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ABSTRACT

The current study aimed at identifying the reality of the National Day activities' role in the Kingdom of Saudi Arabia in promoting the Saudi National Identity among university youth. The questionnaire was applied to a sample of (229) male and female students in Wadi Al Dawasir College Complex, Prince Sattam bin Abdulaziz University participated in the study. They were selected using the simple random sampling method. Through utilizing the descriptive analytical method, the results revealed that the reality of the National Day Activities role in the Kingdom of Saudi Arabia in promoting the Saudi national identity (the overall degree and the dimensions) among university youth was achieved with a (very high) degree and that the most significant methods for activating the role of this day were achieved with a (very high degree) of significance.

Keywords: National Day activities, national identity, university youth, Prince Sattam Bin Abdulaziz University.

1. INTRODUCTION

Youth is the hope of the nation, the leaders of its future, and men who bear the responsibility for the development and renaissance of society politically, socially, economically, and culturally. Investing the energies and ideas of young people will not only benefit them but also benefit the entire community. Hence, the best thing that should be invested in this regard is the youth's love and loyalty for their homeland by developing their sense of responsibility towards themselves and their society in a way that contributes to the process of rebuilding and advancing it.

The national identity represents the cornerstone of nation-building as it reflects the spirit of belonging among its people (Al Shorbaji et al., 2021). It is the bond that urges young people and citizens to build and develop their country, work for its progress, preserve its dignity, open prospects, overcome crises, and confront internal or external dangers. It works to respect individuals and their humanity and ensure that they obtain their rights and perform their duties (Mohamed et al., 2022). The national identity is one of a group of sub-identities, which stems from a basic identity that is formed within the individual and grows along with his growth. It crystallizes with other identities to determine the nature of the individual's interaction with the surroundings and the environment where he lives and belongs (Ferrer-wreder & Kroger, 2020).

The national identity reflects the habits, trends, desires, inclinations, opinions, viewpoints, motives, standards, beliefs, ideas, hopes, and aspirations that the members of the nation share (Mujaddid, 2021). The Saudi national identity is a comprehensive national vision based on Almighty Allah's vision, the Sunnah of His Noble Messenger, the Sharia, and the principles of Islam. In the Saudi identity, all members of society live in one family that adheres to the state's systems, morals, and Arab-Islamic values, and educates its members on Arab-Islamic traditions, obedience to those in authority, and loyalty to the king, who is the reference of all authorities (Al Thobaiti et al., 2021).

It is defined as the answer to the philosophical question of what are the values that distinguish humans as living beings that can think and be aware, those values that bring together many individuals for a set of customs according to traditions, ethics, teachings, languages, and practices that belong to a society without others, making these individuals distinguish from other societies (Zalta et al., 2002). The development of pride in the national identity works to awaken the spirit of cooperation, participation, positive interaction, and devotion to the homeland (Mohamed et al., 2022).

Various means can contribute to building, shaping, and developing the national identity, including the family, the school, the media, places of worship, and official and unofficial institutions. Besides, media and theatrical

activities are considered one of the most important means that, if properly used and employed, have an effective role in developing the national identity (Al Shorbaji et al., 2021). National identity includes the self-conscious and purposeful citizen's sense that he is a citizen who has a role and purpose towards his homeland, and his feeling of belonging to a society that distinguishes it culturally, socially, and historically.

National Day is associated with patriotism and national identity, belonging and loyalty, and boasting about national achievements (Al Badainah, 2012). The celebration of the Saudi National Day over the past years to the present day is a consolidation of the values and ideals of belonging to the homeland and rooting it in future generations. The celebration of National Day permeates many manifestations of joy and happiness, which appear in various official and unofficial forms of celebrations (Al Kahtani, 2019). The official celebrations are those organized and directly supervised by the state, while the unofficial celebrations are those manifestations that young people show to celebrate National Day in an attempt to show their loyalty, belonging, and love for this country (Al Anzi & Al Kasas, 2014).

All countries of the world are keen to celebrate National Day, although the occasions vary behind the adoption of a specific date to serve as the national day for each country, according to many factors and special circumstances that those countries go through (Al-Hassan, 2014). Most countries celebrate National Day as an occasion that carries meanings, connotations, and symbols so that their history is linked to their past, present, and future (Miscovic, 2010). Al Kahtani (2019) believes that the memory of the Kingdom's National Day is available to every citizen because of the role played by the country's politicians to unify this entity, and the occasion of celebrating this day includes many meanings, to move forward on the path of growth, development, and construction, to motivate the present generation, to preserve the nation's gains, wealth, and potential, and to emphasize class unity, national cohesion, and social cohesion. Thus, the celebration ceremonies lie in pride in the developmental achievements, which include military parades, popular marches, fireworks, speeches of political symbols, folklore, and patriotic songs (Al Hassan, 2014).

The Saudi National Day in the Kingdom of Saudi Arabia is considered one of the most significant national holidays in the country. It is celebrated every year to commemorate the establishment of the Kingdom of Saudi Arabia after many years of struggle and struggle to unify the country, through various activities as an expression of the people's loyalty and belonging to their homeland and an affirmation of their love for it and their willingness to sacrifice for it and to defend and defend their lands.

The National Day celebrations include all aspects of life and its paths, achievements and contributions, and the celebration of events of historical importance. The events include a variety of entertainment and sports shows, cultural and poetic evenings, in addition to folkloric performances that include paintings from popular folklore, and special paragraphs for children. The sky is decorated with fireworks displays to celebrate this great day, and places to hold parties (Al Kahtani, 2019). These celebrations and festivals reinforce national identity and community values (Zhang et al., 2019).

Hence, the researcher believes that these activities involve educational values that may contribute to strengthening the national identity of university youth, and this is what the current study seeks by identifying the reality of the role of these activities and ways to enhance them among university youth. In the current research, the national day activities are defined as a group of efforts, procedures, and practices undertaken by the official (governmental) and unofficial (popular) parties in the celebrations of the National Day of the Kingdom of Saudi Arabia to enhance the national identity among young people.

The current era in which we live is characterized by a wave of transformations in different aspects of life as a result of globalization and its manifestations. Globalization has had serious repercussions in all fields, and the attempt to reduce some identities and languages and dissolve them into one or two languages as a means for the peoples of the world to communicate with each other; all of this would affect the national identity of young people, which is one of the most important components of the national personality (Shaisha, 2016).

Also, the attacks facing the national identity at the global and local levels are very numerous, and they are perhaps the most severe and fierce against the Islamic and Arab countries, led by the Kingdom of Saudi Arabia, where the destructive currents and hidden plots seek to destabilize its security in addition to the invasion and dominance of some cultures and values, which requires consideration of their national upbringing and the extent to which it relates to the consolidation of our national identity that we adopt as stated in Saudi Arabia's Vision 2030 that it seeks to achieve through the Saudi Personality Enhancement Program 2020 (Al Khayat, 2020). Khalil (2013) indicated that this is one of the most dangerous forms of invasion, and it is most severe and impactful as the defect that afflicts the national identity is a defect that includes the entire society.

The problem of the study also appears in the results of some previous studies, which indicated a low level of national identity among university students (Sigauke, 2013, Al Shehri & Al Zahrani, 2020, Al Taiar, 2020). Reviewing the educational and psychological heritage in this field, the scarcity of studies in this field is evident, as there is no study- within the limits of the researcher's knowledge- dealt with the reality of the National Day Activities and its role in strengthening the national identity of university youth. Based on the foregoing, the problem of the study is determined in seeking for finding out the reality of the role of the National Day activities

in the Kingdom of Saudi Arabia in promoting the national identity of university youth from the students' points of view and ways to activate it. In line with these objectives, the current research questions were developed:

- What is the reality of the role of the National Day activities in the Kingdom of Saudi Arabia in promoting the national identity of university youth from the students' points of view?
- What are the ways to activate the role of the National Day activities in the Kingdom of Saudi Arabia in promoting the national identity of university youth from the students' points of view?

2. METHODOLOGY

2.1. Research Design

The descriptive survey research design was utilized to answer the above-mentioned research questions due to its appropriateness for the nature of the research to identify the reality of the role of the National Day activities in the Kingdom of Saudi Arabia in promoting the national identity of university youth from the students' points of view and ways to activate it among university youth.

2.2. Research Sample

The study community consisted of (1200) male and female students from all Prince Sattam bin Abdulaziz University in Wadi Al-Dawasir colleges during the first semester of the academic year 2022/2023. The pilot research sample comprised (72) male and female students to verify the research tool's validity and reliability, while the basic research sample comprised (229) male and female students from Wadi Al-Dawasir College complex from theoretical and practical colleges, who were randomly selected from the study population to verify the study's questions and objectives.

2.3. Data Collection Tool

A questionnaire on the National Day activities' role in Saudi Arabia was developed by the researcher after reviewing literature and related studies (Al Kous, 2020; Al Kahtani, 2019; Al Taiar, 2020; Al Otaibi, 2021). It aims to identify the reality of the role of the National Day activities in the Kingdom of Saudi Arabia in promoting the Saudi national identity and identifying ways to activate it among university youth.

The questionnaire in its initial form consisted of (30) items distributed into two axes. The first axis includes (20) items to identify the reality of the National Day activities' role in strengthening the Saudi national identity. The items of the first axis are distributed into three dimensions: positive awareness (national knowledge and information) which includes 7 items, belonging (national conscience) which includes 7 items, and community participation which includes 6 items. The second axis consisted of (10) items to determine ways of activating the National Day activities in the Kingdom of Saudi Arabia in enhancing the national identity of university youth. Participants were asked to rate on a 5-point Likert-type scale (ranging from strongly agree to strongly disagree).

The questionnaire was presented in its initial form to (5) psychology and fundamentals of education faculty members. Then the researcher calculated the arbitrators' agreement percentage on the questionnaire items and instructions. The agreement percentage ranged between (80% - 100%), indicating the scale validity.

The scale internal consistency was also calculated by Pearson's correlation coefficient between the score of each item with the overall score of the axis to which it belongs as indicated in table (1).

Table1: Pearson Correlation Coefficients for the questionnaire items with the dimensions and the overall degree of each axis

The first axis: The reality of the National Day activities' role in enhancing the national identity					
The first dimension: Positive awareness					
Item N.	Correlation Coefficient with Dimension	Correlation Coefficient with Axis	Item N.	Correlation Coefficient with Dimension	Correlation Coefficient with Axis
1	**0.818	**0.765	5	**0.883	**0.847
2	**0.827	**0.783	6	**0.770	**0.730
3	**0.834	**0.786	7	**0.886	**0.870
4	**0.829	**0.803	---	---	---
The Second Dimension: Belonging					
Item N.	Correlation Coefficient with Dimension	Correlation Coefficient with Axis	Item N.	Correlation Coefficient with Dimension	Correlation Coefficient with Axis
1	**0.752	**0.611	5	**0.875	**0.801
2	*0.898	**0.851	6	**0.863	**0.859
3	**0.891	**0.829	7	**0.843	**0.774
4	**0.876	**0.833	---	---	---

The Third Dimension: Community Participation					
Item N.	Correlation Coefficient with Dimension	Correlation Coefficient with Axis	Item N.	Correlation Coefficient with Dimension	Correlation Coefficient with Axis
1	**0.903	**0.857	4	**0.929	**0.885
2	**0.919	**0.881	5	**0.758	**0.762
3	**0.907	**0.951	6	**0.894	**0.268
The Second Axis: Ways of Activating the national day activities for Enhancing the national identity					
Item N.	Correlation Coefficient with Axis		Item N.	Correlation Coefficient with Axis	
1	**0.834		6	**0.836	
2	**0.747		7	**0.869	
3	**0.835		8	**0.885	
4	**0.820		9	**0.894	
5	**0.877		10	**0.809	

**Significant at 0.01 level

Table 1 clarifies that the values of the correlation coefficients of each item with its dimension and axis are positive and statistically significant at 0.01 level, indicating the internal consistency between the axis items and the overall degree of each dimension and axis and its appropriateness to measure what it is intended to.

To ensure the scale reliability, Cronbach's alpha internal consistency was calculated as indicated in Table (2).

Table 2: Cronbach's alpha coefficient to measure the research tool reliability

Questionnaire Axis	Items N.	Axes Reliability
Positive Awareness	7	0.925
Belonging	7	0.932
Community Participation	6	0.942
The overall score of the first axis	20	0.972
The overall score of the second axis	10	0.951
The overall reliability	30	0.979

It is clear from Table (2) that the overall reliability coefficient is high, reaching (0.979), and the reliability coefficients ranged between (0.925 and 0.972), illustrating that the questionnaire has a high degree of reliability that can be relied upon in the field application of the study.

2.4. Data analysis

To analyze the results of the current research, IBM SPSS v.20 programs were utilized through the following statistical methods: mean, standard deviations, Pearson correlation coefficient to calculate internal consistency Cronbach's alpha coefficient to calculate stability.

Besides, the researcher set criteria for determining the level of reality of the national day's role in promoting national identity and identifying ways to activate it according to the five-point scale as indicated in Table 3.

Table 3: Criteria for determining the reality level of the National Day activities' role in promoting the national identity and identifying ways to activate it among the study sample

Level	Arithmetic Mean		Percentage	
	From	to less than	From	to less than
Very high	greater than or equal to 4.2		greater than or equal to 84%	
High	3.4	4.2	68%	84%
Medium	2.6	3.4	52%	68%
Low	1.8	2.6	36%	52%
Very low	Less than 1.8		Less than 36%	

3. RESULTS

Results of Answering the First Question

“What is the reality of the role of the National Day activities in the Kingdom of Saudi Arabia in promoting the national identity of university youth from the students’ points of view?”

To answer this question, the arithmetic means and standard deviations of the students’ responses were calculated on the first axis and its dimensions in general and then calculated for all items in the three dimensions as illustrated in Table (4).

Table 4: Arithmetic means, standard deviations, and the level of reality of national day activities’ role in promoting national identity among university youth according to dimensions and overall score

Dimension	Arithmetic means	Standard deviations	Percentage	Level	Order
Positive Awareness	4.34	0.724	86.8%	Very high	2
Belonging	4.56	0.597	91.2%	Very high	1
Community Participation	4.31	0.769	86.3%	Very high	3
The overall score of the first axis	4.42	0.648	88.4%	Very high	—

Table (4) illustrates that the reality of the National Day activities role in the Kingdom of Saudi Arabia in promoting the national identity among university youth was very high, as the mean of the first axis for all dimensions was (4.42) and the means of the study sample opinions on the three dimensions of the first axis ranged between (4.31 – 4.56). The table also indicated that the second dimension of belonging occupied the first rank with a mean (4.56) and it was a very high degree, followed by the first rank of positive awareness in the second rank (mean= 4.34) and it was a very high degree, while the third dimension of community participation (mean=4.31) was in the third rank and it was a very high degree.

To identify the items of each dimension separately, the arithmetic means and standard deviations were extracted for the items of each dimension as illustrated in table 5.

Table 5: Arithmetic means, standard deviations, and the level of reality of national day activities’ role in promoting national identity among university youth according to items and dimensions.

Items	Mean	SD	Percentage	Level	Order	
First: Positive awareness dimension						
1	National Day activities contribute to enhancing intellectual awareness among university students.	4.43	0.78	88.6%	Very High	2
2	National Day activities develop a sense of security among university students.	4.44	0.74	88.8%	Very High	1
3	The activities of the National Day are concerned with students' dialogue about their rights and duties towards the homeland.	4.33	0.96	86.6%	Very High	5
4	The activities of the National Day are concerned with the student's opinions and suggestions about the nation's renaissance and solving its problems.	4.17	1.08	83.4%	High	7
5	The activities of the National Day refine the personality of the student and achieve his self	4.24	0.96	84.8%	Very High	6
6	National Day activities promote national unity and reject intolerance among university students.	4.42	0.84	88.4%	Very High	3
7	National Day activities develop political awareness among university students.	4.35	0.90	87%	Very High	4
The general arithmetic mean of the first dimension		4.34	0.72	86.8%	Very High	
Second: Belonging Dimension						
8	National Day activities contribute to enhancing feelings of pride and patriotism among university students.	4.72	0.56	94.4%	Very High	1
9	The activities of the National Day help highlight the efforts of the Kingdom of Saudi Arabia at the local, Islamic, and global levels to university students.	4.58	0.67	91.6%	Very High	3

10	The activities of the National Day highlight the nation's civilization and its economic, cultural, social, and tourism features among university students.	4.47	0.82	89.4%	Very High	6
11	National Day activities enhance students' confidence in the country's political, economic, and security leadership.	4.56	0.63	91.2%	Very High	4
12	The activities of the National Day enhance feelings of pride in the popular, national, and Islamic heritage among university students.	4.59	0.60	91.8%	Very High	2
13	National Day activities spread religious awareness of patriotism and preserving its values through preachers among university students.	4.41	0.93	88.2%	Very High	7
14	National Day activities promote feelings of pride in customs, traditions, language, and national values among university students.	4.55	0.78	91%	Very High	5
The general arithmetic mean of the second dimension		4.56	0.59	91.2%	Very High	
The third dimension: Community participation						
15	National Day activities contribute to solving community problems and issues among university students.	4.08	1.12	81.6%	High	6
16	The activities of the National Day instill confidence in the practice of volunteer work and community service among university students.	4.25	0.99	85%	High	5
17	The activities of the National Day help the integration and community participation of university students.	4.38	0.76	87.6%	Very High	2
18	National Day activities promote the value of volunteer work among university students.	4.34	0.85	86.8%	Very High	4
19	National Day activities allow university students to cooperate and participate in national celebrations and events.	4.47	0.70	89.4%	Very High	1
20	National Day activities develop social responsibility among university students.	4.36	0.85	87.2%	Very High	3
The general arithmetic mean of the third dimension		4.31	0.76	86.3%	Very High	
The overall total for the first axis		4.42	0.648	88.4%	Very High	

Results of Table (5) in the dimension of positive awareness illustrated that means of the study sample opinions in this dimension ranged between 4.44- 4.17 and all items were rated very high except for item (4) which was high. The general arithmetic mean of the dimension was (4.34), with a standard deviation of (0.72) and a relative weight of (86.8% very high) from the point of view of the study sample.

The table also indicates that the mean of the second dimension of belonging from the study sample points' of view ranged between 4.41- 4.72 and all items were rated very high. The general arithmetic mean of the dimension was (4.56), with a standard deviation of (0.59) and a relative weight of (91.2% very high) from the point of view of the study sample. This indicated that the reality of the National Day activities' role in enhancing the dimension (belonging) to the national identity among university youth was achieved at a (very high) level from the point of view of the study sample.

In addition, the results of Table (5) in the dimension of community participation illustrated that means of the study sample opinions in this dimension ranged between 4.47-4.08 and all items were rated very high except for item (15) which was high. The general arithmetic mean of the dimension was (4.31), with a standard deviation of (0.76) and a relative weight of (86.3% very high) from the point of view of the study sample.

Results of Answering the Second Question

“What are the ways to activate the role of the National Day activities in the Kingdom of Saudi Arabia in promoting the national identity of university youth from the students' points of view?”

To answer this question, the arithmetic means and standard deviations of the students' responses were calculated on the second axis as illustrated in Table (6).

Table 6: Arithmetic means and standard deviations regarding the ways to activate the role of the National Day activities in the Kingdom of Saudi Arabia in promoting the national identity of university youth from the students' points of view

Items	Mean	SD	Percentage	Level	Rank
1 Expanding the participation of university students in organizing the activities of the National Day inside and outside the university.	4.33	0.92	86.6%	Very High	10
2 Holding exhibitions (artistic and research) that highlight the country's landmarks and achievements in the activities of the National Day.	4.56	0.68	91.2%	Very High	2
3 Holding student competitions that enhance national identity during the National Day activities.	4.46	0.76	89.2%	Very High	6
4 Organizing and directing cultural, recreational, and religious trips to enhance national identity during events.	4.54	0.77	90.8%	Very High	4
5 Supporting and assisting students in providing volunteer work and community participation during the activities of the National Day.	4.55	0.70	91%	Very High	3
6 Include the dimensions of national identity and integrate them into teaching courses and employ them in teaching strategies and university activities, through training faculty members on this integration in workshops.	4.39	0.85	87.8%	Very High	9
7 Providing financial, technical, and administrative support to direct student activities to enhance national identity during the activities of the National Day.	4.45	0.82	89%	Very High	7
8 Students' participation in the implementation of programs that promote the Arabic language, Islamic values, and folklore on a large scale during the activities of the National Day.	4.60	0.62	%92	Very High	1
9 Holding forums related to national identity in the activities of the National Day, including students' research, artistic and community work.	4.49	0.72	89.8%	Very High	5
10 Providing systematic training courses and workshops to enhance the national identity.	4.41	0.92	88.2%	Very High	8
Total	4.48	1.44	89.6%	Very High	

Table 6 reveals that the means of the study sample points of view regarding the second axis (ways to activate the role of national day activities in the Kingdom of Saudi Arabia in promoting national identity among university youth) ranged between (4.60 - 4.33), as all items came in a very high degree. This indicated that the axis (ways to activate the role of the activities of the National Day in the Kingdom of Saudi Arabia in promoting the national identity of university youth) was achieved at a (very high) level from the point of view of the study sample.

4. DISCUSSION

According to the above-mentioned results, the results of the first question pointed out that the reality of the National Day activities role in the Kingdom of Saudi Arabia in promoting national identity among university youth from the students' points of view was (very high) in all dimensions of national identity and the total score. This result is in line with Supratika (2021) which illustrated the high level of national identity among Indonesian students, while this result differs from the study of Al Taiar (2020), which reported a low level of national identity among university students.

The positive role the National Day activities on promoting and enhancing positive awareness, belonging, and community participation can be explained by the media, awareness, and organizational efforts, as well as the content of these activities, which include influential and meaningful words, patriotic songs, highlighting the Kingdom's efforts and achievements at the Arab and international levels. It also includes various Saudi values, customs, and traditions, which are contents that contribute to enhancing awareness, belonging, and community participation. In addition, this result can be attributed to the positive participation of students in meetings, presentations, activities, and seminars, which contributed to the development of responsibility and the enhancement of their awareness and belonging, and the instillation of a culture of teamwork.

The activities highlight manifestations of pride and feelings of patriotism through the various celebration ceremonies that call for patriotism, such as pride in developmental achievements, and celebration by effective and influential means such as military parades, popular marches, fireworks, speeches of political leaders, and folklore. The responsibility for organizing events harnesses the human potential and financial resources of the official and unofficial authorities in the governorate to carry out such activities. This result is consistent with and demonstrated by the study of Zhang et al. (2019) indicating that the celebrations and festivals reinforce national identity and community values.

Results showed that the reality of the role of the activities of the National Day in enhancing the dimension of belonging to the national identity among university youth came in first place with a (very high) level. This result is consistent with the study of Hamdan (2008), which showed that educational institutions have a significant role in promoting belonging. The researcher attributes the role played by the activities of the National Day in the development of (belonging) among students, to the fact that these activities help in highlighting the efforts of the Kingdom of Saudi Arabia at the local, Islamic, and global levels among university students. It also contributes to the development of national responsibility by instilling in the hearts of young people the values, knowledge, and purposeful behaviors that serve the community.

The media also plays a prominent role in the activities of the National Day by highlighting the nation's civilization and its economic, cultural, social, and tourism features, which contributes to strengthening belonging, especially among university youth, who enjoy insight, careful analysis, and the search for an identity that distinguishes him from others, which makes him more than others keen on his homeland. Also, participating in the activities of the National Day made them cherish and be proud of their homeland, and they sincerely strive to preserve and defend it and participate in its growth, progress, and sovereignty. This result is consistent with the study of Amer (2005) that there is a significant increase in Saudi youth's awareness of identity, belonging to the homeland, and keenness on its interest.

The results also showed that the reality of the role of the activities of the National Day in promoting the dimension of positive awareness of the national identity among university youth came in second rank with a (very high) level. Peterson et al. (2005) pointed out that paying attention to the needs of young people, developing their scientific knowledge, and helping young people to think properly contributed to the development of their citizenship values. The researcher attributes this result to the activities of the National Day concerned with the students' dialogue about their rights and duties towards the homeland, and the development of their political awareness and keenness to enhance their intellectual awareness. The Intellectual Awareness Unit makes great efforts in all faculties of Prince Sattam University according to a well-studied annual plan with purposeful activities. The activities of the National Day are also concerned with students' opinions and suggestions about the nation's renaissance and solving its problems. Hanray (2007) mentioned that the students' practice of various activities within the university, their participation in dialogues and discussions, their participation in community issues and problems, and the values of social issues inside and outside the university, prepare them to deal with the challenges they face in life, and teaching them the method of dialogue contributes to inculcating and strengthening their citizenship values.

In the current research, the reality of the role of the National Day activities in enhancing the community participation dimension of the national identity among university youth came in third place with a (very high) level, and because the activities of the National Day instill confidence in the practice of voluntary work and community service through effective participation, and the activities of the National Day also help in integration and community participation. This result is consistent with the study of Zarzoura (2008) and Al Kahtani (2010), which found a high value of community participation among students, and that the majority of the respondents agreed that the value of participation is one of the values of citizenship that contribute to enhancing security and citizenship.

The activities of the National Day also develop social responsibility among young people through dialogue and discussion of community issues and contribute to solving them through community service units in all university faculties and through student activities, scientific forums and competitions that include the axis of community participation, especially on the occasion of the National Day and all these factors contributed to the development of community participation among young people. This result is consistent with what was indicated by Calvert (2006) that the university, through its activities and projects that it makes available to students, help them develop the ability to express and express opinions, contributes to their attachment to citizenship, and makes them feel important and appreciated. It also agrees with what Mandel (2003) indicated that community participation and continuous training on dealing with community issues and interacting with them in their learning within the university helps to reinforce the values of citizenship among students as well as students' awareness and immersion in the changes and transformations that occur in society helped to enhance their citizenship values. However, it also disagreed with the study of Al Kahtani (2010), which found a decline in the behavioral aspect, and that the majority of respondents adhere to regulations and instructions outside the country in a better way.

The study also investigated the ways to activate the role of the activities of the National Day in the Kingdom of Saudi Arabia in promoting national identity among university youth. Results illustrated that this dimension was achieved at a very high level from the research samples' points of view and all items were rated very high. The researcher attributes this result to the students' realization of the significance of the organizational efforts aimed at strengthening the national identity through the activities of the National Day by providing financial, technical, and administrative support to direct these activities, as well as their realization of the keenness of the officials implementing the activities of the National Day on the participation of students in the implementation of programs that promote the Arabic language, Islamic values, and popular heritage on a large scale, as they are the most prominent features of the Saudi national identity that students cherish.

The university students' awareness of the significance of activating exhibitions (artistic and research) and forums that highlight the country's landmarks and achievements in the activities of the National Day through student activities contributes to strengthening their national identity. Saudi Arabia also realizes the significance of integrating the role of the university with the role of official and unofficial institutions responsible for organizing and implementing the activities of the National Day by supporting students and assisting them in providing volunteer work and community participation and spreading positive national awareness through community service units and student activities in colleges, by directing competitions and student activities that support Volunteer work, community participation, organizing purposeful competitions, cultural, recreational and religious trips, holding training courses and workshops and directing them to enhance the national identity.

5. RECOMMENDATIONS

In light of the findings, the current research recommends the following:

- Directing officials, faculty members, and those in charge of the educational process, in cooperation with the organizers of the National Day activities, to improve their efforts, practices, and programs to activate and develop the role of the National Day activities in this aspect.
- Employing the results of this study in building programs, drawing up plans, and directing efforts to the right path to confront the intellectual, psychological, and social problems associated with the national identity of university youth.
- The university cares for students and provides them with facilitating services to engage in community participation that the community needs to strengthen their relationship with their community.
- Directing university planning and curricula preparation officials to the importance of including the dimensions of national identity and integrating them into teaching courses and employing them in teaching strategies and university activities, through training faculty members on this integration in workshops.
- The need to provide the university with guidelines dealing with national identity and how to consolidate it among students.
- Conducting a study dealing with ways to activate the role of the university in promoting national identity among students.
- Conducting a study dealing with the role of the university in promoting national identity in the light of some international experiences.

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CONFLICTS OF INTEREST

The author declares no conflicts of interest.

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