

The impact of using technology and its methods in promoting national belonging and confronting extremism

Awwad Abdelrahman Siyah Alrowaili¹, Billal CHIKHI²

¹Jouf University, Kingdom Saudi Arabia, aasalrowaili@ju.edu.sa

²University of M'hamed Bougara, Boumerdes, Algeria. and a collaborator
at Jouf University, Kingdom Saudi Arabia,
chikhibillal@univ.boumerdes.dz

Abstract

The research aims to explore the impact of modern technology and its methods (digital citizenship, social media) on enhancing national identity and combating extremism. To achieve this goal, a descriptive-analytical approach was adopted to identify the research variables and review the most important findings of previous studies that addressed these variables (modern technology, national identity, and extremism). In addition, a field study was conducted by distributing 500 questionnaires to a random sample of students at Jouf University and then analyzing the data using the statistical package for social sciences SPSS25. The study found a statistically significant positive impact of using modern technology and its methods (digital citizenship, social media) on enhancing national identity and a statistically significant positive impact on combating extremism. The key terms are technology, national identity, extremism, digital citizenship, and social media.

1. Introduction

The Fourth Industrial Revolution was the fastest ever in terms of technological innovations, which promised to bypass traditional development and accelerate the transition to a more sustainable future (ESCWA, 2018), which resulted in an increase in the use of modern technology in its various ways with the emergence of technical progress in the fields of communication and information, where the current era in which we live is known as the digital era in which technology changes at a breakneck speed (Al-Mai'a, 2023).

The great contact between humanity, thanks to the collective use of technology and modern technology, resulted in access to information and social networks, which gave rise to symbolic space and virtual groups that have come to represent the new form of social relations that

transcend the barrier of time and space (Abdo Rabbo, et al., 2020). This calls for the need to be able to deal with these changes so that it is necessary to optimally employ technology and modern techniques in a positive way for its users. In this regard, what is known as the term digital citizenship appeared, which is defined as one of the methods that can be used to help people use technology in a correct and optimal manner, with attention to public ethics and social responsibility related to the use of technology (Al-Ahmadi, 2020). Digital citizenship is a directive towards the benefits of modern technologies and protection. Among its dangers and smart dealing with modern technology (Al-Husseini, 2022) and digital citizenship aims to find the right way to guide and protect all users, especially children and adolescents, by encouraging desirable behaviours and fighting rejected behaviours in digital transactions (Abdo Rabbo, and others, 2020). The digital citizen is the citizen Who develops his skills and knowledge by using the Internet and digital technologies, allowing him to engage in the social and political affairs of his community without falling into the dangers of use (Al-Mai', 2023), in addition to the positive use of social networking sites, which represent a system of electronic networks that allow the subscriber to create his own website, and then link it through an electronic social system with other members who have Same interests and hobbies. (Al-Hussein, 2016) As technological progress went hand in hand with the spread of negative consequences for societies, such as the spread of fake news, electronic attacks and the increasing risk to privacy and security of personal data ... etc. (Eleca- Digital Technologies For New Future, 2023), as it facilitated Social networking sites, the speed of communication and the sharing of opinions and ideas, which contributed to the emergence of waves of extremism in its various intellectual, religious and political forms (Al-Deeb, 2021). about their victims in addition to the infringement of public and private rights (Ben Amroush, 2019). In addition to spreading extremist ideas among the minds of individuals in order to hunt those with weak souls and creed, the psychological and sociological explanations that tried to understand the reasons for the tendency of young people, especially towards extremism and extremist ideas, are due to the loss of balance and the tendency towards models of non-compliance with society, its values and behavioural standards (Al-Tantawi, et al., 2016). Some extremist and terrorist groups harnessed social networking sites for their propaganda purposes and to promote their ideas and beliefs (Al-Saadi and Al-Dahwi, 2017). The phenomenon of extremism is not new and is not confined to a particular region, nationality or regime. Rather, it is a set of beliefs and actions of people who support the use of violence to achieve ideological, religious or political goals (Amit, barua, & Al KAFI, 2021). The latter negatively affected the stability and security of societies, which led many studies to investigate the impact of social media on spreading extremist ideology on the one hand and on citizenship and national belonging on the other hand.

The issue of belonging is a fundamental issue based on preparing a good citizen, who is considered the cornerstone of building an advanced and developed nation (Al-Abdul Qadir, 2018). Strengthening national belonging and confronting extremism is achieved by achieving intellectual security, so the International Society of Technology (ISTE) set standards for modern technology for students (NETS) to address all social and ethical issues resulting from the misuse of technology, and according to these standards, the practices of the digital citizen are based on three points: the use of digital conscience - the responsible use of technology and modern technology and adherence to ethics when using technology (Al-Deeb, 2021) just as the individual in society and who During his interaction with the various websites and social networking sites, he sends, receives, writes and shares, and here he must transcend his role in listening and viewing positive participation (Al-Hussein, 2016). As well as using the means of communication with others to correct misconceptions and extremist ideas (Saleh, 2015). Social media also has some counter-initiatives, such as YouTube creators for change with youth ambassadors tasked with raising awareness and promoting dialogue on social issues through content and speech creation, and Redirectemethod.org, a pilot initiative to use research to mentor young people. Vulnerable to online videos of citizen testimonies and on-the-ground reports that debunk narratives used to radicalise or destabilise national security (Alava, et al., 2017). Accordingly, this research will study the impact of modern technology methods that can be used to enhance national belonging and confront extremism. This is the main objective of the research, from which the following sub-objectives are derived:

Identify the impact of using technology and its methods (digital citizenship, social networking sites) on enhancing national belonging.

Identify the impact of using technology and its methods (digital citizenship, social networking sites) on confronting extremism.

As for the later part of the research, the relevant literature and previous studies will be discussed, followed by the development of hypotheses, research methodology, results, discussion, and conclusion of the research at the end.

2. Literature review

Young people are exposed to intellectual distortion that results from deviant ideas, which pushes them to adopt visions and beliefs that contradict the prevailing customs in society and contradict the laws and regulations that regulate the relations between individuals in society. This requires a preventive effort, not just punitive, to limit this phenomenon (Al-Deeb, 2021).). In the study (Al-Halafawi and Zaki, 2018), the experimental method was used to reveal the relationship

between the effectiveness of mobile applications in enhancing national belonging among some young people in the Kingdom of Saudi Arabia, which was applied to a sample of female students in the College of Education at the University of Jeddah consisting of 60 students who were randomly distributed into two groups. With 30 female students for each group of the experimental and control research groups, the researchers concluded that through social applications, the sample members were able to practice the process of exchanging roles on issues of national belonging, which contributed to the development of correct awareness by the sample members. The study also recommended the need to expand reliance on applications. Mobile phones spread the culture of national belonging so that there is no room for negative values.

In the same context, the study (Al-Enezi and the Customer, 2020) recommended the necessity of designing a strong infrastructure incorporating technology to adopt it as an attractive method to enhance students' national belonging. While the study (Al-Jazzar, 2014) aimed to develop a proposal about the role that the educational institution can play in dealing with digital citizenship that expresses one of the fruits of technology in order to increase its effectiveness in confronting virtual societies and the negative effects it causes on societies and individuals. The study recommended the need to develop educational environments that support digital technology to establish the principles of digital citizenship. (Saleem, 2018) confirmed that all means of activating digital citizenship are linked to the methods of education, training and guidance planned by parents, teachers and students in order to ensure the effective use of digital technologies safely and in responsible and rational ways. The study (Gleason, 2018) also suggested taking advantage of the capabilities of social communication to develop citizenship practices, such as participating in digital media systems that are informed by social values and identities. The contribution of social networking sites in spreading the cultures of nations and peoples will contribute to spreading the concept of accepting the other by identifying the different customs of peoples (Hamdi, 2018). As for the study (Al-Salem, 2022), it concluded that there was agreement among the members of the study sample, which is a group of university youth, that extremist groups use social networking sites to spread and promote extremist ideology, which confirms the degree of awareness among young people and the role that social media plays in educating young people. And build their intellectual orientation. This is the same as what was recognised by the study (Belkhir, 2018), as it acknowledged the contribution of social media in strengthening Arab identity and creating awareness and political and social awareness through communication with various global issues.

Social networking sites also allow the user to share information, files, photos, and videos. Here, this user must play an active role capable of

directing, counselling, and expressing opinions and points of view (Bani Saleh, 2021).

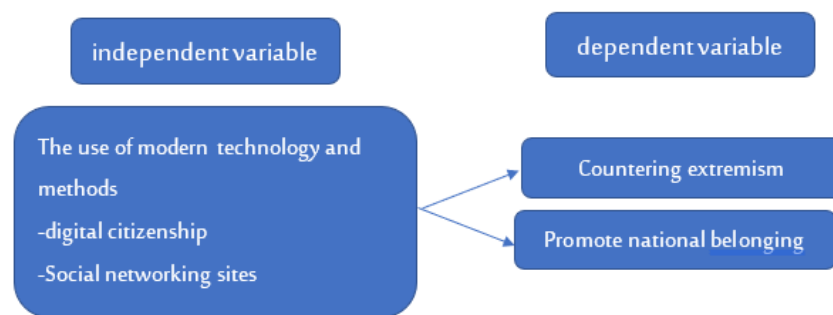
Study model and hypothesis building

Based on previous studies, it is noted that digital citizenship represents one of the technology tools that can be utilized in the face of virtual societies and their negative aspects (Al-Jazzar, 2014), and that social networking sites can enhance national identity and contribute to the formation of political and social awareness and awareness (Al-Qarni, 2014). 2021). Accordingly, the following hypotheses were formulated:

There is a statistically significant positive effect of using technology and its methods (digital citizenship, social networking sites) on enhancing national belonging.

Technology and its methods (digital citizenship, social networking sites) have a statistically significant positive effect on confronting extremism.

Accordingly, the following study model was developed:



3. Study methodology

This part of the research includes a presentation of data analysis and testing of the study's hypotheses by reviewing the most prominent results of the questionnaire, where the Statistical Package for Social Sciences (25SPSS) program was used to obtain the results that will be presented.

3.1. The study population and its sample

3.1.1. The study population

The study population expresses the group of individuals that share specific characteristics and characteristics, and the study includes all the study items, i.e. it is the whole that we wish to study. (Khalil, 2000)

It is also defined as all the vocabulary of the phenomenon that the researcher studies, and depending on it, the study community represents all the individuals or things that are the subject of the

research problem and are characterised by having common characteristics. (Yadolah, 2003)

The study population is represented by the following parties: Al-Jouf University students in various disciplines and levels.

3.1.2. The study sample

Table 1. Statistics related to the electronic questionnaire

Statement	Repetition	Percentage
Answers expressed in the electronic questionnaire	500	100%
Accepted answers	500	100%
canceled answers	00	

It is observed from table (1): that the number of electronic responses expressed is (500) answers, from which (500) valid answers were extracted for the study, which represents 100% of the total answers.

3.2. The statistical methods used

Statistical methods were used in data analysis: the data collected in this study were analyzed from the Statistical Package for Social Sciences version (STATISTICAL PACKAGE FOR SOCIAL SCIENCES SPSS25).

Collecting and tabulating the respondents' answers in the spss 25 program provides a number of statistical methods to help analyze the good and objective results of the questionnaire. From these methods, we find:

Percentages: to describe the demographic characteristics of the study sample and to derive trends in the classified data according to each paragraph of the questionnaire.

Cronbach's alpha coefficient: in order to ensure the stability of the study tool and stability in the results obtained.

Stability coefficient in the half-partition method: To verify the questionnaire's stability, the half-partition method was used. Suppose the value of the coefficient is equal to zero. In that case, this means that the questionnaire does not enjoy stability in its expressions, including if the value of the coefficient is close to one, then this indicates the existence of stability.

Internal Consistency (Pearson's Correlation Coefficient): To find out how closely each statement's score relates to the overall score of the questionnaire.

Arithmetic means: Considering one of the measures of central tendency, the arithmetic mean was used to find out the general trend of the answers of the study sample.

Pearson correlation coefficient: to measure the degree of correlation between the independent and dependent variables.

Determination coefficient: in order to study the quality and effectiveness of the proposed regression equation representation of the relationship between the independent variable and the dependent variable.

Fisher coefficient F: It is a way to test the significance of the difference between the averages for several samples with one comparison, and it is also known as a way that leads to dividing the total differences for a group of experimental observations into several parts to identify the source of the difference between them. Therefore, the aim here is to examine the community variance to see how equal the community averages are.

T-test: A t-test was used to test the hypotheses

3.3. constancy

3.3.1. Cronbach's alpha method

To measure the stability of the study tool (the questionnaire), we used (Cronbach's alpha equation) (α) To ensure the stability of the study tool and to reach accurate results, we chose a survey sample of (500).

The stability coefficient is weak if the alpha is less than (60%);

The stability coefficient is acceptable if the alpha is between (60%) and (70%);

The stability coefficient is good if the alpha is between (70% and 80%);

The stability coefficient is excellent if the alpha is greater than (80%). (Spaceby, 2011)

And the stability of the questionnaire means: it gives the same result if it is redistributed more than once, under the same circumstances and conditions, or in other words, the stability of the questionnaire means the stability of the results of the questionnaire and their lack of significant change, if it was redistributed to the sample several times, during periods of time Certain (Lazraq, 2018) The stability of the study questionnaire was investigated, through the Cronbach alpha coefficient, as shown in the following table:

Table 2. Stability test for variables with Cronbach's alpha coefficient.

Interlocutor	Stability coefficient α	Significant level
The first interlocutor: the use of technology and its methods	0.806	Good
The first dimension: digital citizenship	0.765	Good
The second dimension: social networking sites	0.795	Good

The second interlocutor: strengthening national belonging	0.828	Good
The third interlocutor: confronting extremism	0.829	Good
the form as a whole	0.906	Excellent

We note through the table above that the stability coefficients of the study variables were between 0.806 and 0.829, while the resolution coefficient as a whole was 0.906, indicating the study tool's stability. ((Malhotra, 2010) confirmed that the conditions for the stability of the study tool are met if the stability coefficient alpha Cronbach is greater or equal to 0.60.

The validity can also be tested again to ensure the validity of the questionnaire using the root of Cronbach's alpha coefficient. Thus, the value of the validity coefficient is confined between zero and one, and the closer it is to one, the questionnaire is characterised by honesty. In this case, Cronbach's alpha wall is equal to 0.952, which is close to one, so it can be said that the questionnaire is characterised by honesty.

From this, we conclude that the study tool is valid and consistent in all its paragraphs and is ready to be applied to the study sample.

3.3.2. Stability by the split-half method

The Pearson correlation coefficient is found between the average of odd-ranked questions and the rate of even-ranked questions for each domain of the questionnaire, and the correlation coefficients have been corrected using the Spearman-Brown coefficient for correction, according to the following equation:

Stability coefficient = $2R/1+R$, where R represents the correlation coefficient.

Table 3. Stability test by split half method

Interlocutor	correlation coefficient R	Stability coefficient	Significant level
The first interlocutor: the use of technology and its methods	0.745	0.854	0.000
The first dimension: digital citizenship	0.776	0.872	0.000
The second dimension: social networking sites	0.736	0.853	0.000
The second interlocutor: strengthening national belonging	0.708	0.782	0.000
The third interlocutor: confronting extremism	0.649	0.787	0.000
the form as a whole	0.857	0.923	0.000

We note from the above table that the reliability coefficients ranged between 0.787 and 0.872, while the reliability coefficient for all items

was 0.923, which is a good reliability coefficient, which indicates the stability of the study tool according to the half-term method.

3.4. Validity: internal consistency

In order to ensure the validity of the questionnaire, we calculated the "Pearson" correlation coefficient to find out the degree of correlation between each of the questionnaire's statements with the total score of the axis to which it belongs, as shown in the following tables:

3.4.1. First: The validity of the internal consistency of the statements of the first dimension: the use of technology and its methods.

Table 4. Pearson correlation coefficients for first dimension expressions

Statement	The degree of correlation	significance level
The first dimension: digital citizenship		
I have sufficient awareness of the smart use of digital technology and its methods.	0.644	0.000
I have a sufficient level of digital culture: such as learning digital basics - evaluating electronic resources in terms of the accuracy and validity of their content - knowing when and how to use digital technology.	0.632	0.000
I know how to protect my electronic data when dealing with electronic networks.	0.654	0.000
I am aware of the anti-cybercrime system and any violation of the laws of this system and the penalties resulting from it.	0.606	0.000
I believe in my role as a student in digital volunteering to serve my community.	0.659	0.000
The second dimension: social networking sites		
I use social media consciously and responsibly.	0.700	0.000
Make sure you know the source of posts and videos before you contribute to sharing them.	0.689	0.000
Make sure you properly understand the content of posts and Tweets before sharing them.	0.567	0.000
I avoid subscribing to and joining groups whose members are unknown on social networks.	0.526	0.000
I avoid communicating with digital unknowns.	0.369	0.000

It is clear from the above table that: All the correlation coefficients of each of the expressions for the first axis: the use of technology and its methods, that they are all statistically significant at the level of significance 0.05, as the level of significance for each paragraph is less

than 0.05, and that the correlation coefficient for the expressions of significance was confined between 0.369 and 0.700, which means that the statements of the first axis are true and internally consistent.

3.4.2. The validity of the internal consistency of the phrases of the second dimension: strengthening national belonging

Table 5. Pearson correlation coefficients for the terms of the second dimension

Statement	The degree of correlation	significance level
My optimal and positive use of technology stems from my concern for the interest of my country and work to promote it.	0.729	0.000
I use technology in communication and access to sources of information that develop my knowledge and skills in order to serve my country.	0.768	0.000
I use technology in participating in national events.	0.841	0.000
I participate in publishing posts and tweets that promote national cohesion.	0.785	0.000
I rely on technology and its methods to exchange and disseminate voluntary ideas.	0.744	0.000

It is clear from the above table that: All correlation coefficients for each of the phrases The second axis: Strengthening national belonging. They are all statistically significant at the level of significance of 0.05, as the level of significance for each paragraph is less than 0.05, and the correlation coefficient for the expressions of significance was confined between 0.729 and 0.841, and this means that the statements of the second axis are honest and internally consistent.

3.4.3. The validity of the internal consistency of the statements of the third dimension: confronting extremism

Table 6. Pearson correlation coefficients for the third dimension terms

Statement	The degree of correlation	significance level
I share and share posts and videos based on guidance and constructive dialogue aimed at combating extremist ideas.	0.805	0.000
I volunteer to respond to posts or tweets calling for extremism with counter posts and tweets.	0.644	0.000
I inform the site's administration of the	0.549	0.000

account holders that spread extremism in all its forms.		
I volunteer to publish posts and videos that advocate respect for other cultures and societies in the virtual world.	0.380	0.000
I invite friends to attend lectures and seminars organized to counter extremism.	0.590	0.000

It is clear from the above table that: All the correlation coefficients for each of the phrases, the third axis: confronting extremism, that they are all statistically significant at the level of significance of 0.05, as the level of significance for each paragraph is less than 0.05, and that the correlation coefficient for the phrases of moral significance was confined between 0.380 and 0.805 This means that the third axis statements are internally true and consistent.

3.5. Analyzing the descriptive characteristics of the study sample

Table 7. The description of the study sample is as follows

Variants	Category	Iterations	Ratio %
Gender	Males	155	31
	Females	345	69
Age range	Less than 20 years old	35	7
	Between 20 to 30 years old	348	69.6
	More than 30 years	117	23.4
Qualification	Qualifying diploma	54	10.8
	Bachelor's	392	87.4
	Higher Diploma	30	6
	Master's	24	4.8
College	Applied	39	7.8
	Business	312	62.4
	Computer	00	00
	Sciences	15	3
	Medical Sciences	5	1
	Applied Science	15	3
	Education	50	10
	Literature	64	12.8
	Sharia and law	00	00
Social media sites	Facebook	60	12
	Instagram	65	13
	Tik Tok	90	18
	Twitter	140	28
	Snap chat	145	29

We notice through Table No. (07) that the distribution of the sample individuals according to gender, where the number of females was (345) individuals or 69%, and the number of males reached 155, or 31%. As for the age group, most of the sample members belonged to the age group between (Between 20 to 30 years), where their number was 348 individuals, i.e. 69.6%, followed by the age group between (more than 30 years), i.e. 23.4%, then followed by the age group less than 20 years, their percentage was 7%. Most of the respondents are holders of a bachelor's degree, as their number reached (392), equivalent to 87.4%, a good percentage. Followed by holders of a qualifying certificate at a rate of 10.8%, then followed by holders of a postgraduate degree at a rate of 6%, then followed by holders of a master's degree at a rate of 4.8%. As for colleges, most of the respondents were from the College of Business at a rate of 62.5%. As for the use of social networking sites, most of the respondents use Snapchat by 29%.

3.6. Presentation of the results of the questionnaire

The results obtained after processing the data included in the forms retrieved and approved for analysis will be addressed.

3.6.1. Analyzing and interpreting the responses of the study sample on the first dimension: the use of technology and its methods

Table 8. View the results of the first dimension

Statement	Mean	S.D.	General trend
The first dimension: digital citizenship			
I have sufficient awareness of the smart use of digital technology and its methods.	4,47	,7280	Strongly agree
I have a sufficient level of digital culture: such as learning digital basics - evaluating electronic resources in terms of the accuracy and validity of their content - knowing when and how to use digital technology.	4,21	,8650	Strongly agree
I know how to protect my electronic data when dealing with electronic networks.	4,39	,7610	Strongly agree
I am aware of the anti-cybercrime system and any violation of the laws of this system and the penalties resulting from it.	4,33	,8260	Strongly agree
I believe in my role as a student in digital volunteering to serve my community.	4,35	,8540	Strongly agree

The second dimension: social networking sites			
I use social media consciously and responsibly.	4,72	,5680	Strongly agree
Make sure you know the source of posts and videos before you contribute to sharing them.	4,54	,7550	Strongly agree
Make sure you properly understand the content of posts and Tweets before sharing them.	4,72	,5500	Strongly agree
I avoid subscribing to and joining groups whose members are unknown on social networks.	4,83	,4710	Strongly agree
I avoid communicating with digital unknowns.	4,81	,4630	Strongly agree
The mean and the overall standard deviation	4.53	0.422	Strongly agree

We note that the direction of students' answers regarding the axis of using technology and its methods is centred in a strong agreement, as the total arithmetic mean is estimated at (4.53) . The total standard deviation is (0.422). This average falls within the fifth category of the five-point Likert scale (4.21 to 5), which means the agreement of individuals. The sample contains all the statements that indicate the use of social networking sites by the study sample with all awareness and responsibility.

3.6.2. Analyzing and interpreting the responses of the study sample on the second dimension: strengthening national belonging

Table 9. View the results of the second dimension

Statement	Mean	S.D.	General trend
My optimal and positive use of technology stems from my concern for the interest of my country and work to promote it.	4,70	,5750	Strongly agree
I use technology in communication and access to sources of information that develop my knowledge and skills in order to serve my country.	4,68	,5990	Strongly agree
I use technology in participating in national events.	4,62	,6150	Strongly agree
I participate in publishing posts and tweets that promote national cohesion.	4,63	,7030	Strongly agree
I rely on technology and its methods to exchange and disseminate voluntary ideas.	4,47	,7550	Strongly agree

The mean and the overall standard deviation	4.61	0.501	Strongly agree
---	------	-------	----------------

We note that the direction of the students' answers regarding the axis of strengthening national belonging was centered in a strong agreement, as the total arithmetic mean was estimated at (4.61) and the total standard deviation at (0.501), and this average falls within the fifth category of the five-point Likert scale (4.21 to 5), which means the agreement of individuals. The sample contains all the expressions that indicate the use of technical means to enhance national belonging.

3.6.3. Analyzing and interpreting the responses of the study sample on the third dimension: confronting extremism

Table 10. View the results of the third dimension

Statement	Mean	S.D.	General trend
I share and share posts and videos based on guidance and constructive dialogue aimed at combating extremist ideas.	4,63	,6110	Strongly agree
I volunteer to respond to posts or tweets calling for extremism with counter posts and tweets.	4,24	,9400	Strongly agree
I inform the site's administration of the account holders that spread extremism in all its forms.	4,44	,8170	Strongly agree
I volunteer to publish posts and videos that advocate respect for other cultures and societies in the virtual world.	4,50	,7290	Strongly agree
I invite friends to attend lectures and seminars organized to counter extremism.	4,45	,7800	Strongly agree
The mean and the overall standard deviation	4.45	0.603	Strongly agree

We note that the direction of the students' answers regarding the counter extremism axis was centered in a strong agreement, as the total arithmetic mean was estimated at (4.45) and the total standard deviation at (0.603), and this average falls within the fifth category of the five-point Likert scale (4.21 to 5), which means the agreement of the sample. On all the expressions that indicate the use of all technical means in the face of extremism.

3.7. Hypothesis testing

To test the hypotheses about the relationship between two variables of the study, we use the simple linear regression method

Null hypothesis: There is no statistically significant positive effect

Alternative hypothesis: There is a statistically significant positive effect

If (Sig.(P-value) is greater than the significance level $0.05 \leq \alpha$, then the null hypothesis cannot be rejected, and therefore there is no statistically significant positive effect.

But if (Sig.(P-value) is less than the significance level $0.05 \geq \alpha$, then the null hypothesis is rejected and the alternative hypothesis is accepted that there is a statistically significant positive effect.

3.7.1. Testing the first hypothesis: H1: There is a statistically significant positive effect of using technology and its methods (digital citizenship - social networking sites) on enhancing national belonging.

Table 11. First hypothesis test

Significant level	degrees of freedom	Fisher F	Determination coefficient R ²	correlation coefficient R
0.000	499	298.059	0.374	0.612
Significant level	T	Transactions		
		A		B
0.000	17.264	0.727		1.332

We note through the table above that there is a positive relationship between the independent variable (using technology and its methods (digital citizenship - social networking sites) and the dependent variable (enhancement of national belonging), where the linear Pearson correlation coefficient reached $R = 0.612$, while the value of the determination coefficient is $R^2 = 0.374$, which means The independent variable explains 37.4% of the variance of the dependent variable, while factors outside the model explained 62.6%. We also note that the calculated Fisher value (298.059) is greater than the tabular value of Fisher at the degree of freedom 499, and this indicates that the model is statistically significant. The value of sig = 0.000, which is less than 0.05. This means that the levels of significance are very high and that the overall model is valid and reliable. The calculated value of t is (17.246), which is greater than the tabular t at the degree of freedom 499 and at the level of significance equal to 0.000, which is less than 0.05. Accordingly, the alternative hypothesis H1 is accepted, i.e. there is a statistically significant positive effect of the use of technology and its methods (digital citizenship - social networking sites) on enhancing national belonging.. The value of the numerator linear regression coefficient (β) was (0.727) and the value of the regression coefficient (α) (1.322) Since the value of the simple linear regression coefficient is positive, this means that increasing the use of technology and its methods (digital citizenship, social networking sites) by one unit leads to further enhancing the level of national belonging with a value of (0.727). The simple linear regression model equation can be estimated: $y_1 = 1.322 + 0.727x$

3.7.2. Testing the second hypothesis: H1: There is a statistically significant positive effect of using technology and its methods (digital citizenship - social networking sites) on confronting extremism.

Significant level	degrees of freedom	Fisher F	Determination coefficient R ²	correlation coefficient R
0.000	449	402.523	0.447	0.669
Significant level	T	Transactions		
		A	B	
0.000	20.063	0.956	0.115	

We note through the above table that there is a positive relationship between the independent variable (the use of technology and its methods (digital citizenship - social networking sites) and the dependent variable confronting extremism. The linear Pearson correlation coefficient reached $R = 0.669$, while the value of the determination coefficient is $R^2 = 0.447$, which means that the variable The independent account explains 44.7% of the variance of the dependent variable, while the percentage of 55.3% is explained by factors outside the model. We also note that the calculated Fisher value (402.523) is greater than the tabular value of Fisher at the degree of freedom 449, and this indicates that the model is statistically significant, as it reached The value of $\text{sig} = 0.000$, which is less than 0.05. This means that the levels of significance are very high and that the overall model is valid and reliable. The calculated value of t is (20.063), which is greater than the tabular t at the degree of freedom 449 and at the level of significance equal to 0.000, which is less than 0.05. The alternative hypothesis H_1 is accepted, i.e. there is a statistically significant positive effect of using technology and its methods (digital citizenship - social networking sites) on countering extremism.. The value of the numerator linear regression coefficient (β) was (0.956) and the value of the regression coefficient (a) was (0.115). including a The value of the simple linear regression coefficient is positive. This means that increasing the use of technology and its methods (digital citizenship, social networking sites) by one unit leads to an increase in facing extremism by a value of (0.956). The simple linear regression model equation can be estimated: $y_2 = 0.115 + 0.956x$.

Bibliography

- Alava , S., Frau-Meigs, D., H assan , C., Hussein, H., & Wei, Y. ,(2017). Youth And violent Extremism ON Social Media. France: United Nation Educational Science Cultural Organization- Place de Fontemory.
- Amit, S., barua, L., & Al KAFI, A. (2021). Countering violent extremism using Social media and Preventing Implmentable strategies for Bangladesh. Journal homepage(7), 1-16. Retrieved from www.cell/heliyon
- Eleca- Digital Technologies For New Future. (2023, 2 22). Eleca- Digital Technologies For New Future. Retrieved from Eleca- Digital Technologies For New Future: www.Cepal.org/en/publications
- Galeason Benjamin & Gillern Sam Von (2028), Digital Citizenship with Social Media : Participatory Practices of Teaching and Learning in Secondary Education, Educational Technology & Society, (1) 21, 200-212

- Saleem Tayseer Andrawes (2018), Digital Citizenship and Activations Means in Educational Institutions , International Forum of Teaching and Studies, (2) 14, 35-53
- Yadolah, D. (2003). *Premiers pas en statistique*. France: springer verlag.
- Ahmadi, a. (2020). Requirements for preparing digital citizens in light of the vision of the Kingdom of Saudi Arabia 2030. *Academic Journal of Research and Scientific Publishing*, 17, 499.
- Butcher, h. (2014). The role of the educational institution in inculcating the values of digital citizenship: a suggested vision. *Journal of Arab Studies in Education and Psychology ASEP*, 3(56), 385-418.
- Al-Hussein, A. (2016). The impact of social media on the behaviors and values of young people from the perspective of Islamic education. *Journal of the College of Education, Al-Azhar University*, 3 (169), 325-359.
- Al-Husseini, F. (2022, 4 20). The Third International Conference for the Development of Arab Education, online. Digital citizenship in educational institutions: a proposed vision in the light of some global experiences, 4.
- Al-Halafawi Walid Salem Muhammad and Zaki Marwa Zaki Tawfiq Zaki (2018), The effectiveness of mobile applications in enhancing national belonging among some young people in the Kingdom of Saudi Arabia, *The Egyptian Journal of Specialized Studies*, (19), 223-249
- El Deeb, M. (2021). Digital citizenship and achieving intellectual security among university youth - a study applied to a sample of students from the Faculty of Social Work at Assiut University. *Journal of the Faculty of Social Work for Social Studies and Research, Fayoum University* (23), 542-582.
- Al-Salem Fatna, (2022), Social Networking Sites and Intellectual Extremism: A Study on a Sample of Kuwait University Students, *Arab Journal for Media Research*, (79), 611-643
- Al-Saadi, N., & Al-Dahwi, H. p. (2017, 1 1). Research winner of the Prince Khaled Al-Faisal Award for Moderation. Strategy for promoting citizenship and moderation using social media to confront challenges, extremism and takfirism in the Gulf Cooperation Council countries, 1-118. Riyadh, Riyadh, Saudi Arabia: King Abdulaziz University.
- Tantawy, R. A., Kamal, M. A., Abdel Aal, A. M., Zidan, A. M., Al-Najiri, M. M., & El-Tantawy, M. R. (2016). The reasons for the phenomenon of extremism among university students and methods of reducing it from their point of view: a field study. *Journal of the College of Education - Damietta University* (71), 1-45.
- Abdelkader, b. (2018, 1 28-29). A conference on the duty of Saudi universities to protect young people from groups, parties and deviation. Belonging to the homeland and its impact on protecting young people from deviation, 5, 1557-1593. Riyadh, Riyadh, Saudi Arabia: Imam Muhammad bin Saud Islamic University.
- Al-Anzi Taher and the customer, Muhammad Salim Odeh, (2020), The Role of Social Media Networks in Promoting National Belonging among Kuwait University Students, *Jordanian Society for Educational Sciences*, 5 (2), 161-185
- Al-Qarni, i. (2021). The Role of Saudi Universities in Promoting the Values of Digital Citizenship: An Analytical Study of the Websites of Saudi Universities. *King Abdulaziz University Journal*, 29(2), 247-290.

- Economic and Social Commission for Western Asia, ESCWA. (2018). Technology for Sustainable Development: Decent Job Creation and Youth Empowerment in Arab Countries. Item 21 of the provisional agenda. Beirut: ESCWA.
- Allie, S. (2023). The extent to which secondary school students in the State of Kuwait are aware of digital citizenship and ways to enhance it from the point of view of teachers. *Journal of the College of Education* (121), 3-41.
- Belkhir Asia (2018), Citizenship in the Time of Open Spaces, Attractions of Loyalty between the Local and the Known, *Journal of Research and Studies*, 15 (1), 383-402
- Bin Amroush, F. (2019, 1 1). Research published in the Tenth International Scientific Conference Research Book, under the title "Geophysical, Social, Human and Natural Challenges in a Changing Environment. The Impact of Communication and Information Technology on Family Security and the Behavioral and Value Pattern of Individuals". Istanbul, Istanbul, Turkey: /.
- Bani Saleh, a. (2021). The importance of social media and its impact on community and national security in Jordan. *The comprehensive multidisciplinary electronic journal* (36), 1-16.
- Hamdi, M. (2018, 1 1). Dependence of university youth on social networking sites to provide information: a survey study at the University of Tabuk, Saudi Arabia. Master's thesis in Mass Communication - Department of Journalism and Mass Communication. Amman, Amman, Jordan: Faculty of Mass Communication - Middle East University.
- Khalil, Sh. (2000). Descriptive statistics. Algeria: Network for Research and Economic Studies.
- Spasby, M.; (2011, 1 1). The role of future financial information for companies in decision-making: a field study on a number of private sector companies. Master's thesis, Aleppo University, Faculty of Economics, Accountant Department. Aleppo, Aleppo, Syria: Aleppo University.
- Saleh, M. (2015). Communication in light of modern technologies and its impact on information - *Al Jazeera Journal of Statistical and Social Sciences*. 6(1), 1-18. Read on <http://journals.Uofg.edu.sd>
- Abdo Rabbo, p. A., Al-Sufiani, P., Al-Rifai, Dr. Z., Muhammad, R. F., Abdel-Maqsoud, R (2020), &, A proposed vision to enhance the values of digital citizenship and national identity using 3D technology for kindergarten children from the female teachers' point of view. *Journal of Specific Education Research* (60), 1-37.
- Lazraq, A. (2018, 03 15). The role of the curriculum of the second generation of reforms in physical and sports education in achieving the targeted competencies of the educational system in the intermediate education stage. *Journal of Researcher in Humanities and Social Sciences*, University of Ouargla, 10(1), 601-612. Recuperate on <https://www.asjp.cerist.dz/en/article/130073>.