The Relationship between the Components of Cyberspace and Global Identity of M.A Students of Golestan University of Medical Sciences

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ABSTRACT: Exchange of information and knowledge via the Internet as the most advanced means of communication, has created a new space known as cyberspace. The Cyberspace has such a special position that nowadays its dimension of expansion plays an significant role in individual and social life of human. The study is applicable in nature and purpose; regarding the method is correlational descriptive. The statistic sample included 335 individuals of which 181 of them were selected by stratified random sampling using Morgan-Chrisgi formula regarding the size of the sample. The data collection instrument was researcher-made questionnaire which its reliability and validity were verified by the experts. Data analysis was done by descriptive statistic (frequency, percentage of frequency, graph) and deductive statistics (Pearson's Correlation-Coefficient) and by SPSS software. The findings show that there is a significant relationship between the elements of Cyberspace including Weblog, Social Network, Video games, World Trade, and Podcasts.

Keywords: Cyberspace, Identity, M.A Students

INTRODUCTION

The most important issue of adolescence and youth is acquiring or showing identity. Identity formation is considered as the integration process of individual changes, social demands, and expectations for future. Ericson (1981) argues "that identity formation includes creation of feeling of unity and self-oneness which is felt by the individual and known identically from one time to other time by others" (Shahriary, 2005).

National identity is the feeling of belonging to a group of people by sharing some cultural and quasi-cultural elements (Hajiyani, 2009).

National identity is the process of deliberate responsiveness of a nation to the questions around themselves, past, quality, time of belonging, main originality, civilizational scope, political position, economic, cultural, and important values of their historical identity (Goodarzi, 2005)

The identity problem has appeared in varied societies in different ways; today it has been transformed into a serious concern in political scope. Binder believes that “the identity crisis is not necessarily the crisis of a country, but the crisis of our era” (Pie et al., 2001).

The Internet has the capability by which an individual can create new selves; these affairs may not exist in material world at all or the individual in his turn can’t access them; these issues make the cyberspace more attractive for the users, so the web transforms to a place of presentation and introduction of the individual’s characteristic (Selwyn, 2001).

In addition to the appearance of new technologies and Medias, changes such as prolonged adolescence and youth, individualization, emphasis of life style for juvenile, disintegration of traditional networks, and urban renewal are of main fields that have faced youth with new condition. These technological revolutions, in addition to zeal, taste, and communicative need they have also affected leisure time of youth. Two processes of Media coverage and express a wide part of youth recreation in modern societies. The youth spend much of their time in isolation and rely increasingly on new Medias for enjoyment (Zokayi, 2004). So the problem of seeking diversity and innovativeness of youth and great attractiveness of this tool has changed them to extremist users. The most usage of this tool is within E-mail and chat rooms.

According to the studies it can be claimed that extremist tendency and reliance on computer, virtual instruction, and using communicative-informative technology causes human alienation of his self which is very divine essence; this self- alienation causes world- alienation. Nell postman believes that computer might help
solve some problems in current shape; however, it undermines and marginalize ethical and social values (Ataran, 2003).

As a whole, Internet identity or Cyber identity mismatches with conventional perspectives about identity; conventional perspectives regarding identity seek unification about concept of identity and show it integrated; moreover, consider its total effect on the individual (Bell, 2001).

Nowadays, even family members and neighbors have a single notion of identity in their mind. This issue causes difficulties in recognizing originalities progressively. Alain Touraine has well described this apparently paradoxical humanistic condition: we live in silence, spend in rush, isolate ourselves, and drawn in the ocean of people. (Touraine)

Richard Bartle(2004) argues that cyberspace provides a mirror for people in which the more the person finds his picture in it closer to himself or his ideal self, the more he connects with it. In fact, key of success and user attraction for major websites is to see their users in the mirror of cyber space before.

Some researchers have reminded the expanding dimensions of identity of the individuals, the possibility of recreation and redefinition of it, and formation of new collective identity in cyber network which created by new communicative technologies( Mahmoudi and Adibeik, 2009).

The personality of people can be recognized by different parameters and indices among which is the behavior of individuals in different environments (Gill and Adamz, 2005); one of the environments which people face in their lives is Cyberspace. Studies on Cyberspace is the knowledge by which human beings can know their world better; the knowledge that there was no instruction for it in the past centuries, but by appearance of world information network there is more need to learn it. People have to learn such a knowledge, as most part of human life is defined through this world network.

MATERIAL AND METHODS

The method of the study is correlational descriptive. The population included all the M.A students of Golestan University of Medical Sciences, 335 students studying in 2014. The number of sample is derived from statistical center of Golestan University of Medical Sciences.

We chose 181 participants by Krejcie & Morgan Table using stratified random sampling regarding the gender (Male and Female). In order to collect data, library and questionnaire were used; two researcher-made questionnaires were used one of which was Consideration of the elements of Cyberspace composed of 19 questions including Weblog parameters (1-4), Social channel parameters (5-9), Video game parameter (10-13), World Trade parameter (14-16), and Podcast elements (17-19). The other questionnaire was Universal Identity through giving 25 questionnaires to the sample. The Cronbach’s alpha was .75 for Weblog parameters, .82 for Social channels, .71 for Video games, .92 for World trade, .82 for Podcast, and .9 for Universal Identity.

Result

According to the results of table 2, 93 out of 162 participants are Female (57.4 %) and 69 are Male (42.6%).

<table>
<thead>
<tr>
<th>Variable</th>
<th>Variable levels</th>
<th>Frequency</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Gender</td>
<td>Female</td>
<td>93</td>
<td>57.4</td>
</tr>
<tr>
<td></td>
<td>Male</td>
<td>69</td>
<td>42.6</td>
</tr>
<tr>
<td></td>
<td>Total</td>
<td>162</td>
<td>100</td>
</tr>
</tbody>
</table>

Graph 1. Distribution of participants according to the Gender

57.4 Female
42.6 Male
Age

According to Table 2, out of 162 participants, 83 were between 20 to 30 (51.2%), 47 were between 31 to 40 (29%), 21 were between 41 to 50 (13%), and 11 were older than 51 (6.8%).

<table>
<thead>
<tr>
<th>Variable</th>
<th>Variable levels</th>
<th>Frequency</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>AGE</td>
<td>20-30</td>
<td>83</td>
<td>51.2</td>
</tr>
<tr>
<td></td>
<td>31-40</td>
<td>47</td>
<td>29</td>
</tr>
<tr>
<td></td>
<td>41-50</td>
<td>21</td>
<td>13</td>
</tr>
<tr>
<td></td>
<td>Older than 51</td>
<td>11</td>
<td>6.8</td>
</tr>
<tr>
<td></td>
<td>Total</td>
<td>162</td>
<td>100</td>
</tr>
</tbody>
</table>

Kolmogorov–Smirnov Test: Considering the normality of the variables

\[ H_0: \text{Data distribution is normal} \quad \text{Sig.} \geq .05 \]
\[ H_1: \text{Data distribution is not normal} \quad \text{Sig.} < .05 \]

Table 3. Kolmogorov–Smirnov Test for considering the normality of the variables

<table>
<thead>
<tr>
<th>Variables</th>
<th>Weblog</th>
<th>Social channel</th>
<th>Video Game</th>
<th>World Trade</th>
<th>Podcast</th>
<th>Universal Identity</th>
</tr>
</thead>
<tbody>
<tr>
<td>N</td>
<td>162</td>
<td>162</td>
<td>162</td>
<td>162</td>
<td>162</td>
<td>162</td>
</tr>
<tr>
<td>Kolmogorov statistics</td>
<td>1.85</td>
<td>1.92</td>
<td>2.17</td>
<td>1.87</td>
<td>2.47</td>
<td>1.12</td>
</tr>
<tr>
<td>Significance level</td>
<td>0.010</td>
<td>0.000</td>
<td>0.003</td>
<td>0.000</td>
<td>0.000</td>
<td>0.000</td>
</tr>
</tbody>
</table>

According to Table 3, the null hypothesis is verified, \( p < 0.05 \); thus, it can be claimed with a reliability of 95% that none of 6 variables follow the normal distribution; therefore, we use Spearman's Nonparametric Test to analyze the hypothesis.

Study Hypotheses

Main Hypothesis:

There is a relationship between the Cyberspace and the Universal Identity of the students.

\[ H_0: \rho = 0 \quad \text{Sig.} \geq .05 \]
\[ H_1: \rho \neq 0 \quad \text{Sig.} < .05 \]

In Table 4, the result of the test of the above hypothesis is presented. Spearman's correlation was computed to assess the relationship between elements of the Cyberspace and the Universal Identity of the students, \( r_s = .39, p < .05, DF = 162 \). The obtained data showed that there was a positive correlation between elements of the Cyberspace and the Universal Identity. So the null Hypothesis can be rejected i.e. according to this method, there is a relationship between the Cyberspace and the Universal Identity of the students.

Table 4. The results of correlation of the test of main hypothesis of the study

<table>
<thead>
<tr>
<th>Variable</th>
<th>Universal Identity</th>
<th>Degrees of freedom</th>
<th>Level of significance</th>
<th>Verifying or rejecting the null hypothesis</th>
</tr>
</thead>
<tbody>
<tr>
<td>Cyberspace</td>
<td>0.39</td>
<td>162</td>
<td>0.000</td>
<td>Rejected</td>
</tr>
</tbody>
</table>

First hypothesis of the study:

There is a relationship between elements of Weblog and the Universal Identity of the students.

\[ H_0: \rho = 0 \quad \text{Sig.} \geq .05 \]
\[ H_1: \rho \neq 0 \quad \text{Sig.} < .05 \]
In table 5, the result of the Test of the above hypothesis is presented. Spearman’s correlation was computed to assess the relationship between the elements of Weblog and the Universal Identity, $r_s = .33$, $p<.05$, $DF=162$. The obtained data showed that there was a positive correlation between elements of the Cyberspace and the Universal Identity of the students. So the null Hypothesis can be rejected meaning that according to this method, there is a relationship between the elements of Weblog and the Universal Identity of the students.

**Table 5. The results of correlation of the Test of first hypothesis of the study**

<table>
<thead>
<tr>
<th>Variable</th>
<th>Universal Identity</th>
<th>Degrees of freedom</th>
<th>Significance level</th>
<th>Verifying or rejecting the null hypothesis</th>
</tr>
</thead>
<tbody>
<tr>
<td>Cyberspace</td>
<td>0.33</td>
<td>162</td>
<td>0.000</td>
<td>Elements of Weblog</td>
</tr>
</tbody>
</table>

**Second Hypothesis:**
There is a relationship between elements of the Social channels and the Universal Identity of the students.

$$
H_0: \rho = 0 \quad \text{Sig.} \geq .05 \\
H_1: \rho \neq 0 \quad \text{Sig.} < .05
$$

In table 5, the result of the Test of the above hypothesis is presented. Spearman’s correlation was computed to assess the relationship between the elements of Social channel and the Universal Identity, $r_s = .55$, $p<.05$, $DF=162$. The obtained data showed that there was a positive correlation between elements of the Social channel and the Universal Identity of the students. So the null Hypothesis can be rejected meaning that according to this method, there is a relationship between the elements of Social channel and the Universal Identity of the students.

**Table 6. The results of correlation of the test of second Hypothesis of the study**

<table>
<thead>
<tr>
<th>Variable</th>
<th>Universal Identity</th>
<th>Degrees of freedom</th>
<th>Significance level</th>
<th>Verifying or rejecting the null hypothesis</th>
</tr>
</thead>
<tbody>
<tr>
<td>Social channel</td>
<td>0.55</td>
<td>162</td>
<td>0.000</td>
<td>Rejected</td>
</tr>
</tbody>
</table>

**Third Hypothesis of the study:**
There is a relationship between the elements of Video Games and Universal Identity of the students.

$$
H_0: \rho = 0 \quad \text{Sig.} \geq .05 \\
H_1: \rho \neq 0 \quad \text{Sig.} < .05
$$

In table 7, the result of the Test of above Hypothesis is presented. Spearman’s correlation was computed to assess the relationship between the elements of Video games and the Universal Identity, $r_s = .55$, $p<.05$, $DF=162$. The obtained data showed that there was a positive correlation between elements of the Video games and the Universal Identity of the students. So the null Hypothesis can be rejected i.e. according to this method, there is a relationship between the elements of Video games and the Universal Identity of the students.

**Table 7. The results of correlation of the test of third hypothesis of the study**

<table>
<thead>
<tr>
<th>Variable</th>
<th>Universal Identity</th>
<th>Degrees of freedom</th>
<th>Significance level</th>
<th>Verifying or rejecting the null hypothesis</th>
</tr>
</thead>
<tbody>
<tr>
<td>Video games</td>
<td>0.53</td>
<td>162</td>
<td>0.000</td>
<td>Rejected</td>
</tr>
</tbody>
</table>

**Forth Hypothesis of the study**
There is a relationship between the elements of the World Trade and the Universal Identity of the students.

$$
H_0: \rho = 0 \quad \text{Sig.} \geq .05 \\
H_1: \rho \neq 0 \quad \text{Sig.} < .05
$$

The result of the Test of above Hypothesis is presented in table 8. Spearman’s correlation was computed to assess the relationship between the elements of World Trade and the Universal Identity, $r_s = .46$, $p<.05$, $DF=162$. The obtained data showed that there was a positive correlation between elements of the World Trade and the Universal Identity of the students. So the null Hypothesis can be rejected meaning that according to this method, there is a relationship between the elements of World Trade and the Universal Identity of the students.

**Table 8. The results of correlation of the test of fifth hypothesis of the study**

<table>
<thead>
<tr>
<th>Variable</th>
<th>Universal Identity</th>
<th>Degrees of freedom</th>
<th>Significance level</th>
<th>Verifying or rejecting the null hypothesis</th>
</tr>
</thead>
<tbody>
<tr>
<td>World Trade</td>
<td>0.46</td>
<td>162</td>
<td>0.000</td>
<td>Rejected</td>
</tr>
</tbody>
</table>
Fifth Hypothesis:
There is a relationship between the elements of Podcast and Universal Identity of the students.

\[ \begin{align*} 
H_0: \rho &= 0 & \text{Sig.} & \geq .05 \\
H_1: \rho &\neq 0 & \text{Sig.} & < .05 
\end{align*} \]

The result of the Test of above Hypothesis is presented in table 9. Spearman’s correlation was computed to assess the relationship between the elements of World Trade and the Universal Identity, \( r_s = .46, p<.05, \text{DF}=162 \). The obtained data showed that there was a positive correlation between elements of the World Trade and the Universal Identity of the students. So the null Hypothesis can be rejected meaning that according to this method, there is a relationship between the elements of World Trade and the Universal Identity of the students.

Table 9. The results of correlation of the test of fifth hypothesis of the study

<table>
<thead>
<tr>
<th>Variable</th>
<th>Significance level</th>
<th>Degrees of freedom</th>
<th>Universal Identity</th>
<th>Verifying or rejecting the null hypothesis</th>
</tr>
</thead>
<tbody>
<tr>
<td>Podcast</td>
<td>0.46</td>
<td>162</td>
<td>0.000</td>
<td>Rejected</td>
</tr>
</tbody>
</table>

Sixth Hypothesis of the study:
The contribution of each Cyberspace elements in the Universal Identity of the Students.

Friedman Test is applied to assess the significant difference between the elements of the Cyberspace and prioritization of the factors.

\[ \begin{align*} 
H_0: & \text{There isn't significant difference between the Cyberspace elements, Sig} \geq 0.05 \\
H_1: & \text{There is a significant difference between Cyberspace elements, Sig} < 0.05 
\end{align*} \]

Table 10. Ranking of Friedman Test

<table>
<thead>
<tr>
<th>Dimensions</th>
<th>Mean of the ranks</th>
</tr>
</thead>
<tbody>
<tr>
<td>Weblog</td>
<td>1.78</td>
</tr>
<tr>
<td>Social channel</td>
<td>4.81</td>
</tr>
<tr>
<td>Video games</td>
<td>3.65</td>
</tr>
<tr>
<td>World Trade</td>
<td>3.25</td>
</tr>
<tr>
<td>Podcast</td>
<td>1.5</td>
</tr>
</tbody>
</table>

Table 11. Friedman Test

<table>
<thead>
<tr>
<th>Dimensions</th>
<th>Mean of the ranks</th>
</tr>
</thead>
<tbody>
<tr>
<td>N</td>
<td>162</td>
</tr>
<tr>
<td>Chi-square</td>
<td>507.53</td>
</tr>
<tr>
<td>Degrees of freedom</td>
<td>4</td>
</tr>
<tr>
<td>Significance level</td>
<td>0.000</td>
</tr>
</tbody>
</table>

According to Table 11, the null hypothesis is rejected, sig <0.05 meaning that there is a statistically significant difference between the elements of the Cyberspace.

Table 12. Prioritization of elements of Cyberspace

<table>
<thead>
<tr>
<th>Row</th>
<th>Cyberspace elements</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Social channel</td>
</tr>
<tr>
<td>2</td>
<td>Video Games</td>
</tr>
<tr>
<td>3</td>
<td>World Trade</td>
</tr>
<tr>
<td>4</td>
<td>Weblog</td>
</tr>
<tr>
<td>4</td>
<td>Podcast</td>
</tr>
</tbody>
</table>

Table 12 shows that the elements of Social channels are considered as the most important elements of Cyberspace and the elements of Podcast are regarded as the least important.

Hypotheses of the Questionnaires:

\[ \begin{align*} 
H_0: \text{Alpha} &< 0.7 \quad \text{the reliability of the questionnaire is not acceptable.} \\
H_1: \text{Alpha} &\geq 0.7 \quad \text{the reliability of the questionnaire is acceptable.} 
\end{align*} \]

Cronbach's alpha is the most common Reliability Test which was applied in this study. The sample were given 25 questionnaires, then Cronbach's alpha was computed from the obtained data. The reliability of Cronbach's alpha was between 0 and 1 that -1 shows full reliability and 0 shows unreliability. The reliability of the study was computed by SPSS that showed the high reliability of the 47
RESULTS AND DISCUSSION

According to the descriptive and deductive analyses of the hypotheses, the results are as follow:

**Main hypothesis: There is a relationship between the elements of Cyberspaces and the Universal Identity of the students.**

The results show that there is a relationship between the Cyberspaces and the Universal Identity of the students, $r_s = .39$, $p< .05$, $DF=162$. So the null hypothesis can be rejected i.e. according to this method there is a relationship between the Cyberspace and the Universal Identity of the students.

**Hypothesis 1: There is a relationship between the elements of Weblog and Universal Identity of the students.**

Spearman's correlation coefficient was run to assess the relationship between the elements of the Weblog and the Universal Identity of the students, $r_s = .33$, $p< .05$, $DF=162$; therefore, the null hypothesis can be rejected meaning that according to this method there is a relationship between the elements of Weblog and the Universal Identity of the students.

**Second hypothesis: There is a relationship between the elements of Social channel and the Universal Identity of the students.**

Spearman's correlation coefficient was run to assess the relationship between the elements of Social channel and the Universal Identity of the students, $r_s = .55$, $p< .05$, $DF=162$; therefore, the null hypothesis can be rejected meaning that according to this method there is a relationship between the elements of Social channel and the Universal Identity of the students.

**Third hypothesis: There is a relationship between the elements of Video Games and the Universal Identity of the students.**

Spearman's correlation coefficient was run to assess the relationship between the elements of Video Games and the Universal Identity of the students, $r_s = .55$, $p< .05$, $DF=162$; therefore, the null hypothesis can be rejected meaning that according to this method there is a relationship between the elements of Video Games and the Universal Identity of the students.

**Fourth hypothesis: There is a relationship between the elements of World Trade and the Universal Identity of the students.**

Spearman's correlation coefficient was run to assess the relationship between the elements of the World Trade and the Universal Identity of the students, $r_s = .46$, $p< .05$, $DF=162$; therefore, the null hypothesis can be rejected meaning that according to this method there is a relationship between the elements of World Trade and the Universal Identity of the students.

**Fifth hypothesis: There is a relationship between the elements of Podcast and the Universal Identity of the students.**

Spearman's correlation coefficient was run to assess the relationship between the elements of the Podcast and the Universal Identity of the students, $r_s = .46$, $p< .05$, $DF=162$; therefore, the null hypothesis can be rejected meaning that according to this method there is a relationship between the elements of podcast and the Universal Identity of the students.

**Sixth hypothesis: The contribution of each of the elements of the Cyberspace is different in the Universal Identity of the students.**

Social channel is considered as the most important and Podcast as the least important in the sample under study.

**Discussion and Interpretation**

**Main hypothesis: There is a relationship between the elements of Cyberspaces and the Universal Identity of the students.**
The analysis of this study show that there is a significant relationship between the elements of Cyberspaces and the Universal Identity of the students; the results of the study are in line with the results of (Manteghi, 2012), (Navabakhsh et al., 2007), (Iber and Visberg, 2002). In fact, the results of the studies show that there is a significant relationship between the element of the Cyberspace and the Universal Identity.

**Hypothesis1**: There is a relationship between the elements of the weblog and the Universal Identity of the students.

The results show that elements of Weblog has a significant effect on the Universal identity of the students; in other words, the hypothesis is verified; the result is in line with the research of (Lim and chu, 2010) and Rabiei (2008); their results in line with present study show that because of the expansion of communication network and wide contact with mass media and Weblogs, students are faced with challenges derived from informational community.

**Hypothesis2**: There is a relationship between the elements of the Social channel and the Universal Identity of the students.

Social Channels have a significant effect on the Universal Identity of the students. Similar results in research of (Rabiei, 2008) (lim and Chou, 2010) emphasize the effect of Social channels on the Universal Identity of the students. The results of the study of these researchers in research scope of students’ Identity as the central point of the problem is very important.

**Hypothesis3**: There is a relationship between the elements of Video Games and the Universal Identity of the students.

According to the results, Video Game has an effect on the Universal Identity of the students. The result of the study is in line with the study of (Dehghan, 2005). He concluded that the Cyberspace is a world wide web which connects different computer networks in different numbers and even personal computers and attracts users interested in Video Games.

**Hypothesis4**: There is a relationship between the elements of World Trade and the Universal Identity of the students.

World Trade has a significant effect on the Universal Identity of the students. Similar results were obtained in research of (Sorbon and Tankard, 2012) and (Yushino, 1992) that all emphasize the effect of World trade on the Universal Identity of the students. The results of these showed that researchers World trade has amplified the identity and has paved the way for the universal communications.

**Hypothesis5**: There is a relationship between the elements of Podcast and the Universal Identity of the students.

The results show that the Podcast has a significant effect on the Universal Identity of the students; in other word, this hypothesis is verified. In the research by (Rabiei, 2007) the similar result gained showing that most of the users were from the third generation in Iran. New medias have been the changing factor of identity-maker entities and the cyberspace has modified meaning-maker factors of the identity.

**Hypothesis6**: The contribution of each elements of the Cyberspace is different in the Universal Identity of the students.

According to the results, the null hypothesis is rejected i.e. the contribution of each elements of the Cyberspace is different in the Universal Identity of the students; the elements of social channel is regarded as the most important element of Cyberspace and Podcast as the least important one.

**Results**

Altogether, results showed that there was a statistically significant relationship between the elements of Cyberspace(Weblog, Social channel, Video Games, World Trade, and Podcast) and the Universal Identity of the students; the results were in line with National and foreign Studies. This effect is seen in main hypothesis of the study.

**Main hypothesis**: There is a relationship between the elements of Cyberspace and the Universal identity of the students.

The analyses of the study show that there is a significant relationship between the Cyberspace and the Universal Identity of the students. The results are in line with the results of the studies by (Manteghi, 2012), (Navabakhsh et al., 2009), (bloom, 2003; Wisberg, 2002) in fact, there is a significant relationship between the elements of Cyberspace and the Universal identity of the students.

**Limitations**
Limitations in the area of the study
1. The scope of the study is limited to Gorgan, Golestan, Iran; therefore, its results aren’t generalizable into other cities.
2. The study is about students of Medical Sciences; it isn’t generalizable into others.

Limitations of execution
1. Unawareness and unfamiliarity and of some students with some expressions like Podcast.
2. The lack of cooperation of some students in filling the questionnaires.

Suggestions
Suggestion based on the results of the study:

✓ The Universal identity among the students as the generation who make the future of the country is the issue that the government should seek its development; this issue in its turn effects on different aspects of individuals’ life and can cause much damages to the country.
✓ Presence of people in Social channels is the obligation of the time that is the amount of its influence on the Universal identity is presented by the amount of their presence in Social channels that we considered as one of the main hypotheses in our study; therefore, there is a positive correlation between Social channel usage and the Universal identity. The suggestion is that the officials offer coherent program for the usage and users of Social channels.
✓ One of the results derived from the present study, is the difference in Universal Identity of the students proportional to the type of Social channels usage; So, by programmed instructing of users for Social channels and directing it towards achieving National goals, its usage can be under control and prevent damages stemmed from weakening of National Identity due to receiving cultures of other countries.

Suggestion to future researchers:
The authorities and planners of the country should take some measures for culturalization of the users of Cyberspace in order to reinforce the national culture among the foreigner and National users, thereby, they can accept the universal cultures which are in line with our native culture.

The cyberspace is infinite and has no borders, so the attempts should be made in order to use the cyberspace in line with the aims and progress of the Islamic Republic of Iran.

It is suggested that outstanding cultural goods be produced, which are suitable for Iranian– Islamic culture and civilization.

Obviously in order to fulfill all above suggestions, it is necessary to offer cultural-social patterns to the public and only through this way, we can help reinforce the national identity of our countries.

The authorities and planners of the country should take some measures for culturalization of the users of Cyberspace in order to reinforce the national culture among the foreigner and national users thereby, they can accept the universal cultures which are in line with our native culture.

It is suggested that the production and broadcast of TV shows should be derived from public values and beliefs.

Obviously in order to fulfill all above suggestions, it is necessary to offer cultural-social patterns to the public and only through this way, we can help reinforce the national identity of our country.

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