

MEDIA CONSUMPTION VS. INTERPERSONAL COMMUNICATION AGENTS: FORMATION OF NATIONAL IDENTITY

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ABSTRACT

Media and interpersonal agents form a person's sense of belonging to a country. Previous research has confirmed that this formation is influenced by different factors, which might vary depending on how often a person uses media and how much interacts with others. Media and interpersonal agents form National Identity (NI) in different manners and to varied extent. The present study has proposed the model of the comparative degree of the influences of media and interpersonal agents on National Identity Formation (NIF) in Pakistan. The technique of PLS-SEM was applied to test the appropriateness of the model. The findings of the current study show that young people's national identities are influenced by their consumption of print, electronic, and other media, as well as by demographic factors like class, age, school, examination board, fees, father's education, mother's education, and mother's profession, as well as by interpersonal factors like parents who share similar tastes, conversations with peers, conversations with relatives, and interactions with relatives.

Keywords: National Identity Formation; Media Consumption; Interpersonal Agents; Proposed Model of NI.

INTRODUCTION

NI should be recognized as still essential to replicate, not merely "there" or theoretically vulnerable to conflict and disagreement. Identity conversations should be conducted analytically, both internally and globally, but some can still blend in (Hansen, 2008). Firdaus (2006) clarifies that NI or loyalty to the country overrides ethnic relations and, as opposed to a connection to the ethnic community, all ethnic groups have fairly homogenous links with the country. Social scientists, according to studies, tend to think of NI as an attribute that the state bestows or imposes. Given that people are only seen as "carriers" of NI, it seems sense to concentrate on the nation-state's active role in this regard (Bechhofer et al., 1999, p. 531).

The school system, which definitely has a tendency to homogenize people, is crucial in the formation of NI. The curriculum of the schools creates a 'matrix' in the minds of the students that they utilize as points of reference to understand their connections to the past and the present (Filippova, 2009). As a result, identity political practices can be effectively carried out through school textbooks, and the inclusion of "identity politics" in the national curriculum should be taken into account (Apple & Christian-Smith, 1991).

For a particular community the education system at the basic level of school books represents these definitions, including NI, from which identity is formed. Education is thus directly involved in building up NI and the structure of education is the instrument of political identity. At the same time, current work

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emphasizes that “NI should... not be seen as a relatively passive way by which people are culturally and socially connected with the state; it should be seen as a much more dynamic mechanism through which individuals may establish who they are and who they want to be” (Bechhofer et al. 1999, p. 530).

Filippova (2009) elaborates that in the course of students’ sense of NI, educational systems use many important symbols: cities in which historically significant events have taken place (as perceived by the ruling elites), events (symbols of spatial identification) and extraordinary historical figures (personified symbols). In his book *NI*, Smith coined his classic concept of “the country as a named people sharing historical land, common myth, and historical memory, population, popular culture, and common economy, and mutual legal rights and duties for all members” (Smith, 1991, p. 24 as cited in Guibernau, 2004, pp. 133-4).

Here in the present research, it is argued that NI is a new, complex, and competitive phenomenon, which contributes to the subjective assumption that its members are a family of ancient relationships, united in a common set of characteristics. People who claim to share a common NI have invoked their belief in a shared culture, history, rituals, symbols, parent-ship, language, faith, land, founding moment, and destiny with varying intensities at different times and locations. Therefore, the following research question is set to explore;

RQ: *Does the use of media have a greater impact on the development of NI in adolescents than interpersonal communication?*

National citizenship is usually applied to individual residents. However, there are other cases in which NI is shared amongst persons who belong to a country without a State. Recollections of a time of sovereign national tyranny, collective domination, or foreign rule, combined with the existing desire for self-determination, reinforce a shared sense of identity among the nation's citizens, while a state lacks it. NI represents the feeling of belonging to a country, whether or not it has its own state.

There are psychological, economic, geographical, and political aspects of national identities (Guibernau, 2004, pp. 133-4). Geographers have correctly argued that space is powerful when it is defined with results and when identities tend to be manifestations of the (natural) ‘qualities’ of places. Wallwork and Dixon (2004) argued that this process is possible through daily discourses and that discursive psychology provides a valuable analytical tool to analyze in-depth normal talk and text the routine development of place-identity relationships. NI is rooted in a material world and social concepts like ‘country’ become conceivable with a variety of specific discursive gestures. Mpofu (2014) identifies that the voices of everyday people matter and are likely to be innovative and use other spaces such as online media if they don't have a forum.

Long et al. (2015) offer insights into the current structures of national conflict that are crucially influenced by their representation of international media and the responses that they produce within an increasingly globalized political culture, integrating viewpoints on State-building dynamics. It explores the political and social transition resistance of land owners and, in the years since the split, discusses the effect of demographic migration on land holdings. It proceeds to address religious identification and its position in creating national identities as well as in growing sectarianism. The book points to the continuous symbol in Pakistani politics of ethnicity and identification policy and why it is progressively strong and prominent. The insightful research by Ayres (2009) explores the turbulent past of Pakistan by questioning the significance of tradition for democratic legitimacy. Early leaders preferred Urdu for their natural signature of the great cultural heritage of the country, but tremendous efforts were needed to make it really national because of its small basis. This phenomenon illustrates the significance of NI's creation of cultural policies.

Raja (2010) primarily argues that Indian Muslim's unique identity and Muslim exceptionalism followed the emergence of Congress or Gandhian nationalism and questioned the orthodox and post-colonial analyses of Indian nationality past. He emphasizes that Pakistan is built on the diverse Muslim reactions to British ascendancy after 1857. This research thus offers a broad variety of discussions regarding Indian Muslim nationalism from its creation after 1857 to the beginning of a more centered fight to create a country in the 1940s. In his report, Waheed (2020) analyzes the Pakistan Discourse by analyzing the mechanism of generating awareness in which centers of study are being developed by the foreign relations world, the Asian and South Asian countries, and think tanks. This book does not seek to reconcile or

substitute such understandings with an authored interpretation of what Pakistan is traditionally identified, clarified, or interpreted by the international relations interpretive communities. Alternatively, this research explores whether Pakistan's identity is set or preserved through interpretive cultural activities.

Shaikh (2018) argues that Pakistan has amazingly turned from a supposed paradigm of Muslim lighting into a society now confronted with an Islamist invasion. Many note the move by referring to Pakistan's contentious partnership with the United States after 9/11; some see the shift as part of Pakistan's lengthy tradition of authoritarian rule. Shaikh (2018) claims that the downfall of the nation has its origins primarily in confusion about Pakistan's significance and value.

Jaffrelot (2015) points out that there are disputes regarding the notion of Pakistan. Pakistan is now suffering from the divisive powers of various nationalist movements and religious fundamentalists, which were started by a small group of selected Urdu-speaking Muslims who imagined an independent Islamic state. A powerful, firm elite is still ruling the corridors of power in the country and the political powers and legal structures are still poor. Yet the Islamic Republic of Pakistan also exists, amid these almost insurmountable issues. The Reality of Pakistan, amid ethnical tensions, Islamism, and deep-seated elitism, is the conclusive history of democracy in Pakistan.

The emphasis of this problem is on three forms of conflict, as old as Pakistan itself. The conflict between the unitarian concept of the Jinnah country and the main ethnic forces; between the people and military officials who are not either in support of independence or hostile to it; and between the Islamists and those that identify Islam only as a symbol of cultural identification. Here in Pakistan, the definition of a nation is political, religious, social, and cultural along with some psychological aspects. But the present study does not discuss religious identity.

NI Formation: Mass Communication vs. Interpersonal Agents

According to the cultivation hypothesis, television serves as the primary storyteller for the general public and frequently tells the same stories to vast segments of the population (Signorielli, 1989). Our daily talks can be enriched by the content of television (Gerbner et al., 1986). With its widespread distribution of images and information, it has developed into a crucial tool for socialization and "frames a norm of our symbolic location" (Gerbner et al., 1986, p. 18). Similarly to this, TV's primary function is to cast viewers as their typical characters and engage them in similar behaviors (Gerbner & Gross, 1976). However, young people don't just passively accept this consumption culture and globalization. Within the predetermined parameters, they form their own images while being influenced by peers, society conventions, and traditions, and they form various identities that reflect this complexity. They are better equipped to reconstitute their identities thanks to the use of contemporary technology like the internet (France, 2007).

As children grow and enter adolescence, peer interactions become increasingly significant in young people's lives, and social bonds, in general, are also valued more and more by children. Peer contacts can take on new dimensions (e.g., "crowd"; Damon, 1983) and shapes (e.g., opposite sex, romantic partnerships). Peer groups, like their parents, are vital in assisting young people in moving through the phases of socialization and identity building, as is well known. Some research has been done on familial processes connected to identity discovery at the micro-system level (Wulf et al., 2010, Beyers & Goosens, 1999; Grotevant & Cooper, 1985).

Macro-system contextual assessments, on the other hand, are quite rare (Kerpelman, Pittman, & Lamke, 1997). Rarely are other persons who have persistent connections to the person who is creating the conditions and who have been demonstrated to have agentic, goal-directed qualities chosen for research. Evidently, there is a lot of research in both developmental psychology in general and socialization studies (Grusec & Kuczynski, 1997; Kuczynski, 2003) that demonstrates how actively involved and agentic adults are in their children's life. They would like to bring to your attention the fact that the term "identity" is rarely used in this work and that adult behavior is not seen as being tied to an endeavor to participate in identity development. Yet, socialization research has not been included in the identity literature in order to establish an approach to communication that genuinely spans the lifespan.

Since Erikson's work, a comprehensive situational life-span approach to identity formation has not been presented. The stance expressed here is that current talks in the identity field are lacking four crucial elements that are essential to such a contextual approach: Examining processes that begin before

adolescence and take place within the context of interactions with significant others is one way to (a) examine viewpoints for individuals besides the adolescent, (b) recognize feasible objectives, (c) beyond development, which mature identity structures serve, and (d) a complex relationship between the components of social identities and the ego identity framework. In light of the aforementioned, it is asserted that present-day conceptualizations of identity development do not include the idea of an identity agent. This idea refers to people who actively engage in interactions with young people in order to contribute to their identity development. These are the co-constructors of identity or the partners in the identity creation of the developing person.

These agents may include parents, instructors, family, and classmates. The idea of agency is derived from Bruner's (1990) focus on intentionality as well as Kuczynski's (2003, p.9) definition of actors being "actors having the capacity to make meaning of the place, start a shift, and make choices" (p.9). This is not meant to suggest that these agents are the only agents acting in place of the developing person's agency or that the influence is only exerted in one direction (Kuczynski et al., 1997, p. 26). It is hypothesized that these agents could be influential and active co-participants in this situation. Even though most people would agree there are social agents who make an effort to influence others' social identities, this tendency has rarely been taken into account in conventional conceptual concepts of identity development, especially when it comes to how these agents affect NI.

Peers may act as significant socialization agents, having a significant impact on young people's ethnic attitudes and behaviors, according to the socialization literature now in use (Wulf et al., 2010; Ting-Toomey, 1981). Additionally, a young person gains independence and matures into an adult through peer influence, particularly during the college years when familial impacts are likely to drastically diminish (Slaten & Baskin, 2014; Brown, 1995; Clausen, 1968). Peer interaction has a big impact on an adolescent's views and behaviors connected to consumption (Salvy et al., 2012; Moschis & Moore, 1979), additionally, it aids in maintaining group identity (Lock & Funk, 2016; Bearden & Randall, 1990).

Role models are seen to be a group of persons who may have an impact on consumers' purchase intentions and behaviors (Bush & Martin, 2000). Role models can be anything from concrete ones like parents, classmates, and relatives to fictitious ones like famous people (Bandura, 1986; Bush & Martin, 2000). Models that the individual in question looks up to are typical siblings, parents, or peers, although the media can also be considered as socialization agents (Dotson & Hyatt, 2005). The sometimes ignored role of relatives is another area of focus in this study. Because adolescents spend a lot of time alongside their siblings and brothers, their influence extends beyond the family and into the world of their peers, making family members strong role models (Fagan & Najman, 2005; McHale & Crouter, 1996). Beyond the effects of shared genes and parenting, relatives have an impact on one another's development (Whiteman, McHale, & Crouter, 1996).

Media serve as a unifying force for adolescents in today's highly mobile culture and serve as a significant socialization tool. According to Arnett, teenagers have a lot of freedom and discretion over the media content they consume, which in turn influences how they interact with others. Adolescents are thus, in a broader sense, engaging in pursuits that are a part of their socialization when they utilize media resources for identity building or managing if they join a medium-based youth subculture (Arnett et al., 1995). Arnett noted that, crucially, peer socialization is facilitated by media more so than by other agents like family, school, or community. Teenagers have greater influence over their socialization from these agents than from agencies they have less control over, such as their family or school because they select all their media and their peer group. Researchers can get a close-up view of this socialization process by chatting online, which combines peers and media.

Teenagers spend more time with their classmates and less time with their parents. Adolescents occasionally utilize media to demonstrate their independence as a peer culture different from that of adults and to identify with their peer group. Adults who may appear to be oblivious to the popular television shows watched by teenagers, the most recent video game craze, and the latest recent music release are easily able to recognize that there is a distinct peer culture. Teenagers may sense an attachment with peers in general, independent of real association, or they may define a specific group of friends or crowd through the usage of media, especially music. According to this viewpoint, people acquire behaviors through observation of

others performing them, subsequent modeling of those behaviors, and also through the rewards, penalties, and favorable or unfavorable classifications connected to such behaviors. While the social learning theory places a strong focus on interpersonal relationships, it does not give all associations the same weight. Parents' and peers' direct impacts are regarded as the most important social influencers, whereas media references are seen as secondary. The purpose of the current study is to determine whether media consumption (MC) affects teens' growth in NI more so than interpersonal communication agents. Therefore, in the present, attention is being paid to both the direct and the indirect agents of socialization for identity construction among teenagers in Lahore, Pakistan. The study investigates how much different forms of media impact adolescent national identification in Pakistan, as well as how much it is influenced by people's personal demography. The study also identifies which qualities of interpersonal actors affected it the most. The study gives policy, media practitioners, sociologists, and interpersonal actors guidelines and a clear framework for working to improve Pakistani youths' national identity.

METHODOLOGY

The study's participants are adolescents in the city of Lahore who attend school and madrasa. Government Boys High School in Shad Bagh and Muhammadiyah Girls High School in Misri Shah, both public institutions, were chosen at random. 150 boys and 150 girls from the Government Boys High School in Shadbagh and the Muhammadiyah Girls High School in Misri Shah, both in Lahore, were chosen at random from a group of 300 teenagers. The researcher wanted to collect data from every adolescent, but only 253 adolescents—146 males (57.7%), and 153 females (42.3%)—were able to provide it. Similarly, lists of religious schools were obtained from the appropriate boards, and then two religious schools from each type—one for boys and one for girls—were chosen at random. The researcher wanted to collect data from adolescents, so again, adolescents from Amma Ullah's (9th grade) and Thania Ullah's (10th grade) classes were chosen at random. The researcher hoped to collect data about 100 adolescents in each madrasa. Boys made up 237 of the 474 adolescents that were enrolled in some of the madrasas; girls made up 237 of the 474 adolescents. Based on their tuition rates, private schools were divided into four groups: less than 2000, between 2001 and 5000, between 5001 and 10,000, and above 10,000 rupees. 478 questionnaires were completed from four schools, with 310 males (63.4%) and 179 girls (36.6%) answering the questions. The researcher randomly picked one school from every group and then selected at random the teenagers for each category.

According to Huddy (2001, 2003), a nation's identity is characterized as a personal or internalized sense of national identification and is measured using questions that commonly rate social identities. Identity is defined in this research as a sense of being or feeling that is empirically independent of self-described liberal or conservative (Sniderman, et al. 2004; Citrin, Wong, & Duff 2001; Sidanius, et al. 1997). To gauge the degree of NI among school-age adolescents, measures of national attachment, symbolic patriotism, constructive patriotism, uncritical patriotism, national pride, and nationalism were constructed. Cronbach Alpha has been used to test the scales' dependability (see Appendix A for further information).

The variable of *Age, Gender, Grade/Class, School, Board of Examination, Father's education, Mother's education, Father's Profession, and Mother's Profession* were measured. Five scales of MC of adolescents were constructed; 1- electronic MC, 2- print MC, 3- MC of adolescents alone, 4- the MC of adolescents mostly consumed, and 5- MC of adolescents regarding language preferences. Sixteen scales were designed to measure the consumption media with interpersonal agents; 1- MC of adolescents in the company of their parents, 2- media discussion of adolescents with their parents, 3- place of media discussion with parents, 4- same media tastes of adolescents' parents have, 5- MC of adolescents in the company of their peers, 6- media discussion of adolescents with their peers, 7-place of media discussion with peer, 8- same media tastes of adolescents' peer have, 9- MC of adolescents in the company of their relatives, 10- media discussion of adolescents with their relatives, 11-place of media discussion with relatives, 12- the same media tastes of adolescents' relatives have, 13- MC of adolescents in the company of their teachers, 14- media discussion of adolescents in past with their teachers, 15- place of media discussion with teachers and 16- the same media tastes of adolescents' teachers have (see appendix B for detail description of scales).

RESULTS & FINDINGS

The following analysis answers the research question; RQ: *Does the use of media have a greater impact on the development of NI in adolescents than interpersonal communication?*

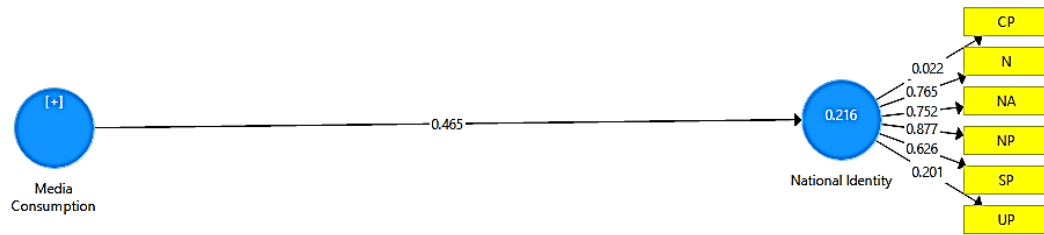


Figure 1 Contribution of MC in NI.

Figure 1 demonstrates that MC significantly ($\beta = .465$) contributed to NI of adolescents, $R^2 = 0.216$. The MC mostly influenced National Pride (NA) = .877 of the adolescents.

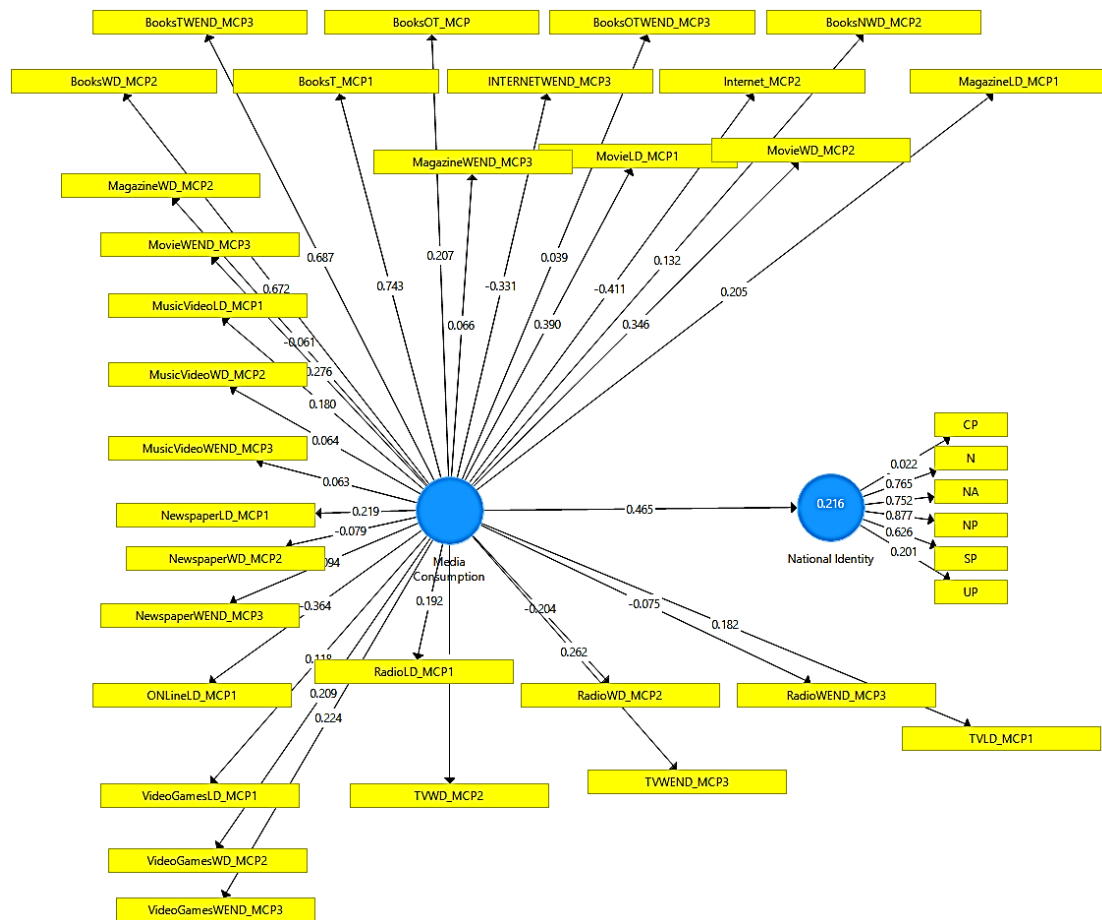


Figure 2 Contributing factors of MC in NI.

Figure 2 individually defines the influence of medium in the construction of NI. The figure shows that in the outer loading factor textbook reading on the last day contributed the most as compared to consumption of media in the construction of NI = .743 of adolescents in Pakistan.

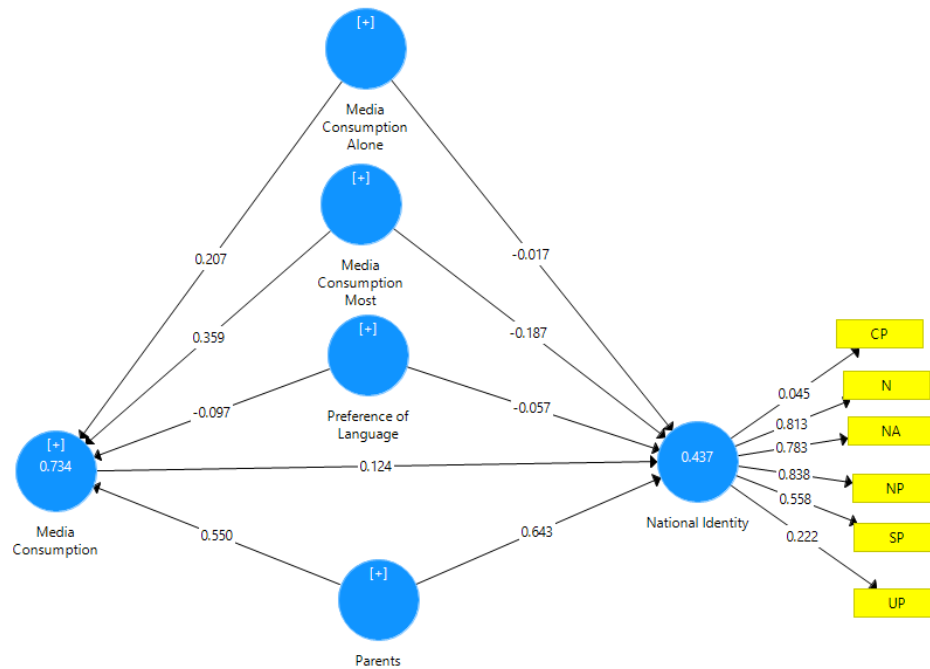


Figure 3 Contributing factors of MC and parents in NI.

Figure 3 demonstrates that MC most (Beta = 0.359), MC alone (Beta = 0.207), and parents (Beta = 0.550) significantly contributed in MC of adolescents R Square = 0.734, whereas the most contributing factors in NIF was parents (Beta = 0.643) as compared to others. In the outer loading factors of NI construction were national pride = 0.838, and nationalism = 0.813. The NIF was increased after adding moderating variables of MC alone, MC most, preference of language for MC and parents from R Square = 0.216 to R Square = 0.437.

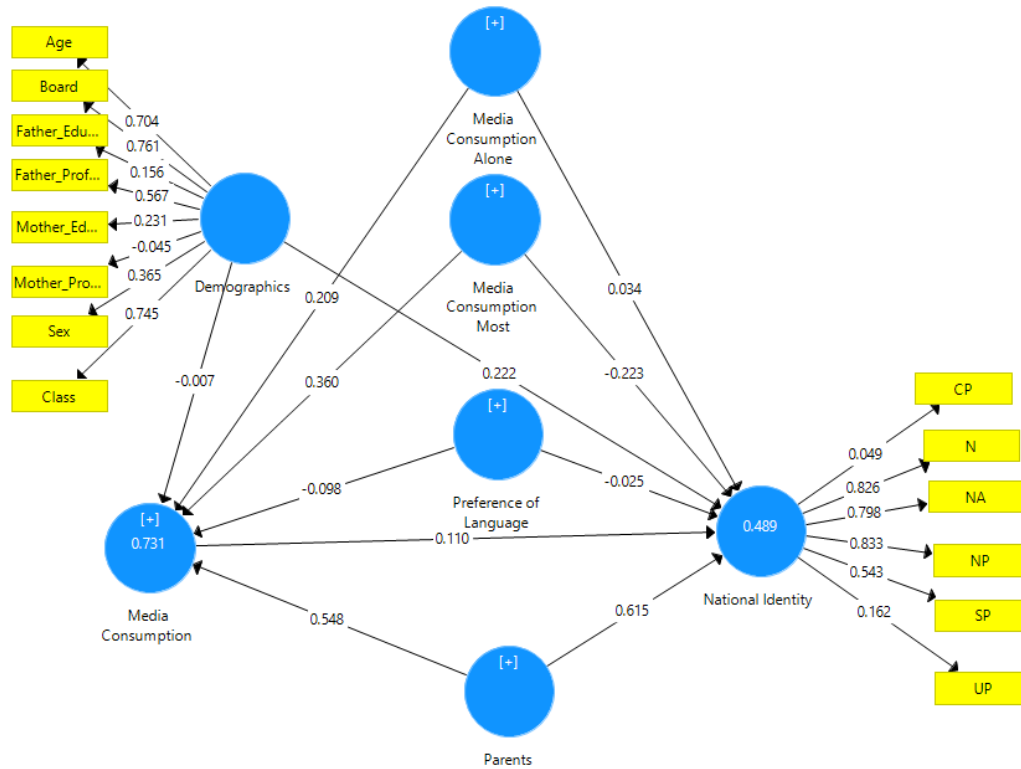


Figure 4 contributing factors of MC, demographic variables, and parents in NI.

Figure 4 demonstrates that the addition of demographic variables had significant variations in the model, the value of MC most (Beta = 0.360) and MC alone (Beta = 0.209) slightly increased in their contribution towards MC but parents' contribution towards MC decreased parents (Beta = 0.548), the overall impact on MC slightly decreased R Square = 0.731, whereas the most contributing factors in NIF was parents (Beta = 0.615) followed by demographics (Beta = 0.222) as compared to others moderating variables in the model. In the outer loading factors of NI construction were national pride = 0.833, and nationalism = 0.826. The NIF was significantly increased after adding moderating variable of demographic from R Square = 0.437 to R Square = 0.489 in the model. Whereas, in outer loading factors the value of national pride slightly decreased and the value of nationalism slightly increased.



Figure 5 contributing factors of MC, demographic variables, parents, and peers in NI.

Figure 5 demonstrates that although the addition of peers variables had no significant variations in the model, the value of MC most (Beta = 0.347) and MC alone (Beta = 0.188) slightly decreased in their contribution towards MC but parents' contribution towards MC slightly increased parents (Beta = 0.552), overall impact on MC slightly decreased R Square = 0.726, whereas the most contributing factors in NIF was parents (Beta = 0.600) followed by demographics (Beta = 0.224) as compared to others moderating variables in the model. In the outer loading factors of NI construction were national pride = 0.833, and nationalism = 0.824. The NIF was slightly increased after adding moderating variable of peers, from R Square = 0.489 to R Square = 0.497 in the model. Whereas, in outer loading factors the value of national pride was unchanged and the value of nationalism slightly increased.



Figure 6 contributing factors of MC, demographic variables, parents, peers and relatives in NI.

Figure 6 demonstrates that although the addition of relatives variables had no significant variations in the model, the value of MC most (Beta = 0.359) and MC alone (Beta = 0.198) slightly increased in their contribution towards MC but parents' contribution towards MC slightly decreased, parents (Beta = 0.534), overall impact on MC slightly increased, R Square = 0.732, whereas the most contributing factors in NIF was parents, value was unchanged (Beta = 0.600) followed by demographics (Beta = 0.208, slightly decreased), and relatives (Beta = 0.152) as compared to others moderating variables in the model. In the outer loading factors of NI construction were national pride = 0.838, and nationalism = 0.816. The NIF was slightly increased after adding moderating variable of relatives, from R Square = 0.497 to R Square = 0.498 in the model. Whereas, in outer loading factors the value of national pride was increased and the value of nationalism slightly decreased.

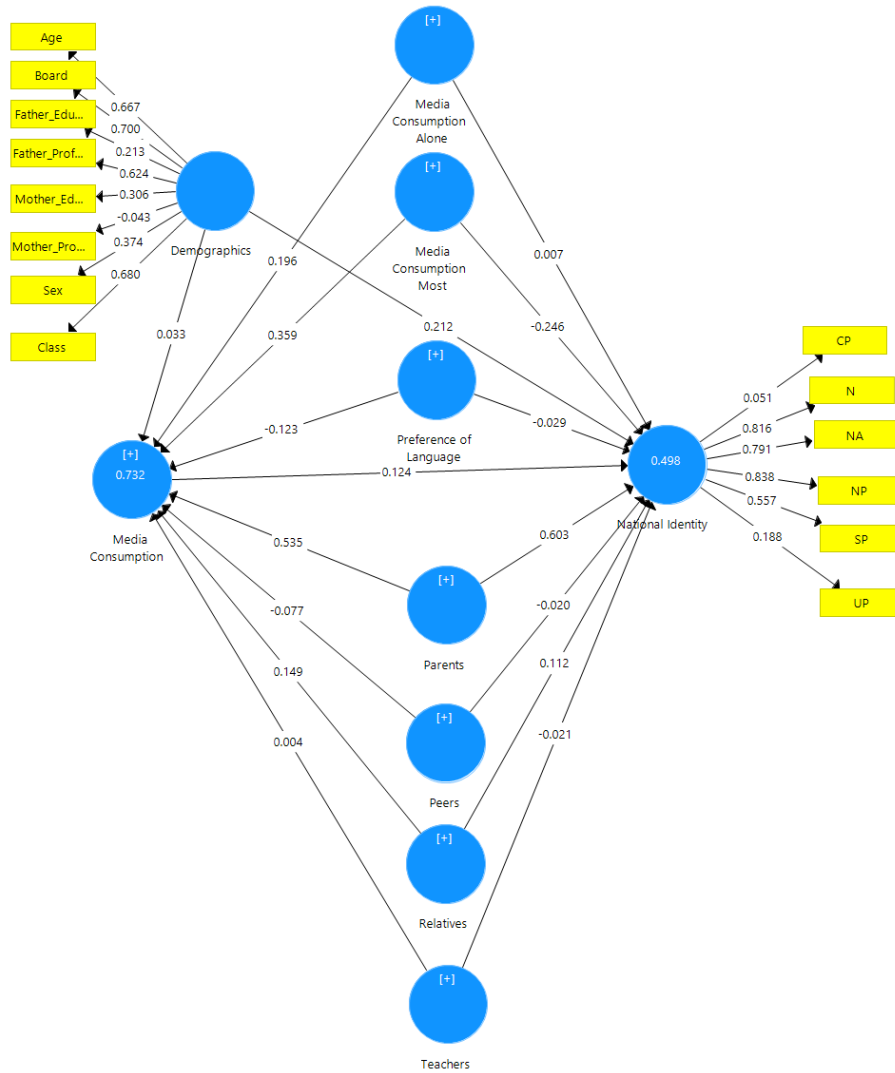


Figure 7 contributing factors of MC, demographic variables, parents, peers, relatives, and teachers in NI. Figure 7 demonstrates that although the addition of teachers variables had no significant variations in the model, the value of MC most was unchanged (Beta = 0.359) and MC alone was slightly decreased (Beta = 0.196) in their contribution towards MC but parents' contribution towards MC slightly increased, parents (Beta = 0.535), overall impact on MC was unchanged, R Square = 0.732, whereas the most contributing factors in NIF was parents, value was slightly increased (Beta = 0.603) followed by demographics (Beta = 0.212, slightly increased), and relatives (Beta = 0.149, slightly decreased) as compared to others moderating variables in the model. In the outer loading factors of NI construction were national pride = 0.838 (unchanged), and nationalism = 0.816 (unchanged). The value of NIF was unchanged after adding moderating variable of teachers, R Square = 0.498 in the model.

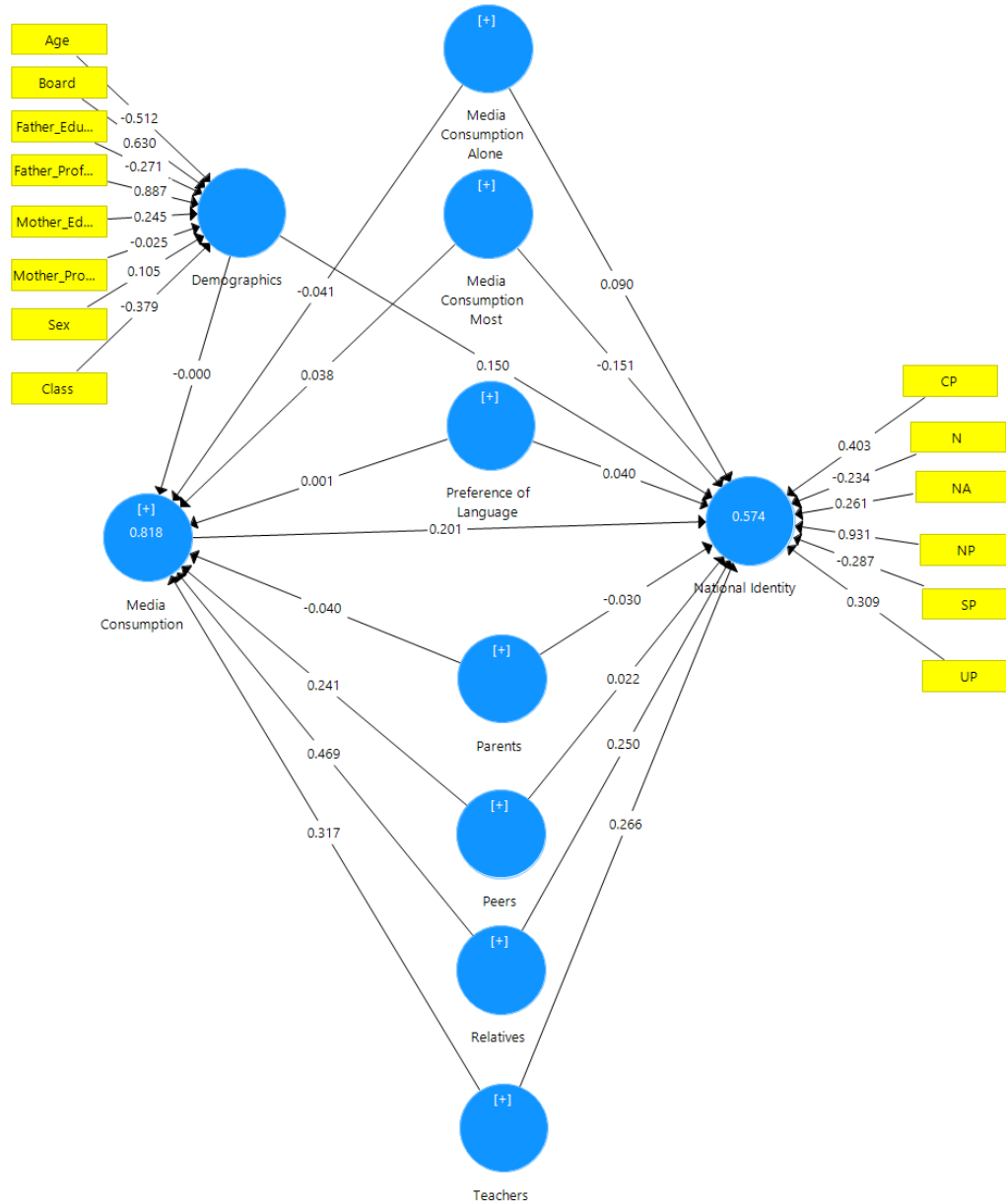


Figure 8 Reflexive contribution of MC, demographic variables, parents, peers, relatives, and teachers in NI.

Figure 8 shows that working on the reflexive side of the model, in demographic variables on relevant board conduction of examination for adolescents, father's profession, mother's education and on the gender of adolescents, focusing on peers, relatives, and teachers and working of media work on constructive patriotism, national attachment, uncritical patriotism, and symbolic patriotism, then NI can be enhanced from R Square = 0.498 to 0.574.

DISCUSSION

The current study confirms earlier findings that people are influenced by television (Rehman, 2009) and supports the idea that young people have expanded their political horizons through internet activities. It also confirms that music preferences (Bennett, 1998, 2000; Dalton, 1996, 2000, 2008; Zukin et al., 2006; Hooghe, 2004; Norris, 2002; O'Toole, 2003), music videos, and social formations in general are heavily influenced by these factors. The results show that adolescents who moderately read print media were more

inclined to express an overwhelming feeling of national recognition. The majority of teenagers have NI inclinations when it comes to reading books, periodicals, and newspapers with their family, friends, and teachers. The study looks at how strongly attached teenagers are to their NI when they never watch media by themselves or with their parents, demonstrating that watching media with peers, relatives, or teachers rather than with parents aids in the development of adolescent NI in Pakistan.

The present study disregards the factors of discussion with parents and parents having the same media tastes as NIF of adolescents. Adolescents who never discuss with their parents and their parents do not have the same media tastes; these adolescents have many tendencies of NI. Therefore, the study explores that the discussion with parents and different tastes of media cause NIF. The study also disregards the notion that MC in peers and talking about media with them strengthens NI. The study shows that adolescents who never discuss media with their peers, talk about media, and do not have the same tastes of media as their peers have greater tendencies of NI. Therefore, it is concluded that the consumption of media in peers' companies, talking about media with peers, and the same taste in media as peers have do not affect the formation of NI in adolescents in Pakistan.

Adolescents who never consume media with their teachers, and discussed media with them, have many tendencies of NI. The study concludes that discussion with teachers about media and MC with teachers does not affect the formation of NI. But on the other hand, the study shows that discussion about media with their relatives is aligned with NI. The study concludes that those who discuss media with their relatives have many tendencies of NI.

The study shows that adolescents who consume media in languages other than Urdu and English have many tendencies of NI. The study explores that the media in languages other than Urdu (national language) and in English have much impact on the formation of NI. The study concludes that adolescents who discuss media with their parents, relatives, peers, and teachers in places other than shopping places have many tendencies of NI. The research concludes that in demographic variables class of adolescent, school, board of examination, father's education, mother's education, and mother's profession influence the formation of NI of adolescents in Pakistan.

The findings of the investigation into the link between newspaper reading and NI support Anderson's (2020) claim that newspapers play a perceptible part in influencing NI. The study backs up Bandura's theory of symbolic modeling as well as the idea of media cultivation, which holds that how people perceive the outside world is significantly influenced by the media that they use (Arendt, 2010; Gerbner & Gross, 1976; Gerbner, Gross, Morgan, & Signorelli, 1986; Gerbner, Gross, Signorelli, & Morgan, 1980; Morgan & Shanahan, 2010; Potter, 2011; Shrum, 2001), as well as Bandura's theory of symbolic modeling. The study backs up the social cognitive theory of NI, according to which young people create their own perceptions within the influence of social norms and traditions as well as peer pressure within certain bounds, and then create various identities that reflect this complexity (France, 2007).

In the creation of NI in teenagers, peers, and relatives form the majority of nodes and the least number of nodes, respectively. According to earlier research by Kiouisis, McDevitt, and Wu (2005), Moore-Shay and Berchmans (1996), Palan and Wilkes (1997), and Austin et al. (1990), peers, the media, and school all promote adolescents to talk to their parents. Adolescents could be influenced by their parents' beliefs when they are expressed (Kiouisis, McDevitt, & Wu, 2005). Parents' sharing of their own beliefs and/or other attitudes with their children has a significant role in socialization (Moore-Shay & Berchmans, 1996; Palan & Wilkes, 1997). Parents influence a youngster's socially constructed view of reality in two different ways: first, by influencing the child's perspective of real life, and second, by engaging the child in active discussion of subject matter (Austin et al., 1990).

The current body of research also lends credence to the idea that interactions with peers in a variety of settings might have an impact on one another's socialization processes (Eveland, McLeod, & Horowitz, 1998; McLeod, 2000). The study further supports the idea that, in addition to the effects of shared genes and parenting, relatives can have developmental influences on one another (Whiteman, McHale, & Crouter, 1996). The study investigates how teenagers' sense of NI is adversely impacted by the father's educational level. The NI system used by young people in Pakistan also demonstrates the detrimental effects of maternal education. Fathers who put forth the necessary effort boost their children's sense of NI. Relative to children

whose mothers have employment, moms that remain home with their kids have an impact on the formation of the children's national identities.

CONCLUSION

The results of the current study show that young people's national identities are influenced by their consumption of print, electronic, and other media, as well as by demographic factors like class, age, school, examination board, fees, father's education, mother's education, and mother's profession, as well as by interpersonal factors like parents who share similar tastes, conversations with peers, conversations with relatives, and interactions with relatives. The most significant factors that affect teenagers' sense of NI are the board they have to take their exams from and the amount they must pay. The effect calculate esteem delineates the medium/moderate influences of these components in accordance with Cohen's (1988) stated criteria. While the teenagers' text books and their school also have a direct influence on NI, they are less compelling when compared to the board and fee schedules but more reliable than the parents' education, mothers' profession, peers' conversations, relatives' conversations, and relatives who share the same media preferences as the teenagers.

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