Bachelor's degree	53.70%	330
The educational level of the father BA	33.60%	206
The educational level of the father Postgraduate	12.70%	78
The educational level of the mother Less than a Bachelor's degree	58.60%	360
The educational level of the mother BA	34.70%	213
The educational level of the mother Postgraduate	6.70%	41
The educational level of the mother the total	100%	614

RESULTS

The Prevailing Social Interaction, National Identity and Cultural Identity Among University Students

The arithmetic averages of the prevailing social interactions and national and cultural identities of the Saudi undergraduate university students are presented in Table 2, showing that the level of social interaction was high, followed by cooperation, the field of competition and conflict. The level of national identity was very high in all dimensions and the overall degree of the tool, followed by socialization, reference identity and national concerns. Regarding the level of cultural identity, it was very high level, whereby the field of collective identity ranked highest followed by the field of national and global identity and the field of individual identity.

Table 2. The Arithmetic Averages and Standard Deviations of the Dimensions of the Social Interaction Scale and the Level of National and Cultural Identity Arranged in Descending Order (n = 614).

Rank	Number Domain	Domain	Arithmetic mean	Standard Deviation	Level

1	2	Cooperation	4.05	.699	Very high
2	1	Competition	3.91	.652	High
3	3	Conflict	2.26	1.037	Low
Social interaction patterns scale			3.41	.559	High
1	2	Socialization	4.32	.713	Very high
2	1	Reference Identity	4.12	.609	Very high
3	3	Social relations	4.07	.597	Very high
4	4	National Interests	4.03	.693	Very high
National identity scale			4.14	.548	Very high
1	2	collective identity	very high	.685	Very high
2	3	national and global identity	very high	.721	Very high
3	1	individual identity	3.93	.609	High
Cultural identity scale			4.24	.599	Very high

The Effect of Social Interaction Patterns on the Development of Cultural and National Identity in University Students

It is clear from Table 3 that there is a statistically significant contribution of social interaction patterns in the development of cultural and national identities. Patriotism influenced the dimensions of national identity and cultural dimensions, as it has an important and basic role in predicting cultural and national identity, followed by competition. Regarding conflict, it negatively contributed to cultural and national identity. The Variation Inflation Factor (VIF) values for the two predictive models were low, indicating that there is no problematic multi-covalent, thus strong correlations between the predictors.

Table 3. The multiple regression analysis of the impact of the contribution of the social interaction predicting the development of cultural identity and patriotism in university students.

Model		Non-standard transactions regression coefficient	standard error	Beta	T	sig	)Turner(	^2R	Modified Correlation Coefficient
	(Constant)	2.816	.133		21.134	.000			
1	cooperation	.108	.041	.128	2.634	.009	.456(Turner)	.208	.204
2	competition	.277	.038	.352	7.265	.000			
3	conflict	-.064	.019	-.121	-3.324	.001			
)P value = 53.518 at the significance level of (0.000									

Note: *Statistically significant at the significance level (a = .05)

The Relationship Between Patterns of Social Interaction and National and Cultural Identity among University Students

Table 4 shows that there is a statistically significant positive correlation between the dimensions of competition and cooperation and national identity, cultural identity and the overall tool of national and cultural identity. There is a statistically significant positive correlation between conflict and the dimension of identity and patriotism, with a statistically significant negative correlation between conflict and cultural identity, as well as national and cultural identity.

Table 4. Pearson correlation coefficients for the relationship between patterns of social interaction and national and cultural identity among university students (n = 614)

Domains	Dimensions of national identity	Dimensions of cultural identity	National and Cultural Identity
Cooperation	.507**	.286**	.350**
Competition	.571**	.366**	.433**
Conflict	.149**	-.138**	-.090*

The Difference in Social Interaction Among University Students According to Gender, Age, Specialization, Place of Residence, And Parents' Educational Level

As shown in Table 5, there is no statistically significant difference in the patterns of social interaction according to gender, age, and place of residence but there is a statistically significant difference according to the educational level of the father and mother. Post-comparisons revealed no statistically significant differences for social interaction according to the educational level of the father but a statistically significant difference

according to the educational level of the mother. The dimensional comparisons showed that there were differences between less than a bachelor's and a bachelor's degree and a postgraduate category, and the differences were in favour of postgraduate studies**.**

Table 5. The (hexagonal) analysis of the variance of the arithmetic averages of the estimates of social interaction according to the study variables.

Verbal's	Sum of Squares	Df	Mean Squares	F)(	Sig
Sex	.001	1	.001	.004	.948
Age	.475	3	.158	.599	.616
Living location	.791	2	.396	1.496	.225
Father's educational level	1.751	2	.876	3.311	.037
Mother's educational level	10.583	2	5.291	20.011	.000
Error	133.268	504	.264		
Total	7323.616	614			
Averaged total	191.736	613			

Note: *Statistically significant at the significance level (a = .05)

Differences In the National and Cultural Identity of University Students According to Gender, Age, Specialization, Place of Residence, And Parental Education Level

Table 6 shows that there is no statistically significant difference in the national and cultural identity according to gender, age, place of residence and educational level of the father but there is a statistically significant difference according to the educational level of the mother. For the mother, the dimensional comparisons showed that there were differences between less than a bachelor's and a bachelor's degree on the one hand, and a postgraduate category and the differences were in favour of higher studies.

Table 6. The hexagonal analysis of the variance showing the arithmetic averages of the study sample estimates of the national and cultural identity according to the study variables

Verbal's	Sum of squares	Df	Mean Squares	F)(	Sig	Verbal's
Sex	National identity	7.44	1	7.44	.000	.987
	Cultural identity	.005	1	.005	.019	.889
	National and cultural identity	.003	1	.003	.014	.905
The age	National identity	.075	3	.025	.084	.969
	Cultural identity	.026	3	.009	.034	.992
	National and cultural identity	.025	3	.008	.035	.991
Living location	National identity	.130	2	.065	.218	.804
	Cultural identity	.077	2	.038	.150	.861
	National and cultural identity	.023	2	.011	.048	.953
Father's educational level	National identity	1.151	2	.575	1.934	.146
	Cultural identity	.615	2	.307	1.199	.302
	National and cultural identity	.707	2	.354	1.492	.226
Mother's educational level	National identity	1.165	2	.583	1.958	.142
	Cultural identity	11.005	2	5.502	21.466	.000
	National and cultural identity	6.001	2	3.001	12.661	.000
Error	National identity	149.995	504	.298		
	Cultural identity	129.191	504	.256		
	National and cultural identity	119.448	504	.237		
Total	National identity	10690.136	614			
	Cultural identity	11238.658	614			
	National and cultural identity	11100.265	614			
Averaged total	National identity	184.414	613			
	Cultural identity	219.730	613			
	National and cultural identity	184.957	613			

Note: *Statistically significant at the significance level (a = .05)

DISCUSSION

Members of the community adhere to social and cultural norms and values that govern their abilities and daily actions; this, in turn, reflects on the national identity and its aspects linked to socialization and national interests; and lastly, it explains the high level of social interaction in its dimensions, which are influenced by the characteristics of the study participants, their social skills, their capacity to form social relationships, and their positive communication and cooperation abilities. These findings highlighted the significance of social

interaction and its effects on cultural and national identity, as well as the role of the study participants' geographical location, their cultural and social habits, their daily social engagement, their adherence to national, social, and educational values, and their preservation of the psychological effects of their national identity's historical role. By interacting with others, they are able to strengthen their cultural and social values, improve their social skills, and lay a solid foundation for their educational, patriotic, and social relationships. The lack of age, gender, or housing-based differences in social interaction supports this idea.

In this society, educational institutions, customs, traditions, and heritage all play a role in shaping people's cultural and social skills and values, encouraging healthy competition while also fostering a spirit of cooperation. As a result, conflict levels are reduced and people are able to meet their own needs. They benefit from regular meetings, improved abilities, and a boost to their social standing as a result of constructive criticism, pleasant contact, respect, gratitude, and communication. They are better equipped to take on cultural and social responsibilities in their social relationships and their view of the world around them as a result of a qualitative leap in the building and formation of this national culture, which fortifies them with national and social values and allows them to participate in positive social interaction. The similarities in social norms, the efforts to impose uniform organizational rules, laws, and regulations on all members of society, the uniformity and similarity of social values across all regions, the significance of national and social development institutions, the cultural and social role of schools and socialization, and the standardization of educational curricula all contributed to a lack of clarity regarding gender, age, and residence as it pertained to cultural and national identity. Nonetheless, there was a discernible difference in terms of parental education; this bodes well for the group as a whole, since it correlates with the parents' increased level of education and supports their growth and the acquisition of useful skills.

These findings are in line with those of a number of prior studies that have investigated various variables in relation to the promotion of national and cultural identity among individuals from various societies (Chunling & Senlin, 2020; Zhao, Chen & Guan, 2020; Cain, 2019; Al-Ardawi, 2014; Al-Zaben, 2013; Al-Sharif & Nasser, 2013; Al-Shaqran, 2012). The four-rule "Latin" social impact theory, which examines how people can be either influencers or influenced by others, corroborated this. The theory takes into account factors like the intensity of the influencer, the timing of the event, and the quantity of influencers. Each influence goal has less of an impact when there are more of them. Positive social relationships and the promotion of national and cultural values and identity are frequently the results of social engagement with others who share similar interests in a parallel fashion, according to Newcomb's theory of individual similarity and balance. Relational attraction and balance, she stressed, emerge when people with similar personalities encourage one another via their interactions.

RECOMMENDATIONS
Based on the findings of this study, the following suggestions:

Train college students in social interaction patterns through seminars and programs so that they can grow in a way that shows in their relationships with others and their sense of national identity.

Instill a sense of personal and societal responsibility in pupils by having them take part in national volunteer events.

Organize both academic and extracurricular events that help students develop their national and cultural pride as they progress through their training programs.

Conflict of Interest

The authors declare that the research was conducted without any commercial or financial relationships that could be deemed a potential conflict of interest.

Acknowledgements

REFERENCES

Abdel Hadi, A.(2007). The Poetics of Identity and the Refutation of the Idea of Origin, The Ego as Another I, Cultural Study, *World of Thought*, 1 (36), 280-282.

Abdel R, Mohamed El (1998). *An objective measure of ideological and social identity ranks in late adolescence and early adulthood. Cairo, Egypt: Dar Qeba for printing, publishing and distribution.*

Abdullah M; & Abdul Latif (2001). *Social Psychology,* Cairo: Gharib House for Printing and Publishing.

Abu Al-Nour, M &Katatbh, Y.(2017) *Group dynamics, theoretical readings and practical applications.* Riyadh: Dar Al-Zahra.

Ahmed, R. A. (2005). Psychology in Egypt. In *The handbook of international psychology* (pp. 387-403). Routledge

Akmir, A. (2015). European Arabs: identity, education and citizenship. *Contemporary Arab Affairs*, 8(2), 147-162.

Al Rabaani, A. (2017). Omani Post Basic Education Students' Attitudes towards National Identity. *Journal of Educational and Psychological Studies [JEPS]*, *11*(1), 1-16

Al-Anazi, M. N., & Abdel-Azim, Z. M. (2023). The Role of Social Software in Shaping the Cultural Identity of Saudi Citizens from Their Point of View: Al-Jouf Region as A Model.

Al-Arfaj, S, & Tariq,S. (2018). *The school's role in promoting national identity among secondary school students* (Doctoral dissertation, Naif Arab University for Security Sciences).

Al-hanaki, L. A. I. (2022). Content Analysis of Social Studies Book at the Secondary School in the Kingdom of Saudi Arabia (Curricula System-Joint Program) in the Light of the Cultural Intelligence Dimensions. *Journal of the College of Education for Women*, *33*(2), 36-58.

Al-Jabri, A. (1998). Globalization and Cultural Identity, Ten Theses, *Arab Future Magazine*, 20 (225-230), 15-48.

Al-Shaqran, H. (2012). The relationship between the patterns of family upbringing and the adolescent's achievement of his psychological identity. *An-Najah University Journal of Research* (Humanities), 26 (5), 1080-1097.

Al-Zabin, I (2013) Social characteristics of the children of Saudi families residing abroad and their relationship to their citizenship values: a study applied to the children of Saudi families residing in the Arab Republic of Egypt and the Syrian Republic. *Sharjah Sociologists Association*, 30 (117), 9-68.

Azza Muhammad,S (2003): Introduction to General Psychology (*Helwan University, Faculty of Arts*, *Department of Psychology*), p. 130:131.

Chunling, L., & Senlin, L. (2020). Factors influencing National Identity and intergenerational differences: based on data from the 2013 China social survey. *Social Sciences in China*, *41*(2), 65-79.

Helmy, M. (2006*). Social Interaction,* Cairo: Anglo-Egyptian Library.

Hester, S., & Housley, W. (2017). *Language, Interaction and National Identity: Studies in the social organisation of national identity in talk-in-interaction.* Routledge.

Hirsch, E. (1992). *The concept of identity.* Oxford University Press.

Hyena, Th (2008). Strengthening the identity of school students in the light of the repercussions of globalization, *a working paper presented to the twentieth scientific conference entitled "Educational Curricula and Cultural Identity", held at the guest house*, Ain Shams University, from 30-31, July 2008.

Ibn Manzur, A (1405), *Lisan al-Arab,* published Hawza literature

Ismail, A. (1991), The Consistency of Cultural Identity in the Child in a Changing Society, *Center for Childhood Studies,* Volume 2, 657-684.

Joseph, J. (2004). *Language and identity: National, ethnic, religious.* Springer.

Kabil, N (2019) Social networking sites and their relationship to identifying the cultural identity of the deaf: a psychometric-clinical study. *Journal of Special Education and Rehabilitation*, 9(32), 27-81.

Karima K (2015), Language and Identity, *Journal of Arts, King Saud University*, 1 (27), 74-51.

McCrone, D., & Bechhofer, F. (2008). National identity and social inclusion. *Ethnic and racial studies*, *31*(7), 1245-1266.

Qadoumi, M. (2016). The level of sports culture and its relationship to athletic identity among physical education students at An-Najah National University. *An-Najah University Journal for Research-B (Humanities)*, *31*(1), 35-58.

Radwan, M. (2022). Effect of social media usage on the cultural identity of rural people: a case study of Bamha village, Egypt. *Humanities and Social Sciences Communications*, *9*(1), 1-14.

Singh, C. L. (2010). New media and cultural identity. *China Media Research*, *6*(1).

Spiegler, O., Christ, O., & Verkuyten, M. (2022). National identity exploration attenuates the identification–prejudice link. *Group Processes & Intergroup Relations*, *25*(4), 902-923

Stoughton, E. H., & Sivertson, C. (2005). Communicating across cultures: Discursive challenges and racial identity formation in narratives of middle school students. *Race Ethnicity and Education*, *8*(3), 277-295.

Tajfel, H., & Turner, J. C. (2004). The social identity theory of intergroup behavior. In *Political psychology* (pp. 276-293). Psychology Press.

Turner, J. H. (1988). *A theory of social interaction.* Stanford University Press.

Wasfi Aqil, Muhammad Yaqoub, Sabah Al-Saqar (2018), *Citizenship and Affiliation*, Irbid-Jordan: Yarmouk University, p. 17..

Yousfi, Z. (2021). *Arab women writers between transgression and identity* (Doctoral dissertation, Kingston University).

Zhao, L., Chen, D., Li, X., & Guan, J. (2020, November). The influence of national identity on prosocial behavior: The mediating and moderating role of subjective perceptions of COVID-19 pandemic. In *2020 7th International Conference on Behavioural and Social Computing (BESC)* (pp. 1-4). IEEE.

Hirsch, E. (1992). *The concept of identity*. Oxford University Press.

Joseph, J. (2004). *Language and identity: National, ethnic, religious*. Springer.

Singh, C. L. (2010). New media and cultural identity. *China Media Research*, *6*(1).

Stoughton, E. H., & Sivertson, C. (2005). Communicating across cultures: Discursive challenges and racial identity formation in narratives of middle school students. *Race Ethnicity and Education*, *8*(3), 277-295.

Tajfel, H., & Turner, J. C. (2004). The social identity theory of intergroup behavior. In *Political psychology* (pp. 276-293). Psychology Press.

Turner, J. H. (1988). *A theory of social interaction*. Stanford University Press.

Yousfi, Z. (2021). *Arab women writers between transgression and identity* Kingston University].

Zhao, L., Chen, D., Li, X., & Guan, J. (2020). The influence of national identity on prosocial behavior: The mediating and moderating role of subjective perceptions of COVID-19 pandemic. 2020 7th International Conference on Behavioural and Social Computing (BESC).