

Education Vision for National Day and Identity Enhancement of Saudi University Students

Wedad A. N. Sharabi

Department of Educational Science, College of Education, Prince Sattam bin Abdulaziz University, Al Kharj 11942, Saudi Arabia

Received: 21 Feb. 2023, Revised: 22 Mar. 2023, Accepted: 24 Mar. 2023.

Published online: 1 Jul. 2023

Abstract: In this paper, we propose an educational vision for enhancing the national identity of Saudi university students through defining the National Day. A questionnaire with 26 items was used to gather data from 537 students. Results showed that National Day plays a significant role in enhancing the religious, historical, cultural, and intellectual dimensions of the Saudi national identity and facing its challenges. A proposed educational vision was presented, and the study recommended its adoption and implementation by Saudi universities.

Keywords: National day, Saudi national identity, dimensions of the Saudi national identity.

1 Introduction

Different countries face numerous challenges as a result of the contemporary digital revolution, ease of communication, and openness to different cultures, which have led to attempts to impose certain cultures and orientations that contradict the beliefs and constants of Arab and Islamic societies. These attempts aim to threaten the privacy of these societies and their cultures, as well as weaken concepts of citizenship, belonging to the homeland, and national identity.

To confront these challenges, it is important to enhance national identity among the citizens. Al-Tahhan [1] explains that national identity works to shape the national consciousness of citizens and leaves its mark on their personalities, giving them a special character that is difficult to erase over time. Al-Naqqā [2] emphasizes the importance of enhancing national identity as a driving force for individuals, giving them their own sense of self, belonging, and loyalty. In addition to the above, enhancing national identity leads to achieving a high degree of cohesion and harmony among citizens within the nation, where this identity forms a common denominator between them [3]. The promotion of national identity contributes to enhancing the sense of self-recognition among members of the community and the sense of acceptance from their country and society. It can be said that national identity represents the essence of the spirit of building contemporary communities and nations [4].

The concept of national identity is an ancient concept that predates human history, and interest in this concept increased with the emergence of nation-states. Discussions about the concept of national identity in the social sciences intensified in the 1980s, and the study of identity-related branches began in sociology. Over time, it was included in the fields of psychology, anthropology, history, geography, political science, and citizenship. Therefore, each field deals with this concept within its own research boundaries, and different definitions and classifications of national identity have emerged [5]. If identity, in its general sense, includes all the characteristics of the individual and represents the person's answer to their own existence, then national identity represents a feeling among citizens of belonging to the same ethnic group, a specific perception that includes attitudes and emotions among members of this group, including perception, thinking, behavior, and emotion associated with this ethnic group [4]. National identity consists of five elements: geographic unity, shared historical memory that brings together the citizens of the nation, public culture, common legal rights and obligations for all members of the nation, and a shared economy where everyone enjoys freedom of movement and work throughout the nation [6].

As for Saudi national identity, its emergence is linked to four main factors: the unification of the kingdom, the importance of which lies in bringing together multiple geographic parts into one entity that represents the spatial symbol around which all the citizens of the Arabian Peninsula gather, the localization and establishment of settlements, the leadership qualities of the founding king, Abdulaziz bin Abdul Rahman, who possessed exceptional leadership qualities, and the fact that the Kingdom is the birthplace of revelation and the location of the two holy mosques [7]. The leadership of the Kingdom has continuously sought to enhance national identity among all its citizens by relying on the sources of strength available to the first Saudi state, including the institutional system and the promotion of community

*Corresponding author e-mail: w_smarty@hotmail.com

participation, investment in state resources to provide stability and prosperity for the citizens, the advancement of education, health, and media, and the preservation of the basic system of governance and pride in national symbols [8]. The establishment of the Kingdom can be seen as one of the most important factors that shaped Saudi national identity, as it created an integrated geographic entity that represents the spatial symbol around which all the citizens of the Arabian Peninsula gather and made their national identity more important than their narrow tribal and local affiliations. National identity does not emerge unless members of society have a strong belief in their belonging to a particular nation and that they are an integral part of it, and then their perspective goes beyond the boundaries of the tribe and the local community to the national community [7].

The Saudi Vision 2030 emphasizes the importance of preserving the Saudi, Arab, and Islamic cultural and historical heritage, and pride in national identity, preserving, highlighting, and transferring it to future generations. As part of the efforts to enhance Saudi national identity, the Saudi Vision 2030 launched the Saudi Personality Enhancement Program, which aims to develop and enhance the national identity of all citizens of the Kingdom. In line with this vision, the International Conference on National Identity was held at Shaqra University in collaboration with the Saudi Ministry of Education. The objectives of the conference were to enhance national identity, instill values of belonging, national loyalty, moderation, and tolerance, and to present global experiences and foresight in the field of enhancing national identity.

In the field of scientific research, the Saudi national identity has been the subject of interest in many studies. Hussein's study [3] highlighted the uniqueness of the Saudi national identity and its connection to the Islamic religion, which is considered one of the most important features of that identity. This is confirmed by the Kingdom's vision that it is the land of the Prophet's mission, the starting place of Islam and the descent of the Quran, the Qibla of Muslims, and their destination to perform the duty of Hajj. Its constitution is the book and the Sunnah, and its knowledge is a symbol of its unique identity. Qalyubi's study [9] focused on identifying the most important educational requirements to enhance the Saudi personality among university students in light of the Saudi Vision 2030 from the perspective of faculty members. Al-Shahrani's study [10] pointed out many contemporary challenges that affect national identity, including security, cultural, religious, social, and technological challenges. The study proposed a proposed approach that Saudi universities could apply to enhance national identity in the face of contemporary challenges. Al-Tayyar's study [11] aimed to identify the current status of the role of Saudi universities in promoting national identity, and to uncover the difficulties facing Saudi universities in fulfilling their role in promoting national identity. The study proposed appropriate solutions that contribute to activating the role of Saudi universities in this field. The study found that Saudi universities are not fulfilling their role in promoting national identity as expected, and that the programs and activities they offer are not sufficient. However, universities are interested in conducting studies and research that propose solutions to face future national challenges. The study pointed out several obstacles that hinder the efforts of universities in promoting national identity, including the prevailing belief that the role of the university is limited to education only, the university's limitation of the concept of serving and developing society in certain traditional programs, and the weak funding of the university for programs that enhance national identity. Al-Ruqi and Al-Sharif [12] conducted a study aimed at identifying the most prominent values of national identity in light of the Saudi Vision 2030 from the perspective of male and female students at Shaqra University. The study also aimed to examine the actual role of the university administration in promoting national identity for its students, and to identify proposals to improve the role of the university administration in enhancing national identity from the perspective of its students. The study results showed that the study sample agreed on the most prominent values of national identity in light of the Saudi Vision 2030. Additionally, the results showed that the actual role of Shaqra University's administration in promoting national identity for its male and female students, from their perspective, was moderate.

In addition to what was mentioned above, many studies have pointed to the importance of educational institutions playing a significant role in enhancing national identity. Hilal and Zafer's study [5] explained that since the French Revolution at the end of the 18th century, education has been one of the most important tools used by national states to enhance the national identity of their citizens. Countries have made their official ideologies and national educational policies aimed at educating generations of learners who feel the importance of belonging to their country. Al-Gharibah and others [13] emphasized the role of educational institutions in facing all factors that weaken the promotion of national identity within Arab societies, through the preparation of educational and media programs that counteract the negatives associated with the spread of television satellites, the extensive use of social media, which created dialogical spaces that do not adhere to professional standards most of the time, and do not comply with deterrent regulations and laws. This led to fueling sectarian and religious issues within Arab societies.

Khudair's study [14] focused on reviewing some contemporary global experiences in enhancing national identity in several countries, including the United States, the United Kingdom, Italy, Spain, France, and Japan. The study explained that these countries rely on an integrated educational vision to enhance national identity, and the importance of educational institutions in their role in educating and adapting humans to their society. The study indicated that the

process of strengthening and developing national identity is a comprehensive responsibility shared by universities, schools, families, communities, and media. The study recommended the adoption of a national vision for identity in Saudi Arabia, and the importance of strengthening the infrastructure to reinforce the Saudi national identity. Al-Subeai's study [15] proposed a vision for enhancing the Saudi personality in light of Saudi Vision 2030, while Hakim's study [16] proposed a scenario for developing the content of university curricula in Saudi Arabia to enhance national identity in light of Saudi Vision 2030. The study discussed the role of Saudi universities in developing national identity, and the role of university curricula in particular in developing national identity among university students. Studies by Koroglu and Elban [6], Yuan and Fang [2], Al-Shahri and Al-Zahrani [17], and Al-Muqbil [18] emphasize the importance of having a clear educational vision adopted by educational institutions to enhance national identity among citizens.

As previously mentioned, it becomes clear the importance of enhancing the Saudi national identity to face contemporary challenges, and the connection of that identity to the founding of the kingdom as a cohesive geographic entity, especially since the establishment of the first Saudi state. Considering that the Arabian Peninsula had not witnessed, after the era of prophethood and the rightly guided caliphate, the emergence of a unified political entity that highlights the region's status. The first Saudi state came to form a new reality and a starting point for one of the most important stories of union in contemporary history and paved the way for the establishment of the first state that led to the emergence of a major political and economic force on the Arabian Peninsula, the Kingdom of Saudi Arabia. Throughout its history since its establishment, the Kingdom has known the finest examples of cooperation and harmony between its people and its wise and prudent leadership. The role of educational institutions, especially universities, in enhancing the national identity of university students is evident, as studies conducted in the Kingdom of Saudi Arabia have pointed out the need to activate the role of Saudi universities in this field. It is also evident that no previous study - to the researcher's knowledge - has addressed the importance of the establishment day and its role in enhancing the Saudi national identity, which is the focus of the current study.

2 Study problem

The Kingdom of Saudi Arabia, like other countries of the Arab and Islamic worlds, faces many challenges related to preserving its national identity and promoting that identity among all its citizens. King Salman bin Abdulaziz expressed this exclusivity, considering, "This state, which was established nearly three centuries ago or more, is the state of monotheism that was established on firm foundations from the Book and the Sunnah. In the modern era in our region" [19]. This saying indicates the uniqueness of the Saudi national identity, as it is an identity with a deeply rooted religious dimension in the hearts of its children, and many studies [3, 7, 8, 20] indicated the uniqueness of that identity, in terms of the link between the Saudi national identity and the true Islamic religion, the Holy Qur'an and the Sunnah. Purifying Prophet.

As part of the pride in the heritage and historical depth of Saudi Arabia, King Salman bin Abdulaziz announced on January 22, 2022, the celebration of the National Day, which is held on February 22 of each year. The announcement stated that the commemoration of "National Day" represents a recall of our ancient history, rooted civilization, and firm culture that began in Al-Diriyah, the first capital of this country, in the middle of the year 1139 AH / 1727 AD. The celebration of National Day embodies the pride in the deep roots of this great country, enhancing values and meanings, consolidating pride in cultural and social heritage, and pride in the great history, civilization, heritage, symbols, and steadfast national values of the homeland. The royal decree issued to celebrate National Day refers to the link between National Day and the establishment of the first Saudi state as a nucleus for the establishment of the Kingdom of Saudi Arabia. It has not been seven years since the end of the first Saudi state until Imam Turki bin Abdullah bin Muhammad bin Saud was able to recover it and establish the second Saudi state, which lasted until 1309 AH / 1891 AD. After its end, King Abdulaziz bin Abdul Rahman Al-Faisal Al-Saud was able to establish the third Saudi state in 1319 AH / 1902 AD and unite it under the name of the Kingdom of Saudi Arabia. His sons, the kings, continued on his path to strengthen the building and unity of this country.

The official website of National Day (<https://www.foundingday.sa/>) explains that the celebration of National Day aims to: cherish the deep roots of Saudi Arabia, the close connection between citizens and their leaders, the unity, stability, and security established by Saudi Arabia, the steadfastness of the first Saudi state and its defense against enemies, the continuity of Saudi Arabia and the restoration of the strength of its roots and leaders, the Saudi national unity established by Abdulaziz bin Abdul Rahman Al-Faisal Al-Saud, and the achievements of the kings, the sons of King Abdulaziz, in strengthening building and unity. The commemoration of National Day confirms the connection of the people of Saudi Arabia with their leaders since the era of Imam Muhammad bin Saud, the establishment of the first Saudi state, which lasted until 1233 AH / 1818 AD with its capital in Al-Diriyah, and its establishment of security, unity, and stability in the Arabian Peninsula after centuries of division and dispersion [21]. It represented the basis for social stability, spreading security, ending fragmentation and internal conflicts, and starting to build a state that includes all sectors in a social fabric despite the weakness of resources and isolation suffered by the central regions of the

Arabian Peninsula due to the poverty of their resources, difficult climate, and harsh terrain [22].

The establishment of the first Saudi state was the cornerstone of a comprehensive Saudi renaissance in various aspects, including political, cultural, scientific, economic, and social. In terms of political work, the first action taken by Imam Muhammad bin Saud after assuming power was the unification of the two parts of Al-Diriyah, which was strong evidence of his keen vision and primary focus on unity [23]. As for the scientific field, the first Saudi state was interested in spreading Islamic knowledge and preparing scholars and students of knowledge in Al-Diriyah and throughout the first Saudi state [19]. Due to the region's need for religious reform, the first Saudi state focused on the sciences of monotheism, worship, and Islamic sciences such as hadith, interpretation, jurisprudence, and prophetic biography. The scholars of that time added many valuable books, especially in the field of monotheism and creed, to the Islamic Arab library. Valuable libraries were found in Al-Diriyah that included many books on various scientific topics [24].

The above presentation indicates the importance of National Day as a national occasion that calls for pride and pride in the deep roots of the Saudi state and recalls its establishment by Imam Muhammad bin Saud more than three centuries ago, and what the Saudi state has achieved in terms of unity, security, and stability, as well as its continuous journey in construction, unity, and development. This day symbolizes the historical, cultural, and civilizational depth of the Kingdom of Saudi Arabia, as is clear from the previous presentation on the role of educational institutions in enhancing national identity, as previous studies have indicated, and the status of the Kingdom of Saudi Arabia as a leading state and a regional and global political and economic power. The Kingdom's attention to enhancing national identity among its citizens and the importance of this matter to the wise leadership in the Kingdom of Saudi Arabia is also emphasized through many events, including the celebration of National Day as a witness to the historical depth of that state up to the current era of construction, development, and comprehensive growth. In addition to that, Vision 2030 places great importance on the role of Saudi youth in comprehensive development, considering them as the first wealth that cannot be equated with any other wealth, and clarifying that it was with the efforts of the sons of this country that the Saudi state was established in extremely difficult circumstances when King Abdulaziz bin Abdul Rahman Al-Faisal Al-Saud united it, and that the youth of this country are capable of surprising the world once again.

In light of the above, and the lack of any previous studies - to the knowledge of the researcher - that address the role of National Day in enhancing national identity, the focus of the current study is on presenting a proposed educational vision to define the role of National Day in enhancing national identity among university students. Therefore, the problem of the study is summarized in the following main question: What is the proposed educational vision to define the role of National Day in enhancing national identity among university students in the Kingdom of Saudi Arabia? From this question, the following sub-questions emerge:

1. What is the role of National Day in enhancing the religious dimension of Saudi national identity from the perspective of university students in the Kingdom of Saudi Arabia?
2. What is the role of National Day in enhancing the historical dimension of Saudi national identity from the perspective of university students in the Kingdom of Saudi Arabia?
3. What is the role of National Day in enhancing the cultural dimension of Saudi national identity from the perspective of university students in the Kingdom of Saudi Arabia?
4. What is the role of National Day in enhancing the intellectual dimension of Saudi national identity from the perspective of university students in the Kingdom of Saudi Arabia?
5. What is the role of National Day in facing the challenges facing Saudi national identity from the perspective of university students in the Kingdom of Saudi Arabia?
6. What is the proposed educational vision to define the role of National Day in enhancing national identity among university students in the Kingdom of Saudi Arabia?

3 Objectives of the study

The objectives of the study are as follows:

1. To reveal the role of National Day in enhancing the religious dimension of Saudi national identity from the perspective of university students in the Kingdom of Saudi Arabia.
2. To reveal the role of National Day in enhancing the historical dimension of Saudi national identity from the perspective of university students in the Kingdom of Saudi Arabia.
3. To reveal the role of National Day in enhancing the cultural dimension of Saudi national identity from the

perspective of university students in the Kingdom of Saudi Arabia.

4. To reveal the role of National Day in enhancing the intellectual dimension of Saudi national identity from the perspective of university students in the Kingdom of Saudi Arabia.
5. To reveal the role of National Day in facing the challenges facing Saudi national identity from the perspective of university students in the Kingdom of Saudi Arabia.
6. To prepare an educational vision to define the role of National Day in enhancing national identity among university students in the Kingdom of Saudi Arabia.

4 Importance of the Study

The importance of the study can be summarized in two aspects as follows:

- *Theoretical Importance:*

1. The importance of enhancing Saudi national identity in light of the challenges facing the Kingdom of Saudi Arabia.
2. Highlighting the historical significance of the National Day in the history of the Kingdom of Saudi Arabia and showcasing the strong roots of the Saudi state.
3. The necessity of educational institutions to play their role in raising awareness among the people of Saudi Arabia about their rich history and their role in building the present and future of society, with full awareness of the dimensions of their national identity.

- *Practical Importance:*

1. The study presents a proposed educational vision that can be practically applied to enhance national identity among university students.
2. The study may contribute to attracting the attention of researchers towards conducting more studies on the National Day as one of the most important events in the history of the Kingdom of Saudi Arabia.

5 Study Terminologies

National Day: The researcher adopts the definition of National Day as stated in the National Day Guide issued by the King Abdulaziz Foundation [19], which defines National Day as "a national occasion to introduce the deep-rooted roots of the Saudi state, to recall its establishment by Imam Mohammed bin Saud more than three centuries ago, and what it has achieved in terms of unity, security, stability, and its continued building, unification and development."

National Identity: Khalil [25] defines national identity as "the individual's connection to his homeland, which he seeks to elevate and enhance the status of his country among the countries of the world, and this connection requires him to realize the self-determining elements of his country that distinguish it from others, and to always strive to maintain those elements." The researcher defines it procedurally as "the set of characteristics and features that distinguish Saudi society from other societies, and these characteristics and features form a distinctive bond among the members of Saudi society, and a source of their feeling of pride and belonging to this society."

6 Study Methodology and Procedures

6-1 Study Method:

The study followed the descriptive-analytical methodology, which is defined as one of the forms of scientific analysis and interpretation organized to describe a specific phenomenon or problem, and to quantify it through collecting standardized data and information about the phenomenon under study, analyzing it, and subjecting it to a detailed study [26]. The descriptive-analytical methodology was followed as it is one of the most appropriate research methods for the nature of the current study and to develop a proposed educational vision to introduce National Day and its role in enhancing national identity among university students in the Kingdom of Saudi Arabia.

6-2 Study Population and Sample:

The study population consisted of all university students in government universities in the Kingdom of Saudi Arabia during the first semester of the academic year 1444 AH, and the number of these students according to the latest guide issued by the General Authority for Statistics (2022) was about 1,590,878 male and female undergraduate students. The sample size was calculated using the Steven Thompson formula [27]:

$$n = \frac{NXP(1-P)}{(N-1)X\left(\frac{d}{z}\right)^2 + P(1-P)}$$

where n is the sample size, N is the population size, P is the probability value of 0.5, d is the allowable error value (0.05), and z is the standard degree of 1.96 at a confidence level of 0.95. Based on this, the sample size was 384 individuals. An electronic questionnaire was sent to a sample of 600 male and female students in various Saudi universities, and the number of valid responses received was about 537, which represents the sample size. Table (1) shows the distribution of the study sample.

Table 1: Distribution of respondents

Universities	Number of students	Number of female students	Total
Umm Al Qura University	17	23	40
King Abdulaziz University	25	24	49
King Faisal University	22	17	39
Imam Abdul Rahman University	31	22	53
Imam Muhammad bin Saud University	29	30	59
Prince Sattam University	28	23	51
Princess Nora bint AbdulRahman University	0	25	25
Northern Border University	24	16	40
Taif University	19	21	40
Tabouk university	20	23	43
Jizan University	29	24	53
Najran university	21	24	45
Total	265	272	537

Table (1) shows the distribution of the sample individuals among 12 government universities out of 30 universities, which is about 40% of the total number of Saudi universities. It is also evident that male students constitute about 49.3% of the sample individuals, while female students constitute about 50.7% of the sample individuals.

6-3 Preparation of the Study Tool:

To achieve the study objectives, a questionnaire was prepared as a tool to collect information and answer the study questions. The steps for preparing the questionnaire are presented below.

6-3-1 Sources for Preparing the Questionnaire:

The questionnaire was prepared based on previous studies that addressed national identity [3, 9, 10, 11] and on what was mentioned about the establishment of the first Saudi state in some studies and references [7, 19, 21].

6-3-2 Initial Draft of the Questionnaire:

The questionnaire consisted of 27 items distributed across five main axes that addressed the role of National Day in enhancing national identity among university students. The researcher followed a scientific language and avoided including more than one specific practice in the same item. Long items that may distract the attention of the sample were also avoided, as well as terms or words that are not understandable by the study sample.

6-3-3 Checking the Apparent Validity of the Questionnaire:

The initial draft of the questionnaire was presented to a group of faculty members in several Saudi universities to verify the scientific and linguistic accuracy of the items and their suitability for the study sample. The coherence of each item with its corresponding axis was also checked, and any comments related to deleting or adding new items to the questionnaire were taken into consideration. Based on the reviewers' feedback, the linguistic formulation of some items was modified, and one item was deleted as it was not suitable for the questionnaire. Thus, the final questionnaire consisted of 26 items.

6-3-4 Checking the Internal Consistency of the Questionnaire:

The questionnaire was applied to a sample of 30 male and female students to check its internal consistency. The correlation coefficients between the score of each item in the questionnaire and the total score of the corresponding axis were calculated, and the results are shown in Table (2).

Table 2: Correlation coefficients between the score of each item in the questionnaire and the total score of the axis to which it belongs

The first axis	The second axis	The third axis	The fourth axis	The fifth axis
----------------	-----------------	----------------	-----------------	----------------

1	0.932**	6	0.830**	11	0.860**	16	0.923**	21	0.956**
2	0.907**	7	0.555**	12	0.841**	17	0.847**	22	0.937**
3	0.928**	8	0.722**	13	0.538**	18	0.909**	23	0.881**
4	0.884**	9	0.920**	14	0.513**	19	0.838**	24	0.858**
5	0.559**	10	0.902**	15	0.788**	20	0.607**	25	0.851**
								26	0.894**

** Significant correlation coefficient at the significance level of 0.01

The previous results indicate that the score of each paragraph is associated with a significant correlation coefficient at the level of significance of 0.01 with the total score of the axis to which it belongs, and the correlation coefficients were calculated between the score of each axis and the total score of the questionnaire, and the results were as follows.

Table 3: Correlation coefficients between the score of each axis and the total score of the resolution

The questionnaire axes	correlation coefficients
The role of the national day in promoting the religious dimension	0.855**
The role of the national day in enhancing the historical dimension	0.842**
The role of the national day in promoting the cultural dimension	0.531**
The role of foundation day in promoting the intellectual dimension	0.886**
The role of the national day in facing the challenges facing the Saudi national identity	0.361*

** Significant correlation coefficient at the level of significance 0.01 * Significant correlation coefficient at the level of significance 0.05

The previous results indicate that the degree of all axes of the questionnaire is associated with significant correlation coefficients with the total score of the questionnaire, and the correlation coefficients came at the level of significance of 0.01 for four axes, and at the level of significance of 0.05 for one axis, and the previous results together show that the questionnaire has a high degree of sincerity of internal consistency.

6-3-5 Checking the stability of the questionnaire:

The alpha-Cronbach coefficient was calculated for each dimension of the questionnaire and for the questionnaire as a whole, and the results were as shown in Table (4).

Table 4: Correlation coefficients between the score of each axis and the total score of the resolution

The questionnaire axes	correlation coefficients
The role of the national day in promoting the religious dimension	0.901
The role of the national day in enhancing the historical dimension	0.849
The role of the national day in promoting the cultural dimension	0.755
The role of foundation day in promoting the intellectual dimension	0.886
The role of the national day in facing the challenges facing the Saudi national identity	0.952
The questionnaire as a whole	0.914

The previous results show that the stability coefficients for the resolution axes are all high, and their values ranged between (0.755 - 0.952), while the overall stability coefficient for the resolution was 0.914. These results confirm the validity of using the questionnaire to achieve the objectives of the study.

6-4 Preparation of the Final Questionnaire:

The final questionnaire consisted of two parts as follows:

Part 1: It included an introduction that defined the study topic, its objectives, the method of answering the items, and emphasized that participation in the study was voluntary. It also stated that the study results were solely for research purposes and had no relation to the academic performance of the participants.

Part 2: It included 26 items distributed across the five axes of the questionnaire. The responses of the participants were estimated on a five-point Likert scale (1-5), and the relative weight average of the responses was calculated by dividing the range (5-1=4) by the number of categories (5), which gives a category length of 0.8. Then, the category length was added to the smallest value in the scale, which is (1). The quantitative estimation of the participants' responses and the relative weight average for each response are shown in Table (5).

Table 5: Quantitative assessment of the respondents' responses to the questionnaire

The approval rate	very high	high	medium	low	very low
Quantitative	5	4	3	2	1
Average relative weight	5 - 4.2	4.19 -3.4	3.39 - 2.6	2.59 - 1.8	1.79 - 1

7 Study results and discussion:

The study questions were answered from the first question to the fifth question by calculating the arithmetic averages and standard deviations of the sample's responses to the study tool items, and then calculating the degree of approval of a paragraph, and arranging those paragraphs according to those responses, and the following is the presentation of the results for each question separately.

7-1: The first question stated:

What is the role of the national day in strengthening the religious dimension of the Saudi national identity? The results for answering this question came as shown in Table (6).

Table 6: Results for answering the first axis of the questionnaire

No	The role of the national day in enhancing the religious dimension	Arithmetic mean	Standard deviation	Degree of agreement	Rank
1	The celebration of the national day reminds us of the role of the first Saudi state in upholding the word of monotheism and pushing away misguided ideas and deviant beliefs.	4.47	0.69	Very large	1
2	The celebration of the national day is linked to the confirmation of the establishment of the first Saudi state on the firm basis of the Qur'an and Sunnah.	4.31	0.82	Very large	2
3	The celebration of the national day calls for the interest of the first Saudi state in spreading the sciences of monotheism and what is related to worship.	4.27	0.87	Very large	4
4	Celebrating the national day calls for remembering the pioneering role of the first Saudi state in adopting and spreading religious reform.	4.28	0.86	Very large	3
5	Celebrating the national day indicates the status of scholars and students of Sharia sciences in the first Saudi state.	4.20	0.93	Very large	5
The first axis as a whole		4.30	0.83	Very large	

The previous results indicate a high degree of agreement among the sample participants on all the items of the first axis and the axis as a whole. This means that the establishment day has a very significant role in promoting the religious aspect of the Saudi national identity, according to the viewpoint of the sample participants who are male and female university students in Saudi Arabia. This role is largely attributed to the establishment of the Kingdom of Saudi Arabia since the first Saudi state was based on the Quran and Sunnah. Imam Muhammad bin Saud, in his efforts to establish the Saudi state, supported the reformist call of Sheikh Muhammad bin Abdul Wahhab, who chose the city of Diriyah for its strength, independence, and the ability of its ruler to support and protect the call [19]. Thus, the efforts of the founding leaders contributed to the promotion of the word of Tawheed and the elimination of deviant ideas that were far from the correct creed prevailing in the Arabian Peninsula. Al-Othaimin [28] refers to the nature of the prevailing conditions before the establishment of the first Saudi state, saying, "There was a need for a religious reform call that clarifies to the ignorant people what they did not know about the matters of religion and its rulings, and eliminates everything that could undermine the beliefs of Muslims and obliges those who do not perform the pillars of Islam such as prayer, zakat, fasting, and pilgrimage to perform them."

These results also indicate a very high degree of appreciation by the sample participants for the role of the first Saudi state in adopting and disseminating religious reform, spreading the sciences of Tawheed, and the great status of scholars and students of Islamic sciences in the first Saudi state. This was explained by the study of Murshid [24], which pointed to the focus of the first Saudi state's interest on the sciences of Tawheed and the Islamic sciences such as Hadith, Tafsir, jurisprudence, and the Prophet's biography. This result is consistent with what was mentioned in the study of Al-Hussain [3], which indicated the relationship between the Saudi national identity and the religious aspect.

7-2: The second question stated:

"What is the role of the establishment day in promoting the historical aspect of the Saudi national identity?" The results of answering this question are shown in Table (7).

Table 7: The results of answering the second axis of the questionnaire.

No	The role of the national day in promoting the historical	Arithmetic	Standard	Degree of	Rank
----	--	------------	----------	-----------	------

	dimension	mean	deviation	agreement	
1	The celebration of the national day is associated with contemplation of the historical conditions prevailing before the founding of the first Saudi state.	4.22	0.87	Very large	5
2	The celebration of the national day is associated with mentioning the efforts of Imam Muhammad bin Saud in establishing the first Saudi state.	4.37	0.75	Very large	2
3	The celebration of the national day revives interest in the efforts of the imams of the first Saudi state in extending security and stability throughout the state.	4.33	0.85	Very large	3
4	The founding of the first Saudi state paved the way for the founding of the Kingdom of Saudi Arabia.	4.40	0.73	Very large	1
5	The celebration of the national day is associated with mentioning the historical status of Diriyah, the capital of the first Saudi state.	4.30	0.82	Very large	4
The second axis as a whole		4.32	0.82	Very large	

The previous results indicate a very high degree of agreement among the sample participants on all the items of the second axis and the axis as a whole. This means that the establishment day has a very significant role in promoting the historical aspect of the Saudi national identity, according to the viewpoint of the sample participants who are male and female university students in Saudi Arabia. The introductory items of this axis state that the establishment of the first Saudi state paved the way for the establishment of the Kingdom of Saudi Arabia, as there were many foundations that led to the establishment of the third Saudi state or the Kingdom of Saudi Arabia later on. Some of these foundations include creating a cohesive geographic entity under one authority, the political independence of the first Saudi state, imposing security and stability, organizing the economic affairs of that state, taking all necessary measures to protect the newborn state at that time, and eliminating all campaigns that sought to eliminate that state in its infancy. All of these were achieved during the reign of Imam Muhammad bin Saud, and the leaders of the first Saudi state continued to follow this approach afterwards. The establishment day is also linked to mentioning the historical significance of Diriyah as the capital of the first Saudi state. Unifying the two parts of Diriyah and making it the capital of the state was one of the most important achievements of Imam Muhammad bin Saud after he took power. The previous results are consistent with what was mentioned in previous studies [19, 21-23].

7-3: The third question stated:

"What is the role of the establishment day in promoting the cultural aspect of the Saudi national identity?" The results of answering this question are shown in Table (8).

Table 8: Results for answering the third axis of the questionnaire

No	The role of the national day in promoting the cultural dimension	Arithmetic mean	Standard deviation	Degree of agreement	Rank
1	The symbols of the visual identity of the national day refer to important heritage symbols in Saudi culture.	4.32	0.80	Very large	1
2	There are some features of the tangible heritage of the first Saudi state on the UNESCO World Heritage List.	4.21	0.85	Very large	5
3	There are some features of the intangible heritage of the first Saudi state on the UNESCO World Heritage List.	4.22	0.86	Very large	4
4	The Nakhwah Al-Auja and the Saudi Al-Ardah are among the landmarks of the national day culture.	4.31	0.83	Very large	2
5	Diriyah represented the capital of the first Saudi state, a center of cultural radiance in the first Saudi state.	4.29	0.83	Very large	3
The third axis as a whole		4.27	0.83	Very large	

The previous results indicate a very high degree of agreement among the sample participants on all the items of the third axis and the axis as a whole. This means that the establishment day has a very significant role in promoting the cultural aspect of the Saudi national identity, according to the viewpoint of the sample participants who are male and female university students in Saudi Arabia. The introductory items of this axis relate to the visual identity symbols of the establishment day, and this can be interpreted as the visual identity of the establishment day bringing together many important symbols in Saudi culture, which are also related to referring to the establishment day. The logo or visual identity of the establishment day was the subject of study by Sabagh [29], who pointed out the many symbols that this

logo contains, including the font inspired by many manuscripts that document the history of the first Saudi state, to highlight the comprehensive message of the logo related to the values representative of the common Saudi culture. That study also explained that the visual identity that came under the slogan "We Started a Day" promotes the values and meanings associated with this distinctive national occasion and reinforces pride in the cultural and social heritage of this country and its society.

These results also indicate the awareness of the sample participants of the tangible and intangible heritage associated with the first Saudi state, including the Al-Turaif neighborhood in Diriyah, the Saudi Ardah dance, the Bayzarah (traditional form of poetry), and date palm trees. These results are consistent with what was pointed out by Al-Harbi's study [30] in terms of the connection between the establishment day and the interest in Diriyah, the capital of the first Saudi state, which represents the most prominent features of that state. The city played a pivotal role in the history of the Kingdom as the capital of the first Saudi state and contributed to laying the foundations of the state and its creed since its inception, in addition to being a center for knowledge, science and cultural diversity since its establishment. These results also agree with the results of some previous studies [31-33].

7-4: The fourth question stated:

"What is the role of the establishment day in promoting the cultural aspect of the Saudi national identity?" are presented in Table (9).

Table 9: Results of answering the fourth axis of the questionnaire

No	The role of the national day in promoting the intellectual dimension	Arithmetic mean	Standard deviation	Degree of agreement	Rank
1	The first imams of the Saudi state sought to spread education for all, free of charge.	4.22	0.86	Very large	3
2	The imams of the first Saudi state were interested in attending the science sessions and honoring the students of science and scholars.	4.32	0.81	Very large	1
3	The imams of the first Saudi state directed financial allocations to support education.	4.30	0.83	Very large	2
4	The celebration of the national day calls for attention to the intellectual production and literature of scholars of the first Saudi state.	4.15	0.9	Very large	5
5	The establishment of the first Saudi state was associated with the spread of public and private libraries in Diriyah.	4.17	0.94	Very large	4
The fourth axis as a whole		4.23	0.86	Very large	

The previous results indicate a high degree of agreement among the sample individuals with two paragraphs from the fourth axis, a very high degree of agreement with three paragraphs, and a very high degree of agreement with the fourth axis as a whole. This means that the national day plays a very significant role in enhancing the intellectual dimension of the Saudi national identity, according to the perspective of the sample individuals who are students at Saudi universities. The introduction of those paragraphs highlighted the interest of the first Saudi state's leaders in attending knowledge sessions, honoring students of knowledge and scholars, directing financial allocations to support education, and striving to spread education for free to everyone, which is consistent with what is mentioned in many sources and studies about the interest of the leaders of the first Saudi state in supporting knowledge and education. It was natural for the state based on a reformist call to be interested in education, and the interest in education was clear in the biography of the leaders of the first state [28]. This is evident in their eagerness to attend knowledge sessions, which began at sunrise, where people from the people of Ad-Diriyah and others sit to learn in the market area in the belly of Wadi Hanifa. If it was in the summer, they would sit in the eastern stalls, and if it was in the winter, they would sit in the western stalls [19, 33].

The previous responses indicate the first Saudi state leaders' efforts to spread free education, as highlighted by the study of Mursheed [24], which considered the first Saudi state as one of the leading countries in organizing adult education or education for those who missed the opportunity for education, which later became known as literacy eradication. The state's interest in compulsory and inclusive education also emerged through its order to provide education to everyone, including children and women, by attending lessons held in the mosques and schools of Ad-Diriyah, even if they were illiterate. The goal was to achieve public awareness, leading to the acquisition of knowledge through reading and writing at a later stage. The sample individuals also strongly agreed on the connection between the founding of the first Saudi state and the spread of public and private libraries in Ad-Diriyah, the capital of the first Saudi state, and the focus on the intellectual production and works of the scholars of the first Saudi state. This may be due to the disappearance of those libraries and the lack of knowledge and awareness of the intellectual production of the scholars of the first state,

as these works were subjected to burning and confiscation after the end of the first Saudi state era [32].

7-5: The fifth question stated:

What is the role of National Day in confronting the challenges facing the Saudi national identity? The results for answering this question are presented in table (10).

Table 10: Results for answering the fifth axis of the questionnaire

No	The role of the national day in facing the challenges facing the Saudi national identity	Arithmetic mean	Standard deviation	Degree of agreement	Rank
1	Celebrating the National day contributes to introducing the solid roots of the Kingdom of Saudi Arabia.	4.34	0.83	Very large	3
2	The celebration of the national day contributes to knowing the size of the sacrifices made by the imams and the people of the Kingdom to establish the Kingdom of Saudi Arabia.	4.30	0.83	Very large	4
3	The celebration of the national day enhances awareness of the cultural heritage of the Saudi state, which has been around for nearly three centuries.	4.37	0.76	Very large	2
4	Celebrating the National day contributes to appreciating the role of science and scholars in strengthening the state's strength and progress.	4.25	0.88	Very large	6
5	The celebration of the national day develops feelings of pride in the history of the Kingdom of Saudi Arabia.	4.45	0.71	Very large	1
6	The foundation day celebration instills the values of ambition, perseverance and determination among young people.	4.26	0.93	Very large	5
The fifth axis as a whole		4.33	0.83	Very large	

The previous results show that the sample individuals strongly agreed with all the paragraphs of the fifth axis and with the fifth axis as a whole. This means that the national day has a significant role in facing the challenges facing the Saudi national identity, according to the perspective of university students in Saudi Arabia. The celebration of the national day plays a significant role in developing feelings of pride and honor in the Kingdom's history. This celebration represents a significant turning point in the history of the Arabian Peninsula, which had not known unity for more than 1000 years before it. Imam Muhammad bin Saud, with his great personality, was able to establish this entity, paving the way for the establishment of the Saudi state, which became the greatest state known in the Arabian Peninsula since the era of prophethood and the righteous caliphate [23]. Celebrating this day also enhances awareness of the cultural heritage of the Saudi state for about three centuries, as evident from various manifestations, including the visual identity of the national day and the revival of many activities under the title "Our Day" in many educational institutions, which focus on cultural landmarks associated with the national day. The sample individuals' responses also indicated the role of the national day in defining the deep roots of the Saudi Arabian Kingdom. One of the most important is the transfer of the Banu Hanifa to Al-Yamama and the establishment of Ad-Diriyah as the capital of the first Saudi state. This day also contributes to recognizing the sacrifices made by the leaders and people of the Saudi Arabian Kingdom in establishing the country and consolidating the values of perseverance for the founding leaders. The study of Al-Ammar [21] emphasizes the value of celebrating the national day as an embodiment of the extent of the historical figure, the Custodian of the Two Holy Mosques, King Salman bin Abdulaziz Al Saud's keenness and interest in reviving this auspicious day as a tribute to those who contributed to the stages of construction and development of the homeland of glory and loftiness, towards an authenticity that the present relies on, and a legacy that nourishes the future. This calls on all of us as citizens of this nation to remember the extension of our blessed country and to be proud of its deep roots, which formed a wonderful example of the citizens' connection to the wise leadership and their solidarity in facing all challenges.

The previous elements contribute to enhancing the national identity of the people of Saudi Arabia, enabling them to face the challenges facing their national identity and their belonging to this great country, whose leaders continued the march of unification until the establishment of the Saudi Arabian Kingdom. Imam Turki bin Abdullah bin Muhammad bin Saud was able to establish the second Saudi state seven years after the fall of the first state, following the same approach of eliminating factionalism and discord, maintaining security, caring for education, and establishing justice. Later, after a thirty-year struggle, King Abdulaziz Al Saud, the founder of the third Saudi state, was able to unify the Saudi Arabian Kingdom after the fall of the second state ten years prior.

The previous results indicate that the sample individuals, male and female university students in Saudi Arabia, highly

value the role of the national day in enhancing the dimensions of the Saudi national identity, including the religious, historical, cultural, and intellectual dimensions, in addition to its role in facing the challenges facing the Saudi national identity. It is also evident that celebrating this day, which represented a turning point in the history of the Arabian Peninsula and the Arab world, has been able to evoke many meanings, emotions, values, and historical lessons associated with the establishment of the first Saudi state three centuries ago.

7-6: Question 6 stated:

What is the proposed educational vision for introducing the National Day and its role in enhancing national identity among university students in Saudi Arabia?

In light of the study results, the study proposes an educational vision for introducing the National Day and its role in enhancing national identity among university students in Saudi Arabia. This vision integrates with other activities and events held by educational institutions such as schools and universities throughout the Kingdom to celebrate National Day. The following are the elements of this vision.

First: Proposed Educational Vision Foundations

The proposed educational vision for introducing the national day and its role in enhancing the national identity of university students in Saudi Arabia is based on several foundations, including:

1. The role of educational institutions, especially universities, in introducing the national day and its role in enhancing the national identity of university students, within the framework of the universities' integrated preparation of the personality of university students, which is not limited to academic preparation only.
2. Integration with government efforts aimed at enhancing the Saudi national identity, which is part of the Kingdom's Vision 2030, and this program is based on a system of values related to the Kingdom's heritage, its elements of unity, and its solid Islamic principles, through a system of comprehensive initiatives aimed at deepening national belonging and promoting values of moderation, tolerance, positivity, and perseverance.
3. The modernity of celebrating the national day and the need to involve all national institutions in introducing this role to the emerging generations of youth, who represent the future of development in Saudi Arabia, and its first wealth according to the vision of the Kingdom 2030.
4. The need to confront cultural trends or foreign ideas that are strange to the values of Saudi society, by enhancing national identity and the meanings of belonging to this great country, which represents a regional power with political and economic influence and has relied on the cooperation of all its citizens, their support, and commitment to its wise leadership in its long journey.
5. Enhancing the national identity is one of the most important issues that must be addressed when moving forward in the comprehensive development journey led by the Kingdom of Saudi Arabia.

Second: Proposed Educational Vision Objectives

The proposed educational vision aims to achieve the following objectives:

1. Activating the role of universities to a greater extent in participating in all national occasions, including the national day.
2. Introducing university students to the national day, which represents a turning point in the history of the Arabian Peninsula and the region as a whole.
3. Enhancing many dimensions of the Saudi national identity, including the religious, historical, intellectual, and cultural dimensions, through introducing the national day and providing a comprehensive and detailed look at the era of the first Saudi state and life in Saudi society at that time.
4. Preparing generations of university students who have a full and correct understanding of their glorious history and the deep roots of the Kingdom of Saudi Arabia, which extend to the era of the first Saudi state, so that they have a sense of pride and appreciation for this rich past, and strive to establish a glorious present that is commensurate with the depth of sacrifices made by the leaders of the first state, and those that followed in the second state, culminating in the establishment of the Kingdom of Saudi Arabia.

The Procedures for Implementing the Proposed Educational Vision

Implementing the proposed educational vision requires taking several measures on multiple fronts, at the level of work in Saudi universities, and this includes working on the following axes:

The axis of university curricula

• Developing a university course that is taught as part of the university requirements under the title "National day". This course should cover the definition of the national day and the first Saudi state, and should include the following elements:

- The conditions of the country before the establishment of the first Saudi state, including the religious, political, social, and economic conditions.
- The establishment of the first Saudi state, and the reasons for the success of its establishment.
- The leaders of the first Saudi state and their most important works.
- The religious situation in the first Saudi state.
- The scientific, social, and cultural life in the first Saudi state.

• Reviewing the content of university curricula and including in these curricula, according to their nature and scientific content, subjects that address the Saudi national identity and the role of the national day in the emergence of this identity as a unique identity based on belonging to one country, unlike what was prevalent before the establishment of the first Saudi state of tribalism and sectarianism, in addition to the topics related to the scientific and intellectual production of the first Saudi state.

The axis of university activities

These activities can include students from various university majors, including scientific majors such as natural sciences, or humanities and literature, as follows:

• Organizing workshops to discuss some elements related to the national day and the Saudi national identity, including, for example:

- Pride in the Saudi national identity as a source of pride, standing firmly against any threat to that identity, and combating ideas that do not align with the nature of the Saudi state based on the Book of Allah and the Sunnah of His Messenger.
- The challenges that faced the establishment of the first Saudi state, and how the leaders of the state were able to overcome them.
- The meanings derived from celebrating the national day on a personal, social, and national level.
- The cultural landmarks of the first Saudi state and their connection to the Saudi national identity.
- The scientific life in the first Saudi state, and an introduction to the most famous scientists of that period in history.
- Diriyah, the capital of culture in the first Saudi state, and the capital of Arab culture in 2030.

• Holding seminars within Saudi universities to meet with experts and specialists in the history of the Kingdom of Saudi Arabia and Saudi cultural heritage, to provide a detailed introduction to the prevailing conditions before the establishment of the first Saudi state, and how the first Saudi state contributed to laying the foundations for a new reality that the sons of the country are reaping the benefits of today, and their role in supporting the Kingdom of Saudi Arabia's comprehensive development journey.

• Organizing visits to the historical city of Diriyah and its historical neighborhoods to get a closer look at those landmarks, under the supervision of specialized experts in archaeology and history, and the most famous of those landmarks are:

- Al-Turaif district, where the ruling family of the first Saudi state lived under the leadership of Imam Muhammad bin Saud.
- Al-Bujairi district, which is known as the district of knowledge and scholars.
- Ghusaiba district, the main district of old Diriyah.
- Al-Sariha district, which includes the houses of the city's dignitaries and nobles.
- Samhan district, which is considered one of the most important archaeological and tourist landmarks in the city.
- Hanifa valley, which was an important historical commercial market and received scholars and traders from all over the Middle East and beyond, and contributed to a breakthrough in trade and education in the region.

- Historical palaces of Diriyah, including Salwa Palace, Saad Palace, Bujairi Palace, and Al-Oujah Palace.
- Diriyah towers, including Al-Hasania, Faisal, and Al-Qusairiya towers.
- Organizing exhibitions of artwork that aim to showcase aspects of life in the first Saudi state, with the possibility of drawing inspiration from the visual identity of the national day. The exhibitions can also represent the historical and cultural landmarks of the first Saudi state through artwork created by Saudi university students, under the supervision of specialized artists from Saudi universities and beyond.
- The axis of university faculty members in Saudi universities should focus on the importance of discussing issues related to the Saudi national identity, according to their different specializations in religious, historical, scientific, intellectual, and cultural fields. They should also highlight the role of the national day in the emergence of the Saudi national identity and its connection to the establishment of the first Saudi state.
- Discussing intellectual issues and foreign ideas that may affect the attachment of university students to their Saudi national identity, and refuting extremist ideas based on sound scientific foundations.
- Referencing the efforts of the leaders of the first Saudi state in establishing the state after decades of political vacuum in the region, and how the leaders of the second and third Saudi states persevered and were determined to establish the Kingdom of Saudi Arabia.

- Requirements for implementing the proposed vision:

Implementing the proposed educational vision requires the availability of the following requirements:

- Material requirements: To organize various events within Saudi universities or events outside the university, such as tourist visits to the historical city of Diriyah.
- Human requirements: Contracting with experts and specialists in historical, tourism, archaeological, and artistic fields to participate in organizing the previous events.

- Parties participating in the implementation of the proposed educational vision:

Implementing the proposed educational vision is not limited to the participation of Saudi universities only, but it requires the participation of many parties, including: King Abdulaziz Foundation, Ministry of Education, Ministry of Culture, and Ministry of Tourism.

Study recommendations and proposals:

In light of the previous results, the study recommends the following:

1. Adopting the proposed educational vision and striving to apply it practically by Saudi universities and providing all the requirements necessary for the implementation and success of that vision.
2. Issuing periodic brochures in various educational institutions that introduce the national day, the leaders of the three Saudi states, and the scientific, social, and cultural life and its development in those states, up to our contemporary reality.
3. Conducting more studies on enhancing the Saudi national identity among students in university stages of education and their familiarity with the role of the national day in strengthening their national identity.

Conflict of interest

The authors declare that there is no conflict regarding the publication of this paper.

References:

- [1] Al-Tahan, Hussein Abbas and others (2020). A proposed list of criteria for forming the national identity of primary school students in the Kingdom of Saudi Arabia in the light of their teachers' opinions. The Educational Journal, Faculty of Education, Sohag University, (70), 1-34, (2020).
- [2] The Camel, Mahmoud Kamel (2017). Presenting education curricula in the Arab world and identity challenges. The twenty-sixth international scientific conference of the Egyptian Association for Curricula and Teaching Methods. Ain Shams University: August, 2-3.
- [3] Al-Hussein, Fahd bin Saad (2021). The uniqueness of the Saudi national identity and the role of educational institutions in highlighting it. Arab Studies in Education and Psychology, (138), 91-106, 2021.

- [4] Yuan, Y.; and Fang, L. (2016). Cultivating college students' national culture identity based on English education. *English language teaching*, 9(5), 192-196, 2016.
- [5] Hilal, M.; and Zafer, K. (2021). Geography and identity: an analysis of geography curricula in turkey. *Romanian review of geographical education*. 10(2), 67-87, 2021.
- [6] Koroglu, Z.; and ELban, M. (2020). National and global identity perspectives of textbooks: towards a sense of global identity. *Advances in language and literacy studies*, 11(5), 55-65, 2020.
- [7] Hassan, Hassan Muhammad (2012). The Saudi National Identity: Factors of its Emergence and Strength. *Journal of King Saud University College of Arts*, 24 (1), 1-15, 2012.
- [8] Al-Thubaiti, Nayef bin Saad, and others (2021). The impact of developing social studies curricula for middle school students in the Kingdom of Saudi Arabia in enhancing awareness of the concept of national identity. *Journal of Educational and Human Studies, Faculty of Education, Damanhour University*, 13 (1), 55-99, 2021.
- [9] Qalyoubi, Amani Mohamed (2021). Educational requirements to enhance the Saudi personality among university students in the light of the Kingdom's Vision 2030 from the point of view of faculty members. *King Abdulaziz University Journal of Arts and Humanities*. 29(4), 391-428, 2021.
- [10] Al-Shahrani, Maalawi bin Abdullah. (2020). Saudi universities and their role in promoting national identity in light of contemporary challenges. A working paper presented at the International Conference on National Identity in Light of the Vision of the Kingdom of Saudi Arabia 2030. Shaqra University, February: 2-3, 144-172, 2020.
- [11] Al-Tayyar, Muhannad bin Saud (2020). The role of Saudi universities in promoting national identity, King Saud University as a model. *The International Conference on National Identity in Light of the Kingdom's Vision 2030*. Shaqra University, 81-108, 2020.
- [12] Al-Ruqi, Mutlaq bin Maqd; Al-Sharif, Talal bin Abdullah (2020). The role of the administration of Shaqra University in promoting national identity in the light of the vision of the Kingdom of Saudi Arabia 2030 from the point of view of students. *The International Conference on National Identity in Light of the Kingdom's Vision 2030*. Shaqra University, 207-243, 2020.
- [13] Gharbiba, Zainab et al. (2021). Social transformations in the Arab Gulf states, identity, tribe and development. Qatar: Arab Center for Research and Policy Studies, 2021.
- [14] Khudair, Wafaa Muhammad (2020). International experiences of some countries in the field of strengthening national identity. *The International Conference on National Identity in Light of the Kingdom's Vision 2030*. Shaqra University, 452-480, 2020.
- [15] Al-Subaie, Ali bin Muthab (2019). A proposed vision to enhance the Saudi national character in the light of the Kingdom of Saudi Arabia's vision (2030). *Journal of the Faculty of Education, Kafrelsheikh University*. 19(4), 81-158, 2019.
- [16] Hakim, Areej Bint Youssef (2017). A proposed vision to enhance the Saudi national identity in university curricula in light of the Kingdom of Saudi Arabia's vision (2030). *Journal of Studies in Curriculum and Instruction*, 227, 121-142, 2017.
- [17] Al-Shehri, Maryam Bint Muhammad; and Al-Zahrani, Saadi bint Muhammad (2020). Exploring the role of secondary schools in promoting national identity to achieve the vision of the Kingdom of Saudi Arabia 2030. *The International Conference on National Identity in Light of the Kingdom's Vision 2030*. Shaqra University, 266-292, 2020.
- [18] Al-Moqbil, Badr bin Ali (2020). The role of student programs in enhancing the Saudi personality as one of the most important strategic programs for the Kingdom of Saudi Arabia's Vision 2030. *The International Conference on National Identity in Light of the Kingdom's Vision 2030*. Shaqra University, 359-377, 2020.
- [19] King Abdulaziz House (2022). National day 1139 AH / 1727 AD. Riyadh. King Abdul Aziz House, 2022.
- [20] Al-Tahan, Hussein Abbas and others (2020). A proposed list of criteria for forming the national identity of primary school students in the Kingdom of Saudi Arabia in the light of their teachers' opinions. *The Educational Journal, Faculty of Education, Sohag University*, 70, 1-34, 2020.
- [21] Al-Ammar, Hisham bin Abdel Aziz. (2022). Saudi Foundation Day: the nucleus of the first Saudi state and the promotion of national belonging. *Journal of International Studies*. Ministry of Foreign Affairs - Prince Saud Al-Faisal Institute for Diplomatic Studies, 32, 159-171, 2022.

- [22] Al-Radaian, Khaled Omar (2021). The establishment of the Saudi state from the model to the dream of unification. *The Caravan Journal*, 70(6), 7-13, 2021.
- [23] Al-Abd Al-Latif, Muhammad bin Ali (2021). Imam Muhammad bin Saud, from the Diriyah model to the dream of monotheism. *Caravan Magazine*. 70(6), 18-22, 2021.
- [24] Murshid, Abla (2021). Diriyah, the first capital and scientific beacon. *Caravan Magazine*. 70(6), 14-17, 2021.
- [25] Khalil, Abdul Rahim Ahmed. (2013). Preserving National Identity in Light of Contemporary Challenges in the Kingdom of Saudi Arabia: A Field Study. *Journal of the College of Commerce for Scientific Research*, 54, 137-173, 2013.
- [26] Suleiman, Abdul Rahman Sayed (2014). *Research Methods*. Cairo: World of Books, 2014.
- [27] Rafani, Ayoub (2022). Statistical methods for estimating sample sizes in media and communication sciences. *Criterion Journal*. 26(64), 1088-1101, 2022.
- [28] Al-Othaimeen, Abdullah Al-Saleh (2005). *History of the Kingdom of Saudi Arabia*. 13th edition. Riyadh: Obeikan Library, 2005.
- [29] Sabbagh, Wissam Yassin (2023). Employing the aesthetics of the symbols of the Saudi Foundation Day in enriching the youth fashion design to consolidate the national identity. *Saudi Journal of Art and Design*. 3(1), 82-135, 2023.
- [30] Al-Harbi, Bandar bin Muhammad (2021). Foundation day: cultural features. *The Caravan Journal*, 70(6), 6, 2021.
- [31] Al-Hamid, Noura bint Mojib. (2006). Education in Najd during the era of the first Saudi state (1157-1233 AH). *The future of Arabic education*. 12(43), 367-388, 2006.
- [32] Al-Munif, Abdullah bin Muhammad. (2010). Scientific life in Diriyah during the era of the first Saudi state. *Ad-Diriyah*, 13(49, 50), 131-160, 2010.
- [33] Bin Bishr, Othman Bin Abdullah (1983). *The title of glory in the history of Najd*. part One. i4. Riyadh: King Abdul Aziz House Publications, 1983.