مجلة بحوث الإعلام الرقمي

العدد الخامس: أكتوبر - ديسمبر ٢٠٢٤

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مجلة بحوث الإعلام الرقمي

دورية علمية محكّمة

تصدر عن كلية الإعلام

وتكنولوجيا الاتصال

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مدير التحرير
أ. م. د. السيد عبد الرحمن علي

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مساعدو رئيس التحرير
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أ. د. مناور بيان الراجحي
الأستاذ بقسم الإعلام - كلية الآداب - جامعة الكويت

السكرتير الإداري
أ. سارة خليل

أهداف المجلة:

- الإسهام في تطوير المعرفة ونشرها، وذلك بنشر البحوث العلمية الأصيلة، والمراجعات العلمية في مجالات البحوث والدراسات في مجالات تخصص الإعلام الرقمي المختلفة.

- نشر البحوث العلمية المبتكرة، التي يعدّها أعضاء هيئة التدريس والهيئة المعاونة بالجامعات المصرية والعربية، والباحثون في المجالات العلمية لتخصص الاعلام الرقمي.

- توفير فرصة التقويم العلمي للبحوث من خلال إخضاع البحوث للرأي العلمي الذي يأخذ على عاتقة تقويم الجوانب العلمية والمنهجية في البحث العلمي.

- معالجة القضايا المعاصرة في إطار البحث العلمي، وتوظيفها في خدمة المجتمع، وخدمة القضايا الجوهرية التي تأسست من أجلها المجلة، وعلى رأسها التحول الرقمي.

- رصد ومتابعة اتجاهات البحث العلمي، من خلال الوقوف على النتائج العلمية للبحوث التي تصدرها المؤسسات الأكاديمية ومراكز البحوث المتخصصة.

- اهتمامات المجلة:

- تعنى المجلة بنشر:

- البحوث العلمية الرصينة في مجالات تخصص الإعلام الرقمي.

- البحوث والدراسات النقدية التي تتصل بالإصدارات في مجالات التخصص التي تعنى بها المجلة.

- البحوث والدراسات العلمية المعنية بمعالجة المشكلات المعاصرة والقضايا المستجدة في المجتمع، وخصوصًا التحول الرقمي.

- البحوث والتقارير والترجمات العلمية، وعرض الكتب الجديدة في مجال الإعلام الرقمي ومراجعتها.

- التقارير عن المؤتمرات والندوات العلمية في تخصص الإعلام الرقمي في مصر والعالم العربي والعالم.

قواعد النشر:

- أن تكون البحوث متخصصة في مسألة من المسائل التي تهتم بها المجلة.
- أن تكون البحوث متّسمة بالعمق والأصالة، بحيث يضيف كل بحث جديداً إلى المعرفة.
- أن تكون البحوث موثقة من الناحية العلمية بالمراجع والمصادر والوثائق.
- تنشر البحوث في المجلة باللغات العربية والإنجليزية والفرنسية.
- أن يقر صاحب البحث بأن بحثه عمل أصيل له وليس مشتقاً من رسالتي الماجستير والدكتوراه العائدتين له.
- ألّا يكون البحث قد سبق نشره، ويقدم الباحث تعهداً بذلك.
- ألّا يكون البحث مقدماً للنشر في مجلة أخرى.
- لا يجوز نشر البحث في مكان آخر بعد إقرار نشره في مجلة كلية الإعلام جامعة السويس إلّا بعد الحصول على إذن كتابي بذلك من رئيس التحرير.
- موافقة المؤلف على نقل حقوق النشر كافة إلى المجلة، وإذا رغبت المجلة في إعادة نشر البحث فإن عليها أن تحصل على موافقة مكتوبة من صاحبه.
- أصول البحث التي تصل إلى المجلة لا تردّ سواء أنشرت أم لم تنشر.
- يُمنح الباحث نسخة واحدة من العدد المنشور فيه بحثه مع خمس مستلات منه.

متطلبات النص المقدم للنشر:

- يجب ألّا يزيد عدد صفحات البحث عن (٣٠ صفحة) بما فيها الأشكال والصور والجداول والمراجع)بمقاس A4 / أو حوالي ٩٠٠٠ كلمة).
- يذكر اسم المؤلف وعنوانه الحالي بعد عنوان البحث مباشرة مع ذكر عنوانه، ومرتبته العلمية، وبريده الإلكتروني.
- تقدم البحوث مكتوبة بخط Arabic Simplified حجم (١٤) للنصوص في المتن، وبالخط نفسه بحجم (١٢) للهوامش في نهاية البحث، وتكون الهوامش (٢,٥ سم) من كل طرف.

- تُدرج الرسوم البيانية والأشكال التوضيحية في متن البحث، وتكون الرسوم والأشكال باللونين الأبيض والأسود وُترقم ترقيمًا متسلسلاً، وتكتب أسماؤها والملاحظات التوضيحية في أسفلها.

- تُدرج الجداول في متن البحث وتُرقم ترقيمًا متسلسلاً وُتكتب أسماؤها في أعلاها، أما الملاحظات التوضيحية فُتكتب أسفل الجدول.

- تُذكر الهوامش آخر البحث، وتُذكر بعدها مباشرة قائمة المصادر والمراجع مرتبة ترتيباً هجائياً.

- يجب أن يحتوى البحث على ملخص وافٍ بحدود (١٥٠-٢٠٠) كلمة باللغة المكتوب فيها البحث، وملخص وافٍ أيضًا بحدود (١٥٠-٢٠٠) كلمة باللغة الإنجليزية، وُيكتب الملخصان في صفحتين مستقلتين.

- يُذكر مرة واحدة في البحث المصطلح العلمى باللغة العربية وبجانبه المصطلح باللغة الإنجليزية أو الفرنسية عند وروده أول مرة، وُيكتفى بعد ذلك بكتابته باللغة العربية.

فهرس المحتويات

فهرس المحتويات

مقدمة العدد
"أما قبل"

ويستمر تتابع إصدار أعداد جديدة من «مجلة بحوث الإعلام الرقمي»، المجلة العلمية المحكمة المتخصصة في مجال بحوث ودراسات الإعلام الرقمي، والصادرة عن كلية الإعلام وتكنولوجيا الاتصال بجامعة السويس، فقد وصلنا إلى العدد الخامس، ويأتي هذا العدد مع استقبال الدفعة الثانية من المتقدمين للدراسة في الدراسات العليا في الكلية، تحديدًا في برنامج الماجستير: «الإعلام الرقمي».

كما يأتي هذا العدد مع انضمام المجلة إلى «دار المنظومة»، وهي من الرواد في قواعد المعلومات العربية. علمًا بأن المجلة كانت قد انضمت سلفًا ـ كما ذكرنا من قبل في العدد الرابع ـ إلى «بنك المعرفة المصري»، وتم إنشاء موقع إلكتروني خاص بالمجلة، على الموقع الإلكتروني لبنك المعرفة، مع الدوريات العلمية المتخصصة الرائدة في الإعلام في مصر؛ ومن ثم تم استكمال إجراءات تقييم المجلة، وحصولها على درجة تقييمية متقدمة.

وكما تنوعت وتعددت بحوث ودراسات الأعداد السابقة وعروض الكتب المختلفة فإنه أيضًا تنوع البحوث والدراسات التي سيقدمها العدد الحالي، العدد الخامس، من بحوث ودراسات عربية وأجنبية، سواء من مصر أو الدول العربية، وكذلك هناك عروض لبعض الكتب العلمية.

وعليه، يتصدر البحوث والدراسات المنشورة في هذا العدد بحث قيم بعنوان: «الاتجاهات الحديثة في بحوث التسويق بالمؤثرين»، للدكتورة مروة عيد محمد أحمد فؤاد اللاوندي؛ مدرس العلاقات العامة والإعلان بكلية الإعلام بنات جامعة الأزهر، ثم بحث قيم آخر تحت عنوان: «الجمهور والتكيف مع التكنولوجيا: تحليل اتجاهات الجمهور نحو تقبل تطبيقات الواقع الافتراضي في الصحافة»، للدكتورة نهاد شلبي؛ أستاذ الإعلام المساعد (منتدب) بكلية الآداب والعلوم جامعة قطر.

ومن جامعة جدة بالمملكة العربية السعودية يأتي بحث بعنوان: «مدى إلمام الأسرة بمزايا الرقابة الأبوية عبر الإنترنت»، للدكتور ماجد دباب الزبير دياب؛ أستاذ التصميم الجرافيكي المشارك بجامعة جدة، وفريق العمل: أ. تاله محمد عبدالله ال دخيل الله الغامدي، وأ. رغد صالح عبد الرحمن عبدالله الروعه الزهراني، وأ. مايا تركي عبد العزيز غندوره، وأ. مناي صالح احمد عثمان العباسي السيد، أ. نبراس عبد الرزاق محمد آل قاسم.

ومن جامعة المنصورة المصرية يطالعنا بحث مسئل من رسالة ماجستير بعنوان: «الأنشطة الرقمية لجماعات الإعلام المدرسي وأثرها على تطوير المهارات التواصلية لديهم»، أ. نشـوى عـزت كمـال زهـران؛ باحثة الماجستير بقسـم الإعلام التربوي بكلية التربية النوعية بالجامعة، وتحت إشراف الأسـتاذ

الدكتور محمد رضا أحمد؛ أستاذ الإعلام بكلية الإعلام وتكنولوجيا الاتصال جامعة السويس، والأستاذ الدكتور وائل مخيمر؛ أستاذ الإذاعة والتليفزيون التعليمي المساعد بقسم الإعلام التربوي كلية التربية النوعية جامعة المنصورة، والدكتورة هالة غزالي؛ مدرس الإذاعة والتليفزيون التعليمي بقسم الإعلام التربوي كلية التربية النوعية جامعة المنصورة.

ومن جامعة المنصورة إلى جامعة الأزهر الشريف، حيث سعدنا نقديم بحث تحت عنوان: «تحديات توظيف القيادات الرقمية في إدارات العلاقات العامة وأثرها على استدامة المرونة التنظيمية: دراسة اثنوجرافية على إدارة العلاقات العامة بشركة مصر للطيران، أ. أميرة عبد العال رجب البسيوني، باحثة دكتوراه بكلية الإعلام بنات جامعة الأزهر.

ثم يأتي تقرير مفصل عن المؤتمر العام السادس لنقابة الصحفيين المصرية، الذي عُقِد في ديسمبر ٢٠٢٤م، من إعداد: الأستاذ الدكتور حسين ربيع؛ الأستاذ المساعد بقسم الصحافة والنشر الرقمي بكلية الإعلام وتكنولوجيا الاتصال جامعة السويس.

ومن خلال نافذة علمية إبداعية تعرض لنا أ. نورهان ربيع؛ الطالبة ببرنامج ماجستير الإعلام الرقمي، كلية الإعلام وتكنولوجيا الاتصال جامعة السويس، في إطار مقرر «صحافة العصر الرقمي»، كتاب: «الوسائط المتعددة: كيف يمكن للأدوات الرقمية تحسين سرد القصص الصحفية؟»، تحت إشراف الأستاذ الدكتور حسين ربيع؛ الأستاذ المساعد بقسم الصحافة والنشر الرقمي بكلية الإعلام وتكنولوجيا الاتصال جامعة السويس. كما تعرض لنا أ. يمنى سامح محمد؛ الطالبة ببرنامج ماجستير الإعلام الرقمي، كلية الإعلام وتكنولوجيا الاتصال جامعة السويس، في إطار مقرر «صحافة العصر الرقمي» كتاب: «جودة الأخبار في العصر الرقمي»، تحت إشراف الأستاذ الدكتور حسين ربيع؛ الأستاذ المساعد بقسم الصحافة والنشر الرقمي بكلية الإعلام وتكنولوجيا الاتصال جامعة السويس.

وتختتم المجلة بحوثها ودراساتها ببحث قيم باللغة الإنجليزية، للدكتور أحمد جمال حسن، المدرس بكلية الإعلام جامعة المعقل بالعراق، وهي تحت عنوان:

"Undergraduate Students› Use of Social Media and Its Relationship to Their Digital Citizenship and Digital Identity".

وأخيرًا، فقد أسعدنا أن نقدم لكم عددًا من البحوث والدراسات والتقارير العلمية القيمة، وعلى وعد أن نقدم لكم أعدادًا أخرى من تلك البحوث في العدد القادم من المجلة، في القريب العاجل إن شاء الله.

مدير التحرير

أ.م.د. السيد عبدالرحمن علي

بحوث ودراسات أجنبية

Undergraduate Students' Use of Social Media and Its Relationship to Their Digital Citizenship and Digital Identity

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Abstract:

The current study is based on Self-Determination Theory to examine the direct and indirect effects of excessive social networking sites usage among Arab university students and its impact on their digital identity and digital citizenship. A comparative correlational approach was employed, with a questionnaire used as the data collection tool from a sample of 363 students from Arab universities (Egyptian and Iraqi). The results revealed that students at Arab universities engage in excessive use of social networking sites, spending a "relatively large" amount of time on them. This behavior was reflected in their adoption of a mixed digital identity (both real and borrowed), and they demonstrated a relatively "high" level of digital citizenship. However, the order of the dimensions that constitute digital citizenship varied between students from the two countries. In a related context, it was found that the intensity and experience of the respondents' use of social networking sites did not affect their digital identity. Similarly, students' digital citizenship did not influence their digital identity. On the other hand, the digital characteristics of social networking sites users had a positive impact on their digital identity. Furthermore, it was confirmed that digital citizenship positively affected the digital characteristics of users. Additionally, the intensity and experience of the respondents' use of social networking sites did not influence their level of digital citizenship.

Keywords: excessive use; Social networking sites; Digital identity; Digital citizenship; Self-determination theory.

1- Introduction:

The growing capabilities of mobile wireless devices capable of communication reflect one of the most profound societal changes of the modern era. The internet, in general, and social networking sites, in particular, have become among the most significant achievements of modern society, especially in developing countries. They have contributed to improving various fields such as education, work, and social interaction. As a result, social networking sites have become an integral part of the daily activities of most individuals worldwide (Mohale, G. T., 2020). It is no longer surprising that the Global Digital Report describes these platforms as the ultimate representation of globalization. Social networking sites continue to spread due to their utility and their alignment with modern technological trends and advancements, in addition to the improved knowledge and skills of their users (Frøyen, I. W., 2019). While users enjoy the services provided by these platforms, the providers of these services often collect, analyze, and share users' personal information. Consequently, information security has become a critical issue in society and, therefore, a central topic for research and practice (Li, H., 2017; Yu, L., 2020; Pavlou, P., 2011).

According to the "Statista, Nov 2024" report, the number of social media users worldwide has reached 63.8% of the global population. The results also indicated that users aged between 15 and 24 years were the most active on these platforms, with an average usage of nearly two and a half hours per day. However, Arab users exceeded this average, with usage reaching up to five hours daily, reflecting the impact of these platforms on their personal and academic lives (Petrosyan, A., 2024).

Despite research and studies confirming the pivotal role of social networking sites in shaping interactions, excessive use of these platforms can carry numerous psychological and social repercussions for individuals. Most notably, it affects students' personal identity, as the use of social networking sites has been negatively correlated with self-perception among many individuals. This is due to the influence of these platforms on how individuals view themselves compared to others. This can be attributed to the lack of clarity regarding the factors influencing the management of users' digital identities on these platforms. Therefore, digital identity can be considered the cornerstone that ensures security, privacy, and reliability for users (Bellini, F., et al., 2020). Additionally, excessive use of social networking sites can contribute to a decline in awareness of digital responsibilities, which constitute the dimensions of digital citizenship.

2- Background and Related Work:

In this section a brief overview of the key concepts is discussed after which the theoretical and empirical literature are presented. The key concepts to be discussed are excessive use, social networking sites, Digital identity, Digital citizenship and Self-determination theory.

2.1. The Growth of the Internet and the Evolution of Web Generations:

The growth of the internet and the successive evolution of web generations have created a digital community of users. Since the emergence of Web 2.0, many social dynamics have changed, and humanity has reorganized itself. Web 2.0 brought about a radical transformation in various aspects of life—social, political, cultural, economic, legal, and more—fundamentally altering the ways of social interaction. Digital communities emerged, relying on the internet for communication and interaction. Scholarly literature has consistently described digital communities as "groups of individuals with shared interests and goals who communicate and interact via the internet" (Ridings, C. M., & Gefen, D., 2004; Henri, F., & Pudelko, B., 2003; Driskell, R. B., & Lyon, L., 2002). The term "digital" refers to the digitization of human transactions and interactions, eliminating the need for a physical space, as they occur through a digital technological medium and require an internet connection (Kaplan, A. M., & Haenlein, M., 2010). This results in the formation of networks of human and social relationships in the digital space. Social networking sites represent the most prominent and widespread form of digital communities, described as the technological component of communication functions, transactions, and relationship-building (Andzulis, J. M., Panagopoulos, N. G., & Rapp, A., 2012).

Over the past decade, social networking sites have become an integral part of individuals' daily lives, serving as a common and primary tool for enhancing relationships among users. They have introduced a new level of interconnected communication, functioning as collaborative platforms that allow users to share content, opinions, ideas, and experiences in the form of text, videos, and images (Aichner, T., Grünfelder, M., Maurer, O., & Jegeni, D., 2021; Thomas, L., Briggs, P., Hart, A., & Kerrigan, F., 2017; Boyd, D., 2008). Social networking sites have imposed specific methods for users to access them, requiring the creation of a virtual persona and a digital identity that allows them to exist digitally on these platforms (Susanti, D., & Hantoro, P. D., 2022). Identity is viewed as the characteristics and traits that make an individual a unique and distinguishable entity (Sorrentino, F., 2009). By analogy,

digital identity carries the same meaning but in a digital context, where each user carries their own unique digital identity that distinguishes them from other users (Wilton, R., 2008; Zhao, S., 2005). It represents a digital self-representation, consisting of accumulated electronic data that refers to users themselves as individuals through their electronic transactions and digital interactions (Gündüz, U., 2017).

In reality, the term "digital identity" is one of the most debated concepts in the digital humanities (Gürses, S., 2010; Zhou, B., Pei, J., & Luk, W., 2008). It addresses the postmodern self, which refers to the integration of multiple, interconnected concepts (Liu, Y., 2024). It has been described as digital representations that resemble and express the real, authentic self of each user (Szekely, I., 2009). From another perspective, it is defined as the information stored on digital models, forming an intertwined structure between technology and the identity of individuals connected to the digital world. Their digital identities contain unique information stored in their personal accounts on social networking sites (Ben Ayed, G., & Ghernaouti-Hélie, S., 2011). The construction of digital identity has been described as a continuous, sustainable, and evolving process over time (Blanco Ramirez, G., & Palu-ay, L., 2015).

In a related but divergent intellectual context, some argue that the term "digital identity" reflects digital data and encrypted personal files linked to technological commercial transactions. Ownership of digital data has become a vital foundation for managing digital identities (Skračić, K., Pale, P., & Kostanjčar, Z., 2017; Moore, E., 2016), aiming to prevent digital identity theft and impersonation (Alashoor, T., Baskerville, R., & Zhu, R., 2016). On the other hand, some definitions have expanded the perspective on identity in the digital world, considering it a digital record that represents the user and provides information about them. This includes identifiers such as usernames, aliases, passwords, personal data, email addresses, geographical locations, phone numbers, profile pictures, interests, preferences, and more. Digital identity goes beyond this to include data derived from online behavior and actions, such as comments, likes, shares, and searches, which are tracked and stored automatically, forming what is known as a digital footprint or digital traces. This raises significant concerns about privacy and trust in digital platforms, often confusing users and leading them to manipulate their digital identity information (Gruzd, A., & Hernández-García, Á., 2024; Vgena, K., Kitsiou, A., Kalloniatis, C., & Gritzalis, S., 2022; Hajli, N., Shanmugam, M., Powell, P., & Love, P. E., 2015; Brown, P. G., 2016).

In a related context, digital identity is viewed as a social identity formed through the internet by creating profiles on social networking sites. Through these profiles, individuals present and disclose themselves

within a social framework (Bozkurt, A., & Tu, C. H., 2016). The management and presentation of the digital self-occur through selective display, highlighting its virtues and amplifying them. This is akin to optimal self-promotion, allowing users to shape a digital impression of themselves on social networking sites (Van Dijck, J., 2013; Ellison, N., Heino, R., & Gibbs, J., 2006). Accordingly, digital identities can be easily manipulated, as users can effortlessly change their names, personal data, and information, or even provide false information to construct their digital identity. They can also create multiple accounts on social networking sites, enabling them to have multiple digital identities that they switch between, which is entirely contrary to real-world identities (Susanti, D., & Hantoro, P. D., 2022).

2.2. Digital Citizenship and Its Dimensions:

Digitization is a defining feature of the modern era, representing the contemporary developmental direction of societies. Within this framework, digital citizenship has emerged as one of the most significant political, social, and cultural trends. Digital identity and digital citizenship are closely linked, as the process of forming a digital identity is a foundational step toward achieving digital citizenship. Digital identity enables individuals to participate in communities as digital citizens. Therefore, digital identity systems are a key part of digital infrastructure (Tammpuu, P., & Masso, A., 2019). With the evolution of the web, digital citizenship has come to embody civic life on the internet, encompassing responsible interactions with digital technology and ways of integrating into and participating in the digital community (Choi, M., Glassman, M., & Cristol, D., 2017).

In a related context, the dimensions of digital citizenship have been identified, including creative, communicative, participatory, and axiological (value-based) aspects (Pangrazio, L., & Sefton-Green, J., 2021). Accordingly, digital citizenship is characterized by diversity and inclusivity, encompassing the following dimensions: digital access, digital communication, digital literacy, digital commerce, digital ethics and etiquette, digital law, digital health and wellness, digital security, and digital rights and responsibilities (Öztürk, G., 2021; Xu, S., Yang, H. H., MacLeod, J., & Zhu, S., 2019; Ribble, M. S., Bailey, G. D., & Ross, T. W., 2004). The current study relies on these dimensions to construct a measure of digital citizenship.

2.3. Digital Identity and Digital Citizenship in the Context of Empowerment:

Based on the above, digital identity is one of the fundamental pillars influencing individuals' integration into the digital community. It

is the first step in digital pathways, enabling them to practice digital citizenship by engaging in electronic transactions—whether economic, educational, or cultural—as digital citizens.

2.4.   Theoretical Framework: Self-Determination Theory:

In a related context, the current study is theoretically grounded in the **Self-Determination Theory (SDT)** as a socio-psychological basis for examining the effects of social networks on users' digital identity and digital citizenship. SDT provides a comprehensive framework for studying human motivations that influence self-management and development. According to its theoretical perspectives, needs are the primary determinants and drivers of human behavior. The founders of the theory, Deci & Ryan (1980), posit that individuals have specific psychological needs that create intrinsic motivation to fulfill them. Individuals inherently strive for growth, development, and self-regulation. These psychological needs are described as the innate psychological nutrients necessary for psychological stability, well-being, and mental health (Liu, Y., Liu, R. D., Ding, Y., Wang, J., Zhen, R., & Xu, L., 2016). According to SDT, the primary psychological needs of individuals are as follows:

a) **Competence**: Refers to the feeling of effectiveness and the ability to perform tasks by using and refining skills to meet expected challenges (Ferguson, R., Gutberg, J., Schattke, K., Paulin, M., & Jost, N., 2015).

b) **Autonomy**: Reflects the individual's sense of having the full capacity to choose freely and independently, free from social pressure in its various forms. It also involves the feeling that one's actions and behaviors stem from their own vision, interests, and beliefs (Deci, E. L., & Ryan, R. M., 2000).

c) **Relatedness**: Embodies the individual's sense of psychological security through connection with others and a sense of belonging by giving and receiving care and attention. It also involves the feeling of social connectivity and interactivity within the community (Smailhodzic, E., & Attema, S., 2016).

From the perspective of SDT, the digital community, with its diverse social platforms, is a fertile ground for fulfilling individuals' psychological needs. Forming friendships in the virtual space, communicating, and interacting digitally fulfill users' need for relatedness. Additionally, features of social networking sites, such as "Like," "Share," and "Comment," contribute to individuals' feelings of attention, acceptance, and approval from others. Social networking sites also provide users with a sense of autonomy, starting from choosing their digital identity, the timing of their access, and their browsing of

platforms, to freely expressing their thoughts, opinions, and orientations. Users engage in digital activities voluntarily, without any coercion. Furthermore, social networking sites help users demonstrate their competence by showcasing their skills, abilities, and achievements, thereby supporting their sense of competence and worthiness.

2.5.   Summary of the Literature Review:

The current study differs from previous research in that it builds on the findings and recommendations of earlier studies. These studies emphasized the increasing intertwining of digital and real-life experiences and highlighted the importance of considering digital identity as one of the most critical concepts shaping contemporary reality. Previous research sought to explore various aspects of digital identity, from its formation and evolution to its impact on individual behavior and interactions in the digital society. Additionally, digital citizenship was regarded as a modern concept addressing individuals' behavior, rights, and responsibilities in a complex digital environment, encompassing a wide range of interactions—from the use of social media to participation in digital political processes such as e-voting. Key observations include:

a) **Limited Focus on Individual Digital Identity in Arabic Studies:**

The concept of individual digital identity has not received sufficient attention in Arabic studies, which have primarily focused on the digital identity of institutional entities. This gap adds theoretical and practical significance to the current study. In contrast, Western and some Arabic studies have shown greater interest in exploring digital citizenship.

b) **Interplay Between Digital Identity and Digital Citizenship:**

Research has shown that digital identity and digital citizenship mutually influence each other. Digital identity forms the foundation upon which individuals' behavior in the digital world is built, while digital citizenship impacts the development and refinement of this identity.

c) **Multidimensional Nature of Digital Identity and Citizenship:**

There is near consensus that digital identity and citizenship are multidimensional concepts influenced by individuals' beliefs, behaviors, and socio-cultural relationships. They evolve gradually and continuously, extending beyond the individual level to encompass social and cultural dimensions. These concepts are shaped by individuals' interactions with others and the prevailing values and beliefs in society.

d) **Challenges of Managing Digital Identity in the Age of Social Media:**

With the increasing use of social media platforms as a primary means of societal discourse, challenges related to managing digital identity—such as maintaining information privacy and safeguarding one's

reputation—have become more prominent. Research indicates that self-disclosure plays a crucial role in forming and maintaining social relationships, serving as a tool for building trust and demonstrating commitment. It allows individuals to express themselves, sustain social connections, and fulfill emotional needs such as belonging. This process is pivotal in shaping individuals' digital identities, which, in turn, influences the development of their digital citizenship.

3- Materials and Methods:

3.1. Study Design: Variables of Study and Instrument:

This study is descriptive research that relies on the comparative correlational approach to explore the implications of excessive use of social networking sites by Arab university students on their digital identity and digital citizenship. To address the research questions and achieve its objectives, a questionnaire was developed, comprising a set of questions and scales, in addition to personal questions. The purpose of the questionnaire was to collect data on measurable variables to achieve the study's objectives by answering its questions and testing its hypotheses. The psychometric properties of the questionnaire were addressed through a series of stages followed during its construction, as outlined below:

a) Defining the Questionnaire's Dimensions:

The preliminary version of the questionnaire included four dimensions:

- Personal Information: This section included questions related to the demographic information of the students.
- Intensity of Social Media Use: This dimension aimed to determine the extent of Arab university students' use of social networking sites through three questions.
- Digital Identity Traits: This section included 12 statements designed to identify the type of digital identity among students.
- Digital Citizenship Traits: This dimension consisted of nine sub-dimensions, comprising 54 statements, to explore the characteristics of digital citizenship.

b) Refining the Questionnaire:

The questionnaire underwent several stages to ensure its validity and reliability:

- Content Validity: The study relied on content validity by presenting the questionnaire to a panel of experts in media and communication sciences. Their feedback was used to confirm the validity of the questionnaire's content.

- Construct Validity: The study employed confirmatory factor analysis (CFA) using the "Pooled CFA" method to test the hypothetical model of the study. The analysis was conducted using the software "AMOS.v.24." The results confirmed the saturation of the factors constituting the scales for digital identity traits and digital citizenship traits, supported by good fit indices.

- Reliability: The study assessed the reliability of the questionnaire using internal consistency measures, specifically Cronbach's Alpha. The values were 0.956 for Egyptian university students and 0.959 for Iraqi university students, indicating high reliability and validity of the questionnaire.

c) Finalizing the Questionnaire:

Based on the above procedures, the final version of the questionnaire was developed as the primary tool for data collection in the current study. Additionally, the study seeks, within the framework of its questions and hypotheses, to examine the nature of differences and correlation coefficients among a set of variables.

3.2. Sample:

The target population of the current study includes all Arab university students who use social networking sites. To ensure an adequate number of participants, a non-random (convenience) sampling method was employed. Using the G*Power software, the minimum sample size required for the study was determined to be 358 participants from social networking site users. This sample size was calculated to ensure sufficient statistical power to detect both direct and indirect effects of social media use on digital identity and digital citizenship. Figure (1) below illustrates the outputs from the G*Power software.
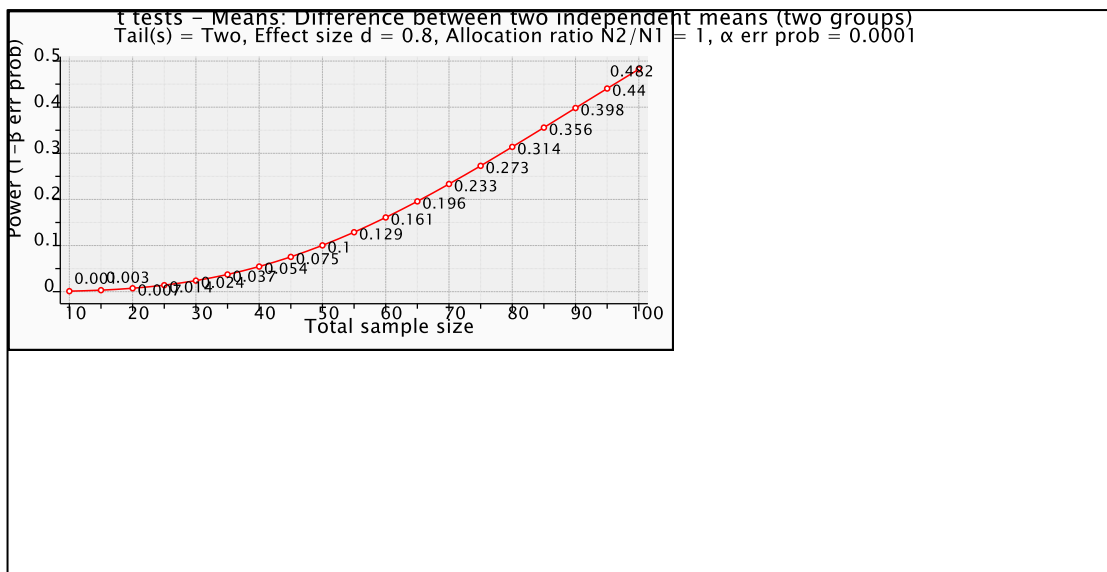
Figure (1): Results of G*Power Software Outputs for Determining the Minimum Sample Size

Based on the above, the total number of participants who completed the study instrument was **(N 408) university students**. Incomplete responses, totaling **(N 28)**, were excluded, along with (N **17) responses** identified as outliers based on the results from the statistical software **SPSS**. Consequently, the final sample for this study consisted of (N **363) university students**. The analysis revealed the following demographic characteristics of the study sample: The analysis revealed the following demographic characteristics of the study sample:

- a) Gender Distribution: Females constituted the majority of the sample at (63.1%), while males accounted for (36.9%). This gender distribution was consistent across the two countries included in the study.
- b) Residential Distribution: Participants residing in urban areas represented 70.8% of the sample, compared to (29.2%) from rural areas.
- c) Economic Status: The majority of the sample (84%) fell within the middle economic level, Individuals with a high economic level accounted for (10.2%), while those with a low economic level represented (5.8%).
- d) Academic Specialization: The distribution between practical and theoretical colleges was nearly equal. Students enrolled in practical colleges constituted (51.2%), while those in theoretical colleges accounted for (48.8%).

4- Results:

The results of the study can be classified into two main axes to achieve its objectives:

- Axis 1: Preliminary Data Analysis

This axis focuses on the descriptive analysis of the study data to diagnose the nature of social networking site usage and explore the digital identity and digital citizenship of the study sample.

1. Intensity and Experience of Social Networking Site Usage:
   o The responses revealed a high intensity of social media usage among Arab university students. Egyptian students had a weighted average of 4.31 out of 5, compared to 3.9 for Iraqi students.
   o Table (3) shows that 51.9% of Egyptian students and 33.8% of Iraqi students reported using social media "always", followed by "often" at 30.1% and 32.4%, respectively.
   o A T-Test confirmed a statistically significant difference (<.001) in usage intensity, favoring Egyptian students.

2. Experience of Social Networking Site Usage:
   o Students reported a relatively high experience in using social media. Egyptian students had a weighted average of 3.40 out of 4, compared to 3.01 for Iraqi students.
   o Table (5) shows that 60.2% of Egyptian students and 47.1% of Iraqi students have used social media for more than 5 years.
   o A T-Test confirmed a statistically significant difference (<.001) in usage experience, favoring Egyptian students.

3. Digital Identity Traits of Arab University Students:
   o Table (7) shows that students use mixed digital identities, with a weighted average of 2.40 out of 3 for Egyptian students and 2.42 for Iraqi students.
   o The most prominent traits included declaring real gender (2.93), real country name (2.92), and real educational level (2.91) for Egyptian students.
   o A T-Test confirmed no significant differences in digital identity traits between Egyptian and Iraqi students.

4. Digital Citizenship Traits of Arab University Students:
   o Students exhibited a relatively high level of digital citizenship, with a weighted average of 4.01 out of 5 for Egyptian students and 3.96 for Iraqi students.
   o Table (10) shows significant differences in digital access (favoring Egyptian students) and e-commerce interaction (favoring Iraqi students).

- o No significant differences were found in other dimensions, such as digital communication, digital culture, digital etiquette, digital law, digital rights and responsibilities, digital health and safety, and digital security.
- Axis 2: Testing Study Hypotheses:

The study relied on Structural Equation Modeling (SEM) to test its hypotheses and develop a scientific model explaining the relationships between study variables. Table (11) shows the model's goodness-of-fit indices, confirming its suitability for the data.

1. Direct Effects:
   - o Intensity and experience of social media usage did not significantly affect students' digital identity or digital citizenship.
   - o Digital traits positively influenced students' digital identity, with beta values of 0.343 for Egyptian students and 0.180 for Iraqi students.
   - o Digital citizenship positively influenced students' digital traits, with beta values of 0.187 for Egyptian students and 0.145 for Iraqi students.
2. Indirect Effects:
   - o No significant indirect effects were found between intensity and experience of social media usage and digital identity or digital traits.
   - o Digital citizenship did not indirectly affect students' digital identity through digital traits.

Key Findings:
1. High Social Media Usage: Both Egyptian and Iraqi students reported high intensity and experience in using social networking sites, with Egyptian students showing slightly higher levels.
2. Mixed Digital Identities: Students predominantly used mixed digital identities, combining real and pseudonymous elements.
3. High Digital Citizenship: Students exhibited a high level of digital citizenship, with no significant differences between Egyptian and Iraqi students in most dimensions.
4. Influence of Digital Traits: Students' digital traits significantly influenced their digital identity, while digital citizenship influenced their digital traits.
5. Limited Impact of Usage Intensity and Experience: Neither the intensity nor the experience of social media usage significantly affected students' digital identity or citizenship.

Conclusion:

The study highlights the complex interplay between social media usage, digital identity, and digital citizenship among Arab university students. While students exhibit high levels of digital engagement and citizenship, their digital identity is shaped more by their personal traits than by their social media habits. These findings underscore the need for further research and educational interventions to enhance students' digital literacy and responsible online behavior.

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