Research Article

NATIONAL IDENTITY IN LEBANON AND EFFECTIVE FACTORS IT

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ABSTRACT
Concept of national identity as the most important and pervasive level of collective identity is one of the modern concepts of social sciences. National identity can affect national unity and social integration of a country and can also cause stability and security for political units. Hence, it has gained attention of many people currently. The present study has been conducted in order to investigate Lebanese national identity among students of Beirut University. Dependent variable considered for the main problem of the study has been investigating national identity of students, which has been in relation with independent variables such as ethnic identity, culture of tolerance, globalization, age, gender and so on. Applied theoretical framework in this study has been a combination of theories of Mid, Smith, Finny and Giddens. Statistical sample includes 400 students from Beirut University. The sample is selected using allocation method from 4 main ethnicities including Shiite, Sunni, Druze and Maronite Christian people. Methodology of the present study is in kind of survey study and data collection has been conducted using questionnaire. In this study, visual validation method has been applied in order to determine validity and Cronbach alpha has been applied in order to determine reliability of research questions.
Statistical results indicate that the more the amount of national identity increases, the less the amount of belonging and commitment would be among the students. Relation between variable of globalization and two aspects of commitment and belonging would be significant in confidence level of 99% and in reverse direction. In addition, increase in amount of the culture of tolerance can cause decrease in amount of commitment and belonging.

Keywords: National Identity, Ethnic Identity, Globalization, Culture of Tolerance, Lebanese Tribes

INTRODUCTION
Statement of the Problem
Identity as one of the most important scientific issues has gained attention of scholars in field of psychology, social psychology, sociology, cultural studies, educational sciences, political sciences and philosophy. Identity has different types and hierarchies. In a general classification, one can divide identity to two types including individual identity and collective identity. The most important and pervasive level of collective identity, which has effective role in all social subsystems, is national identity. National identity is a bilateral concept that refers at the same time to differentiation, similarity or differentiation and subscription. This means that it can make people committed on a unit orientation through emphasizing linking criteria and common points on one hand; and can also make people different from each other on the other hand. National identity is one of the most important issues in the current world. Need for this issue and sense of belonging and loyalty to this issue is one of the undeniable necessities in every society. For all nations around the world, national identity is an important issue. In fact, national identity for a nation is like soul for body, which its absence can cause death. National identity is both unity and formation factor of collective soul in a nation and factor for differentiation of the nation among other nations. National identity has its root in depth of history and culture of a nation and is integrated with nature of everyone in the society. National loyalty and belonging is one of the most important social issues (Miller, 2004). National Identity as one of the most important scientific issues and one of the main components of unity and social and political integration has gained attention of scholars and scientists in different fields such as social sciences. This issue is currently being considered more than every time in

Research Article

developing and Third World Countries. Hence, attempts, scientific activities and national researches on the national identity are being considered seriously, especially in developing countries.

Clearly, the countries that have national unity and security inside their boundaries in addition to have rich culture can be effective and successful in international level too. Here, vital and important role of national identity would be cleared as the most legal and pervasive aspect of social identity of individuals (San'aEjlal, 2005). In countries with ethnic diversity, national identity is considered as the main factor for political and social unity and many countries attempt to apply historical models of establishing national governments in European countries in order to create a kind of sense of national belonging and use instruments such as language and literature for purpose of creating a kind of historical collective memory (Salehi, 2009). On the other hand, globalization phenomenon and emphasizing local identities and ethnical identity movements in Lebanon have affected national identity and cultural control on this country and made some problems and difficulties for it. Lebanon is a country with ethnic diversity, which its unity and correlation is depended on tolerance and peace of different tribes and classes. Therefore, recognizing common characteristics of tribes that can cause tolerance and unity and also investigation of tribes and effect of the culture of tolerance are important and vital in order to consolidate national identity. Hence, the main question of the research is that how is relation between national identity and effective factors in it among Lebanese students? In other words, is there significant correlation between trend of students for national identity (and its aspects) and trend of students for effective factors in national identity? (National identity, globalization, and culture of tolerance).

Importance of the Problem

Clearly, the countries that have national unity and security inside their boundaries in addition to have rich culture can be effective and successful in international level too. Here, vital and important role of national identity would be cleared as the most legal and pervasive aspect of social identity of individuals (San'aEjlal, 2005). Along with the beginning of struggles for independence by colony nations and also collapse of colonial system and establishment of new governments, the issue of national unity and identity changed into one of the main concerns and challenging issues for politicians and scholars of social-political sciences. Over the decades, under effect of globalization and decline of role of the government-nation in political and social evolutions and also emergence of tribal and cultural disputes, this issue is being considered seriously on the other hand in many countries such as Yugoslavia, Caucasus, Lebanon, etc. (Ghasemi and Ibrahim, 2010).

National identity is so significant among other nations, so that the effectiveness and importance can be found in different domains of life and in every social order. National identity can give legitimacy to life of national society and its unity and can also increase amount of authority and group power. In addition, national identity in a country can make an axis for concentration of interests and democracy can be realized in a society, when holders of different identities in national level solve their disputes and achieve a unit identity. When people have no unit imagination of their identity or believe that they are belonged to different ages and civilizations, they would have different perceptions of desirable political and social system (Abul-hassani, 2009). Necessity of investigating constructive resources, elements and components of national identity and their relations have been considered by many thinkers and scholars. Giddens, David Hold, Robertson, Barrett Castles, Miller and many other scholars have considered this issue theoretically and have been sensitive. The problem can be social problem of every society (Hajiani, 2009). On the other hand, another specific action of national identity, in addition to creating integration and unity among social classes, is orientation and determination of direction and goal of society members. Political system of the current societies imposes usually its desired value system on the society through using national identity and through advertising it in mass media. Based on national identity, individuals and spread social groups would move towards common, unit and integrated goals. However, the fact is that this national unity is hardly possible or impossible without orientation on basis of national identity. This is because; national unity and correlation should be necessarily on basis of common goal and integration and unity among members of a group can't be provided without presence of common goals (Bashirieh, 1991).

Research Article

Research Literature

Numerous studies have been conducted in regard with national identity as follows:

Reinkowski (1997) has conducted a study under the title of "national identity in Lebanon since 1990" in order to investigate different contracts in Lebanon and manner of formation of national identity after Taeif. An important issue in this study is that emotions of Lebanese people about their ethnical identity are more than their sense of loyalty to the government. Kridy and Monro (2006) have analyzed interviews with agents of ethnic violence during domestic war of Lebanon and have found that identity imposes some affairs on all people, regardless of ideological scope or demographic, economic and social scopes. Their findings can consider rationalistic approaches of the theory of contradiction and theory of rational choice and institutional claims of cooperative democracy. In addition, the study has depicted great power of identity and perception of the author about taking political action against others.

Amberhak has conducted a study on cultural identity of UAE in 2005 and has conceptualized cultural identity in the said country. The mentioned study has had free perception about literature of identity among psychologists and has considered identity as means of achieving a stable identity with a degree of emotional stability. The study has been conducted on students of Emirate Universities and has considered some criteria as identity criteria including religion criteria, Arabic language of values, primogenitors, society, education, clothing, museums, unity, cultural heritage, entertainments, sports, music, TV, marriage with domestic traditions, pattern of diet and finally unity and sense of belonging. The study has applied some methods in form of Likert scale in order to evaluate position of every criterion. Obtained results from the mentioned study indicated that religion, Islamic traditions and Arabic language are the most important elements of cultural identity among Emirate youths.

The author has considered belonging of respondents to the cultural identity of the society and has rejected the idea that youths have become far from their culture under effect of Western culture. At the same time, respondents feel no incoherence between western culture and cultural belongings to the society of emirates. The study has also emphasized possibility of selecting elements of western culture. Aure (2005) has conducted a study in order to investigate effect of lingual structures and their changes in social and national identity. Based on these studies, social classes, which can be determined based on criteria such as income and employment, have specific lingual terms. In addition, national, ethnic and racial identities would be also appeared in language. People apply their specific cultural and social terms in order to depict their identity. In a section of this study, the author has described dual identities based on dual lingual attachments and has found that language of a nation is an indicator for determining identity of the nation (Mojgani, 2010).

Joseph Masadhas conducted a work under the title of "making national identity in Jordan" through referring to ideas of Michael Foku in order to describe national identity making process in Jordan. In view of the author, no nationalistic movement was existed in Jordantill 192. After concentration of the government in 1951, national identity was constructed in Jordan through Judicial Institute and the Army. Judicial Institute began its activity with the Act of Nationality in 1928, according to which it could be found that who is a Jordanian and to what range it has been extended. In addition, the government was able to help sense of nationalism of Jordan society through using some instrument to determine size of population and also recording lands and properties, transferring ownership, and documenting assets. Judicial Institution used also to determine limit of Jordanian nation through using such approaches. In fact, Judicial Institution is one of the most important institutes, through which the government was able to determine in its limit of territory that who could be a Jordanian man. Another institute was Army, through which the government began to make identity. Army was an institution, which was firstly responsible for protecting territory boundaries of the government and then it became a symbol of the nation and society of Jordan because of having certain banner, clothes and music. In other words, the Army could help sense of nationalism of the society. Regardless of growth of the anti-colonial trends inside the army, it could help creating sense of nationalism. Other than the mentioned institutions, calling Palestinians living in Jordan could help construction of national identity. The author has considered both of the mentioned institutions as residual institutes of the age of colony and as a heritage of colony (Ghanbari, 2010).

Research Article

Dwain and Hak (1995) have conducted a study under the title of perception of national identity for adolescents. Obtained results from this study indicated that Christian training can create the ability in students that they can remain in a completely vulnerable social environment. Role of teachers is conducting and guiding the students towards self-identification in the center and core of danger and damage. Churches can help adolescents in order to empower their identity, faith and religious perspective. Practical plan associated with identification of youths has 4 main elements as follows: facing God, experiencing God's governance, participating in lands suffers and pains, extending communication with others and being aware of future. The mentioned elements indicate that identification in the current age is deeply related to previous experiences and prediction of the future time (Hajiani, 2009).

Liber and Weisberg (2002) have conducted a study under the title of "globalization, culture and crisis of identity". The have stated in this study that currently culture is acting as one of the main carriers of globalization and modern values and can be considered as an important challenging scope for national, ethnic and religious identity. Although reaction against globalization in Europe, Japan and other societies, which are under effect of modern values, has mostly symbolic form, in developing regions around the world- especially in Muslim countries that traditional values and different perceptions of identity and society are dominated- these reactions are more intensive than other countries. In other words, globalization has not caused confliction among civilizations, but also has caused confliction inside the civilizations. Lynne Parmenter (1999) has investigated different perspectives about national identity in Japan. The author has separated two models of ethnic-oriented national identity or cultural identity (based on Japanese language: lifestyle and heritage) and social-national identity (civil nationalism) in order to investigate official policies of Japan Ministry of Education (Monbosho), which has been tended to make ethnic national identity. In view of the author, the policies have been ineffective in Japanese students and teachers, who consider importance of international system (internationalism) and believe that national identity is not unintentional and heritance, but also they believe that they should have conscious choice of western culture elements. He has confirmed that perception of Japanese teachers of Japanese national identity is not ethnic-oriented. However, the author has divided perspectives of audiences of Japan Ministry of Education to 3 categories. The first group emphasizes preserving national identity against interference of outside world, westernization and preserving original and certain Japanese identity. The second group is focused on importance of international system and necessity of being familiar with conditions outside the country and perception of cultures and values of non-Japanese people (for this group, national identity has close relationship with cultural identity and global system is scope for national identity, not for preparing it). The third group has radical approach and has questioned presence of national identity, since existence of Japanese strong national identity can cause barrier against perception of international conditions. View of social national identity is unclear forth is group and can be problematic, since their human identity is important. In fact, these they don't believe in social national identity. In work of Parameter, sense of individuals on being Japanese and that to how extent they believe that are Japanese can be considered as imagination criteria of national identity. Also, being satisfied to be Japanese has been evaluated with amount of being interested in wearing kimono or eating food by chopstick. In addition, being aware of different national identity and tendency for preserving Japanese identity and internationalism have been also measured using specific criteria (Hajiani, 2009).

Liber and Weisberg (2002) has conducted a study under the title of "globalization, culture and identity" in order to state that today culture in its different forms acts as one of the main carriers of globalization and modern values and can be also considered as an important challenge scope for national, religious and ethnic identity. Although reaction against globalization in Europe, Japan and other societies, which are under effect of modern values, has mostly symbolic form, in developing regions around the world- especially in Muslim countries that traditional values and different perceptions of identity and society are dominated- these reactions are more intensive than other countries. In other words, globalization has not caused confliction among civilizations, but also has caused confliction inside the civilizations. In most of these studies, national identity has been considered as main variable and its relation with globalization and ethnic identity has been investigated.

Research Article

Theoretical Framework

In order to describe and determine identity, conceptual framework of Symbolic Interaction Theory (SIT) has been applied, which is presented by George Herbert Mid, Koli and Bloomer. Effectiveness of reflection feature in identity (Cozer, 2001) and enjoyment of it is in two aspects of subjective I(I) and objective I (Me) (Ritzer, 2008). Smith has presented two models for national identity as follows: 1) civil-regional model (western model) western model has emphasis on territory, political-legal community, common culture and common civil ideology 2) geographic-ethnic model (non-western model): the model has emphasis on common ancestors, ethnicity and blood relations (Uzkarimly, 2004). In view of Finny, important elements of ethnic identity include ethnic identification, sense of belonging, positive and negative attitude to domestic ethnic group, ethnic dispute and activity (social cooperation and cultural behavior) (Hajiani, 2009). Based on theory of Giddens, modernization can cause original changes in daily lifestyle and can also affect different dimensions of experiences. Resulted changes from the current institutes have been directly combined with personal life. Modernization can cause disembodying (ignoring local limits and combining new elements repetitively) and organizing reflection of the most private corners (Giddens, 1999). Based on the conceptual framework formed of presented theories that have hybrid approach, an analytical model has been formed and research hypotheses have been derived.
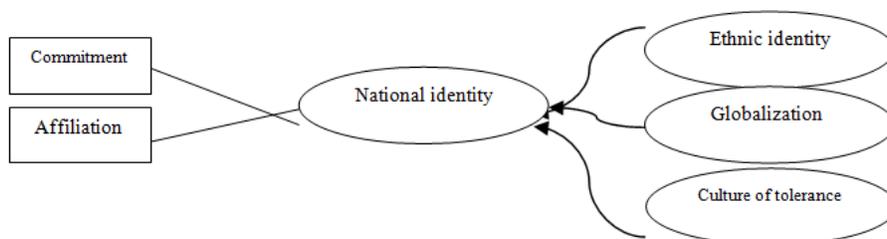
Theoretical Model of the Research

Figure 1: Theoretical model of the research

Research Hypotheses

Hypothesis 1: it seems that there is relationship between national identity and ethnic identity among Lebanese students.

Hypothesis 2: it seems that there is relationship between national identity and globalization among Lebanese students.

Hypothesis 3: it seems that there is relationship between national identity and culture of tolerance among Lebanese students.

Hypothesis 4: it seems that national identity of Lebanese students is significantly different separated for base variables (age, gender, etc.).

MATERIALS AND METHODS

Methodology

The present study is in kind of a survey study, in which it would be possible to properly describe features of analysis units and exact comparison of their features through causal presumption. In this study, questionnaire instrument has been applied for purpose of data collection. Statistical population in this study includes Lebanese students from 4 ethnicities of including Shiite, Sunni, Druze and Maronite Christian people in Beirut Universities. Sample size has been estimated to 400 students and portion of every ethnicity is as follows: Maronite Christian: (48 men and 48 women); Sunni: (64 men and 64 women); Druze: (16 men and 48 women); and Shiite: (72 men and 72 women). Sampling method in this study has been quota sampling method. In this study, portion of ethnicities has been determined using quota sampling method. According to theoretical and practical definition of dependent and independent variables, applied questionnaire has been created as instrument for evaluation of variables, which included several items in form of Likert scale.

Research Article

Definition of Concepts and Estimation of Variables
Dependent Variable (National Identity)
At the present study, national identity has been considered as independent variable. In order to test national identity of students, Hajiani (1999) and Rabbani (2009) scale has been applied, which has been previously applied in many studies. In all studies, the scale has had desirable validity and reliability and has been based on structure of Likert Scale. In this study, national identity has been evaluated based on two main aspects including sense of belonging (belonging to historical, geographical, cultural and lingual elements) and commitment (commitment to social and political common elements and symbols). In order to guarantee visual validity of the questionnaire, items have been presented to the experts and for purpose of determining reliability of the questionnaire; it has been presented to 40 students and has been implemented in experimental form. Value of alpha for this measurement has been equal to 93%.

Independent Variables
Variables of ethnic identity, globalization and culture of tolerance have been considered as independent variables. In order to design relevant items of national identity, globalization and culture of tolerance, Hajiani (2008) scale has been applied. Results of justifiability (Cronbach Alpha) for every variable have been presented in table 1.

Table 1: Results of justifiability test (Cronbach alpha) for every studied variable

Variable	National identity	Ethnic identity	Globalization	Culture of tolerance
Justifiability	0.93	0.71	0.78	0.75
Number of items	28	7	6	4

National identity: the aim by this variable in this study is considering ethnic literature and language; sense of being close to people of same identity outside the country; having tendency for being communicated with them; considering them fortunate; good treat of their independence; being committed to ethnic community; attachment to ethnic subcultures; considering their own ethnic and tribe better than others and preferring ethnic interests to national interests; sense of ethnic violence; racism; restriction; sense of being irresponsiveness of needs and ethnic desires (being concern about political-social position of nation).

Globalization: the aim by this variable in this study is being believed in existence of global common problems; believing in ecology of the earth; thinking globally; coexistence and interaction with other nations.

Culture of tolerance: the aim by this variable is being believed in equal rights for all people in national society; tolerance, acceptance and adjustment of different lifestyles in national society.

Ethnicity: one variable considered in this study as an important and effective factor is type of ethnicity of respondents.

Level of estimation of the variable is nominal. Ethnicity refers to a group with certain basic features such as language, traditions and customs and historical heritages, which can make them different from other social groups (SalehiAmiri, 2010).

Testing this variable has been conducted in Lebanon on 4 main ethnicities including Shiite, Sunni, Druze and Maronite Christian people. Portion of ethnicities in Lebanon country is as follows: Maronite (18%), Sunni (24%), and Druze (6%) (Taheri, 2009).

Other field variables such as gender (male and female); education field (human sciences, empirical sciences, technical majors and art); marital status (single, married and others); religion (Christian, Shiite, Sunni and Druze) have been estimated using nominal estimation level and education level (MA and complementary educations); academic year (first year, second year, third year, fourth year and higher than it) with ordinal estimation level and age with interval estimation level.

Research Article

RESULTS AND DISCUSSION
Findings and Results of Research
Distribution of Field Variables
Age: age range of Lebanese respondents is varied from 17 to 44 years old and the average for their age is 24.3 years old. Gender: distribution of two genders among Lebanese respondents is uniform and each gender has possessed 50% of sample size .Marital status: out of total 400 studied students in Lebanon, 66.3% are single and 33.3% are married. Education field: out of 399 studied students in Lebanon, 53.9% of students have been educated in human sciences; 14.3% in empirical sciences; 23.8% in technical sciences; and 8% have been educated in art fields. Education level: out of total 400 studied students in Lebanon, 82.5% have been in BA level; 15.3% in MA level; and 2.3% have been educated in PhD level. Academic year: out of total 400 studied students in Lebanon, 25.8% have been in first academic year; 37.5% in second year; 14.8% in third year; and 22% of them have been in fourth academic year and above it. Religion: out of total 400 studied students in Lebanon, 24% are Christian and 76% have been followers of Islam religion. Ethnicity: out of total 400 studied students in Lebanon, 24% are Maronite; 8% Druze; 32% Sunni; and 36% have been Shiite.

Descriptive Statistics of National Identity and its Dimensions
Out of total 400 Lebanese students, value of national identity has been equal to 32.8% in low level; 43.5% in average level; and 23.8% in high level as it is obvious in table 2. Range of score for national identity of students varies from 69 to 131 and its average is 104.2 with standard deviation (SD) of 11.5.

Table 2: Descriptive criteria of national identity and its dimensions separated based on nationality of respondents

Descriptive criteria	National identity	Belonging	Commitment
Symbol	104	73	33
Median	104	73	31
Mean	104.2	73	31.14
Variance	133.03	78.4	26.14
SD	11.5	8.85	5.1
Minimum	69	49	13
Maximum	131	91	45
Range	62	42	32
Number of respondents	400	400	400

Table 3: Frequency and percent distribution of respondents' national identity

National identity value	Frequency	Percent
Low	131	32.8
Average	174	43.5
High	95	23.8
Total	400	100

National identity has been divided to two dimensions of belonging and commitment, which their distribution among sample population has been presented as follows:
Belonging of National Identity

Table 4: frequency and percent distribution of respondents' belonging

Level of belonging	Frequency	Percent
Low	145	36.3
Average	171	42.8
High	84	21
Total	400	100

Research Article

Out of total 400 Lebanese students, level of belonging has been in low level to 36.3%; in average level to 42.8% and 21% in high level.

Commitment of National Identity

Table 5: Frequency and percent distribution of respondents' commitment

Level of belonging	Frequency	Percent
Low	123	30.8
Average	160	40
High	117	29.3
Total	400	100

Out of total 400 Lebanese students, commitment has been equal to 30.8% in low level; 40% in average level and 29.3% in high level.

Distribution of Independent Variables

Ethnic identity: out of 400 studied Lebanese students, value of ethnic identity is 17.3% in low level; 34.5% in average level and 48.3% in high level. Mean value of Lebanese students has been 26.4% with range of 10-35% and SD of 4.4.

Globalization: out of 400 studied Lebanese students, globalization of 35.8% of individuals has been in low level; 39.8% in average level and 24.5% have been in high level. Mean value of Lebanese students has been 22.2 with range of 10-30 and SD of 3.4.

Culture of tolerance: out of total 400 Lebanese students, amount of culture of tolerance of 38.8% of them has been in low level; 31% in average level and 30.3% in high level. Mean value of students has been equal to 16 with range of 5-20.

Testing Hypotheses

Investigating Relation of National Identity and Independent Variables among Lebanese Students

Investigating Relation of National and Ethnic Identity

Hypothesis 1: it seems that there is a relation between national identity and ethnic identity among Lebanese students

Among respondents, obtained Pearson r value from relation between two variables of national identity and ethnic identity has been equal to 0.455 and significance level has been equal to 0.000, which can be significant statistically in confidence level of 99%. The direction of the relation is positive (direct); meaning that increase in value of one variable can cause increase in values of another variable and decrease in value of the first variable can cause decrease in value of the second one. Relation between national identity and ethnic identity and two dimensions of belonging and commitment is significant in confidence level of 99% in positive direction. It means that the more the value of ethnic identity is, the more the value of belonging and commitment would be.

Table 6: Investigation of relation between national identity and ethnic identity

		National identity	Sense of belonging and its dimensions					Commitment and its dimensions		
			Belonging	Cultural	Geographic	Historical	Lingual	Commitment	Political	Social
Leba	Pearson r value	0.455**	0.511**	0.352**	0.316**	0.344**	0.390**	0.160**	0.033	0.390**
non	Significance level	0.000	0.000	0.000	0.000	0.000	0.000	0.001	0.511	0.000

According to table 6, it could be mentioned that there is a relation between value of ethnic identity and national identity of students. The more the value of ethnic identity is, the more value of national identity would be. Also, decrease in ethnic identity can cause decrease in national identity. There is a relation

Research Article

between ethnic identity and value of belonging and commitment of students. The more the value of ethnic identity is, the more the value of belonging and commitment would be.

Investigation of Relation between National Identity and Globalization

Hypothesis 2: it seems that there is a relation between national identity and globalization among Lebanese students.

Among respondents, obtained Pearson r value from relation between two variables of national identity and globalization has been equal to 0.426 and significance level has been equal to 0.000, which can be significant statistically in confidence level of 99%. The direction of the relation is positive (direct); meaning that increase in value of globalization can cause increase in values of national identity and decrease in value of the first variable can cause decrease in value of the second one. Relation between national identity and globalization and two dimensions of belonging and commitment is significant in confidence level of 99% in positive direction. It means that the more the value of globalization is, the more the value of belonging and commitment would be.

Table 7: Investigation of relation between national identity and globalization

		National identity	Sense of belonging and its dimensions					Commitment and its dimensions		
			Belonging	Cultural	Geographic	Historical	Lingual	Commitment	Political	Social
Lebanon	Pearson r value	0.426**	0.352**	0.350**	0.131**	0.220**	0.236**	0.351**	0.229**	0.322**
	Significance level	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000

According to table 7, it could be mentioned that there is a relation between value of globalization and national identity (belonging and commitment) of students. The more the value of globalization is, the more value of national identity (belonging and commitment) would be.

Investigation of Relation between National Identity and Culture of Tolerance

Hypothesis 3: it seems that there is a relation between national identity and culture of tolerance among students.

Among respondents, obtained Pearson r value from relation between two variables of national identity and culture of tolerance has been equal to 0.510 and significance level has been equal to 0.000, which can be significant statistically in confidence level of 99%. The direction of the relation is positive (direct); meaning that increase in value of culture of tolerance can cause increase in values of national identity and decrease in value of the first variable can cause decrease in value of the second one. Relation between national identity and culture of tolerance and two dimensions of belonging and commitment is significant in confidence level of 99% in positive direction. It means that the more the value of culture of tolerance is, the more the value of belonging and commitment would be.

Table 8: Investigation of relation between national identity and culture of tolerance

	National identity	Sense of belonging and its dimensions					Commitment and its dimensions		
		Belonging	Cultural	Geographic	Historical	Lingual	Commitment	Political	Social
Pearson r value	0.510**	0.529**	0.464**	0.121**	0.452**	0.415**	0.235**	-0.005**	0.388**
Significance level	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.918	0.000

Research Article

According to table 8, it could be mentioned that there is a relation between value of culture of tolerance and national identity (belonging and commitment) of students. The more the value of culture of tolerance is, the more value of national identity (belonging and commitment) would be.

Investigation of Relation between National Identity and Filed Variables of Lebanese Students
Hypothesis 4: it seems that national identity of Lebanese students based on field variables (age, gender, etc.) is significantly different.

Significance levels, obtained Pearson r value from relation between age of respondents and national identity and its dimensions (belonging (0.152) and commitment (0.137)) has been equal to 0.172 and all of them have been significant statistically in confidence level of 99%. It means that increase in age of Lebanese respondents can cause increase in values of national identity and their sense of belonging and commitment. Therefore, it could be mentioned that there is a relation between age of Lebanese students and value of national identity (belonging and commitment); meaning that increase in age can cause increase in value of their national identity.

Table 9: Investigating relation between dependent and independent variables based on age among Lebanese respondents

	National identity	Belonging	Commitment	Ethnic identity	Globalization	Culture of tolerance
Pearson r value	0.172**	0.152**	0.137**	0.185**	0.068	0.201**
Significance level	0.001	0.002	0.006	0.000	0.177	0.000

Significance levels obtained from t-test for purpose of investigating relation between gender and national identity (0.516); gender and belonging (0.693) and gender and commitment (0.733) have not been significant statistically. Accordingly, it could be mentioned that there is no significant difference between Lebanese men and women in terms of national identity (belonging and commitment).

Table 10: Investigation of relations between dependent and independent variables based on gender of Lebanese respondents

Dependent and independent variables	Gender	Number	Mean	Mean difference	t-value	Sig
National identity	Male	200	104.6	0.75	0.650	0.516
	Female	200	103.8			
Belonging	Male	200	73.1	0.35	0.395	0.693
	Female	200	72.8			
Commitment	Male	200	31.2	0.17	0.342	0.733
	Female	200	31.05			
Ethnic identity	Male	200	26.8	0.72	1.656	0.099
	Female	200	26.1			
Globalization	Male	200	22.05	-0.38	-1.114	0.266
	Female	200	22.4			
Culture of tolerance	Male	200	16.2	0.55	1.562	0.119
	Female	200	15.7			

Significance level obtained from t-test for investigation of relation between marital status and national identity among Lebanese students is equal to 0.000, which is statistically significant and indicates that national identity is significantly different between single and married people. Mean value of national identity for married people is equal to 107.7 and is more than mean value for singles to 5.3. This is also true for dimension of belonging of national identity. Mean value of married people in dimension of

Research Article

belonging is equal to 76.05 and is more than it for singles to 4.6. Significance level of t-test (0.000) is also significant statistically; although significance level obtained for dimension of commitment is equal to 0.116, which is insignificant statistically and indicates that value of commitment is not significantly different between married and single people.

Table 11: Investigation of dependent and independent variables of the research with marital status among Lebanese respondents

Dependent and independent variables	Marital status	Number	Mean	Mean difference	t-value	Sig
National identity	Single	267	102.4	-0.5.3	-4.399	0.000
	Married	133	107.7			
Belonging	Single	267	71.4	-.4.6	-5.047	0.000
	Married	133	76.05			
Commitment	Single	267	30.8	-0.85	-1.575	0.116
	Married	133	31.7			
Ethnic identity	Single	267	25.9	-1.7	-3.790	0.000
	Married	133	27.6			
Globalization	Single	267	21.9	-0.8	-2.286	0.023
	Married	133	22.8			
Culture of tolerance	Single	267	15.3	-1.9	-5.197	0.000
	Married	133	17.2			

Significance level obtained from Kruskal-Wallis test based on chi square test (x^2) for investigation of relation between values of national identity based on educational fields is equal to 0.439, which is not significant statistically and indicates that value of national identity of Lebanese students is not significantly different based on their educational field. In other words, educational field of Lebanese students has no significant effect on their national identity. This is also true for dimension of commitment. Significance level obtained for commitment is equal to 0.311, which is no significant statistically; although existed differences among Lebanese students in dimension of belonging are significant statistically based on their educational field (sig: 0.044). Mean value of students in art subject is equal to 74.8 and is higher than other subjects. In addition, mean value of students in human sciences in dimension of belonging is equal to 73.6 and is higher than total score of students. Mean value of students in technical subjects is also equal to 71.4, which is lower than it in other students.

Significance level obtained from Mann-Whitney test for investigation of differences between national identity and its dimensions based on educational level among Lebanese students have not been significant statistically. In fact, value of national identity and also two dimensions of belonging and commitment among Lebanese students are not significantly different based on their educational level.

Value of Spearman test for investigation of relation between academic year and national identity of Lebanese students is equal to 0.215 and significance level for it is equal to 0.000, which is significant statistically in confidence level of 99%. The direction of the relation is positive; meaning that increase in academic year (semester) of students can cause increase in their national identity. This is also true for dimension of belonging; meaning that increase in academic year can cause increase in amount of belonging among students; although the relation between academic year and commitment is not statistically significant.

Obtained significance level from Kruskal-Wallis test based on chi square test (x^2) for investigation of differences of national identity among students based on their ethnicities is equal to 0.000, which is significant statistically and indicates that amount of national identity of Lebanese students is statistically significant based on their ethnicity. Mean value of national identity of Druze students is significantly higher than mean value for other ethnicities and mean value of national identity of Sunni students is also significantly lower than other groups. In addition, existed differences among Lebanese students are

Research Article

significant based on their ethnicity separated for their ethnicity. In the dimension of belonging, mean value of Shiite students is equal to 78.2 and is more than it in other groups and also mean value of Sunni students is equal to 67.8 and lower than others. In dimension of commitment, mean value of Druze students is equal to 37.5 and higher than other 3 groups. Also, mean value of Shiite students is equal to 30.4 and is also equal to 30.5 for Sunnis, which is lower than it for Druze and Maronite students.

Table 12: Investigation of relation between national identity and its dimensions with ethnicity among Lebanese respondents

National identity and its dimensions	Ethnicity	Number	Mean value	Nonparametric test of test X^2	Kruskal-Wallis DOF	Sig
National identity	Maronite	95	101.6			
	Druze	32	115.4	95.580	3	0.000
	Sunni	129	98.4			
	Shiite	144	108.6			
	Total	400	104.2			
Belonging	Maronite	95	70.4			
	Druze	32	77.9	123.196	3	0.000
	Sunni	129	67.8			
	Shiite	144	78.2			
	Total	400	73			
Commitment	Maronite	95	31.07			
	Druze	32	37.5	47.489	3	0.000
	Sunni	129	30.5			
	Shiite	144	30.4			
	Total	400	31.1			

Accordingly, it could be mentioned that there are some differences among national identity of Lebanese students based on their ethnicity. Mean value of Druze students is higher and value of Sunni students is lower than others. There is significant difference in value of commitment of Lebanese students based on their ethnicity. Mean value of Shiite students is higher and value of Sunnis is lower than others. There is difference in commitment of Lebanese students based on their ethnicity. Mean value of Druze students is higher than others and value of Shiite students is lower than other groups.

Table 13: Investigation of relation between national identity and its dimensions with religion among Lebanese respondents

Dependent variable and its dimensions	Religion	Number	Mean value	Mean difference	Mann-Whitney value	Sig
National identity	Christian	94	101.5	-3.53	11719.000	0.007
	Muslim	306	105.03			
Belonging	Christian	94	70.3	-3.5	10629.500	0.000
	Muslim	306	73.8			
Commitment	Christian	94	31.07	-0.13	14288.000	0.923
	Muslim	306	31.2			

Significance level obtained from Mann-Whitney test for investigation of differences between national identities of Lebanese students based on their ethnicity is significant statistically and indicates that value

Research Article

of national identity of students is different among them based on their ethnicity. Mean value of national identity of Muslim students is equal to 105.03 and is more than mean value of national identity of Christian students (101.5) to 3.53. This is also true for dimension of belonging. In this dimension, mean value of Muslim students is equal to 73.8 and is more than it for Christian students to 3.5; although existed differences between Muslim and Christian students are not significant statistically in dimension of commitment.

Therefore, it could be mentioned that value of national identity for Lebanese students is different based on their religion and value of national identity of Muslim students is more than it in Christian students. Value of national belonging among Lebanese students is different based on their religion. Value of national belonging of Muslim students is more than Christian students. Value of national commitment of Lebanese is not different among them based on their religion.

Multivariate Regression Analysis

In order to estimate multivariate regression, stepwise method has been applied. In this method, strongest variables would be entered to an equation and this action would be continued until the time that error of significance test approaches to 5% (Kalantari, 2006). As estimation level of some independent variables in this study is nominal and regression is applicable for ordinal estimation level, nominal variables should be changed into dummy variables with 0 and 1 codes (Kalantari, 2006). Here, gender and religion variables have been encoded in dummy form. Table 14 indicates regression analysis of national identity for Lebanese respondents.

Table 14: Regression analysis of national identity among Lebanese students

Model		Non-standard coefficient		Standard coefficient	t	Sig
		B	Std. error	Beta		
1	Total	77.577	2.308		33.616	0.000
	Culture of tolerance	1.667	0.141	0.510	11.814	0.000
2	Total	61.709	3.101		19.898	0.000
	Culture of tolerance	1.301	0.142	0.398	9.141	0.000
	Ethnic identity	0.820	0.114	0.312	7.174	0.000
3	Total	49.279	3.618		13.621	0.000
	Culture of tolerance	1.079	0.141	0.330	7.634	0.000
	Ethnic identity	0.721	0.111	0.274	6.502	0.000
	Globalization	0.837	0.139	0.251	6.025	0.000
R				0.632[c]		
R square				0.400		
Adjusted R square				0.395		

In regard with Lebanese students, regression analysis has been continued to three steps. It means that test error for other variables has been above 5% and they have been excluded from the equation. Variables of culture of tolerance, ethnic identity and globalization have been respectively entered to the regression equation. Significance level for all three variables is significant in confidence level of 99% (sig=0.000). Beta value for variable culture of tolerance is equal to 0.330 and is more than other two variables. The value (0.330) means that variable of culture of tolerance can discriminate about 33% of changes in dependent variable by itself. In other words, if score of x person in national identity is equal to 10 and score of culture of tolerance is equal to 10, value of national identity would enhanced to 10.330 following enhancement of score of culture of tolerance to 11. Interestingly, among Lebanese students, direction of relation between ethnic identity and globalization is positive and direct. It means that increase in value of ethnic identity and globalization in Lebanese students can cause increase in value of national identity. In other words, national identity among Lebanese students follows ethnic identity and the two types of identity can be complementary for each other. R^2 value in regression coefficient for Lebanese students is

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Research Article

equal to 0.395; meaning that three variables of culture of tolerance, ethnic identity and globalization totally have been able to discriminate about 39% of changes in national identity among Lebanese students.

Conclusion

National identity is one of the most important levels of collective identity. National identity is sense of belonging to a nation with certain symbols, traditions, sacred places, history, culture and territory. According to existing concerns in regard with cultural diversity in the Lebanese society and its outputs, processes of globalization; internationalism; enhancement of public literacy; especially among students and coexistence of people, subject of national identity and stability of national unity is an important issue. In Lebanon society, because of multicultural texture, responsibility of universities and students is so important in regard with actualizing making main preconditions of social life. In such space, one can face on one hand with students that have specific lingual, local and cultural features in addition to their common cultures and have been accepted at the first stage within ethnic communities of the society. Belongings and loyalty of these students is at the first limited to ethnic communities and they can identify themselves based on it and can find identity. After individuals enter different greater groups and communities such as university, gradually positive emotional wills on others would be defined in a wider and more general range (national identity). Today, most youths and especially students have been placed under different local, national and global patterns and have gained also a type of awareness about different cultures and communities. This can cause their identity boundary to be changed. Hence, national identity is an important issue in multi-ethnic and multicultural societies as one of the most important levels of collective identity.

The present study has evaluated value of national identity of students in Beirut Universities in order to investigate effective factors in value of national identity among students. For this purpose, firstly theoretical model of the study has been constructed based on ideas of Mid, Kuli, Smith, Finny and Giddens. Using survey method and data collection instrument of questionnaire, the subject has been analyzed empirically. Obtained results from the study indicate that among different variables, age, marital status, educational level, religion, ethnicity, globalization and culture of tolerance are significantly correlated to national identity of students in Beirut Universities. Obtained results from multivariate regression indicate also that respectively three variables of culture of tolerance, ethnic identity and globalization can have most effect on national identity of Lebanese students.

In general, obtained results from the study indicate that national identity among Lebanese students is so strong. The findings have been in consistence with perspective of Corm. (15 domestic wars have reinforced Lebanese identity practically: in Lebanon, all war parties used to claim that they are representative of Lebanon as a unit whole; although just a few years age this country was created from colony of France). [Until a few years ago, there was nothing under the title of nation for this country; although by now the people in this country have strong national identity] (Corm, Quoted from Bieh Bar, 2000).

In Lebanon country, increase in level of globalization and culture of tolerance in students has been positively correlated to their national identity. In fact, through providing an instrument for the students, globalization can make them to identify themselves and reinforce their self-awareness and go towards coexistence and use of positive heritage of global culture evolution. Two types of approach can be considered in regard with relation between globalization and national identity in view of scholars as follows: one approach believes that globalization can not only cause growth of ethnic self-awareness, but also it can cause enhancement and reinforcement of national identity. Scholars of second approach like Giddens and Engle Hart believe that globalization can cause weakness of existed attachments between the government and the nation and can also decrease sense of belonging to the territory in individuals and can affect their national identity negatively. In Lebanon, due to first approach, contexts of globalization are in the direction of empowering national identity. This result has rejected idea of Liber and Weisberg that believe that globalization in educated people in developing countries, due to getting information in regard with level of life and lifestyle of Western communities, can make them to have negative view to their own

Research Article

institutes and national identity, since these institutes with political and social and economic relations have not been able to meet needs of their societies (Liber and Weisberg, 2002). Mean value of ethnic identity in Lebanon is a bit more than mean value of national identity. Relation between two variables of ethnic identity and national identity is a positive and increasing relation. The relationship can be formulated in two main approaches based on ideas of Finny.

In the first view that is known as linear model, relationship between the two variables has been imagined linearly. In other words, followers of this view believe that empowerment of national identity is depended on weakness or destruction of ethnic identity and empowerment of ethnic identity can cause weakness of national identity and unity. In the second view (nonlinear model), scholars believe that empowerment of national identity as a result of weakening ethnic identity can't cause necessarily weakness of national identity and unity, but also a society may have high national identity even through empowerment of ethnic identity (Finny, quoted from Arzbani *et al.,* 2009). National identity among Lebanese students is positively correlated with their ethnic identity and this finding is in consistence with the nonlinear theory of Finny.

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Research Article

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