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The Effectiveness Of A Guidance Program To Enhance The Parental Competence Of Mothers To Develop Digital Citizenship Values For Kindergarten Children In The City Of Najran

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Abstract

The current study aims to identify the effectiveness of the guidance program to enhance the parental competence of mothers for the development of digital citizenship for kindergarten children in the city of Najran. The semi-experimental method with one experimental group was used before and after the application of the program, and the study was applied to (40) mothers of children registered in the government kindergartens in the city of Najran, and the program was applied to the experimental group (40) mothers. The study used the following materials and tools: Guidance program to enhance the parental competence of mothers for the development of digital citizenship for kindergarten children in the city of Najran. The scale of digital citizenship values (digital responsibility, digital ethics - digital health - digital security) for mothers of kindergarten children in the city of Najran (prepared by the researchers). Moreover, the study reached the following results: the effectiveness of an guidance program in developing the value of digital responsibility among mothers of kindergarten children in the city of Najran, the effectiveness of a guidance program in the development of the value of digital ethics among the mothers of kindergarten children in the city of Najran. Effectiveness of an guidance program in developing the value of digital health among mothers of kindergarten children in the city of Najran. Effectiveness of an guidance program in developing the value of digital security among mothers of kindergarten children in the city of Najran. There are statistically significant differences at the significance level (0.05) between the average grades of mothers of kindergarten children in the pretest and the dimension in the dimensions of the digital citizenship value scale for mothers of kindergarten children in the city of Najran and the total score in favor of the [1]dimension measurement. In light of the results of the study, the researchers made several recommendations to enhance parental competence for mothers to develop digital citizenship for kindergarten children in the city of Najran. Which consists of: guiding parents on digital participation with their children while dealing with the Internet, raising awareness of parents to participate in digital parenting programs directed at them to help them manage their children's use of the Internet. Moreover, dealing with digital environments safely, imposing control over games the electronic information presented to the child that conflicts with society's values, guiding those in charge of early childhood programs in preparing programs to educate parents about the values of digital citizenship, educating parents about the use of parental control programs on computers or smart phones.

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Introduction

The kindergarten stage is one of the most important stages that leaves its mark on the child throughout the next stages of his life. It is the golden period for providing children with concepts, values, skills, and behaviors. Which highlights the importance of raising a child in all aspects, an essential task in helping the child to develop comprehensively, providing him with social motivations that increase his compatibility with his society, preparing him for good citizenship. Moreover, interacting within the framework of established standards, values, rules and laws, and raising him as a national education that focuses on providing him with knowledge and principles. In addition, skills that can interact with the contemporary world.

Citizenship is the engine concerned with activating human rights and transforming them from an abstract legal system into a system of behaviors and actions that are practiced naturally and in a tangible way. It often takes many shapes and forms based on and in agreement with the nature of each era and its variables, and in light of the digital age and the emergence and spread of information and communications technology. Citizenship has taken a new form and another image that is consistent with the nature of life and the demands of the citizen in that era. Developing children's awareness of the issues of their present and future in this era has become an important issue for society.

Technology should work for the benefit of everyone, and for this reason we should strive to make the most of it through digital citizenship, as its importance lies not in the fact that it sets a list of right and wrong behaviors associated with the use of technology in its various forms. Rather, it is a tool that helps in realizing what is right and what is wrong, and it helps teachers talk to children in dialogues and discussions related to real situations in life. Therefore, digital citizenship is of utmost importance in school curricula and teacher and parent development programs.

Social networking sites have become one of the necessities of this era and one of its basic features. Smart phones and the applications on them have become an integral part of both the personal and professional lives of individuals, especially young people. Despite the spread and ease of these sites, it is necessary to recognize the skills of young people when they use social networking sites and the extent to which young people benefit from these sites in developing... Their productive and creative skills. With the emergence of technology and the resulting social networking sites, blogs, etc., it was necessary to pay attention to digital education, especially because of the widespread use of these sites and applications among all segments of society, especially young people, and their ease, speed, and use in all aspects of life. (Hussein, 2019)

Digital citizenship has a close relationship with education because it is the means that helps both of child and teacher, and the guardian to understand what must be understood in order to optimally use technology. It is a means to prepare the child to participate in serving his country through the optimal use of it. The term “digital citizenship education” means preparing an effective digital citizen through education that contributes to providing the child with skills to use technologies in a positive manner. Moreover, to provide moral social skills to interact with others by fortifying him with a strong fabric that protects him from the dangers of technology. (Al-Sammadi, 2017)

Digital citizenship

The concept of digital citizenship has become one of the general concepts in the nature and variables of the digital age and the emergence and spread of information and communications technology. Many studies in the field of digital citizenship see it as a new dimension of

citizenship, as it shares many dimensions with citizenship, as follows (Choi, M 2016) and (Kavafi, 2016).

- Citizenship is closely linked to society. It does not exist in one branch, and digital citizenship has its own communities that are global, multicultural, and long-term.
- Citizenship requires a balance between an individual's rights and responsibility, and digital citizenship requires respect for individuals' rights and moral commitment in digital societies.
- Both of them require participation. Societies require the participation of members for citizenship to have value and meaning. Digital societies also require participation, and society has a major role in preparing individuals for meaningful and responsible participation in society.
- Citizenship requires education, so that high moral principles are achieved in community interactions, not through legalization, but through the educational process and socialization. Digital citizenship also requires teaching its elements so that we can live in a safe society.
- Citizenship is constantly evolving and requires relationship and dialogue, what is appropriate in a certain time and cultural framework may not be appropriate in another. Digital citizenship as a new form of citizenship requires a broad conversation, especially in that society must work to educate children about etiquette, online safety, rights and responsibilities.

Al-Salmani (2014) emphasized the importance of digital citizenship because of the role it plays in preparing a citizen capable of understanding the cultural, social, and humanitarian issues related to technology. As it gives citizens positive behavior for using technology, which is characterized by cooperation, learning and productivity, taking personal responsibility for lifelong learning, safe practice and responsible, legal and ethical use of information and technology. Therefore, digital citizenship in this way does not stop at the school. Rather, it goes beyond that to become a behavior that accompanies the student in any place and time, which contributes to preparing individuals capable of positive and effective participation in building and renaissance of society.

(Ribble, 2014) proposed a model for teaching digital citizenship in the classroom for grades kindergarten through grade 12. He suggested that the concepts, skills, and values of digital citizenship be taught at all primary, middle, and secondary levels. In addition, suggested that the focus in the primary stage be on rules of behavior, communication, and rights. Moreover, responsibilities. The focus in the preparatory stage should be on access, literacy, safety and security. Finally, the secondary stage focuses on law, commerce, health, and care, among these values. (Mohamed, 2018)

Spreading the culture of digital citizenship in our societies through education and educational curricula at school. Moreover, university has become one of the basics of life and an urgent necessity that must be transformed into educational projects and programs in cooperation with civil society initiatives and media institutions to contribute to protecting our societies from the negative effects of technology and stimulating the optimal use of it. (Al-Sammadi, 2017)

Principles of digital citizenship:

The principles of digital citizenship can be defined in light of what has been defined by the Council of Europe (Council of Europe, 2017& Net Safe, 2018) as follows:

- Access to digital technology and providing communication skills and tools.

- Young people are active elements in implementing digital citizenship.
- The connection between home and school is essential for developing digital citizenship.
- Availability of safe infrastructure and technology that enables citizens of all ages to participate in activities in the digital world.
- Familiarity with digital reading and writing skills, and knowledge of rights, responsibilities and reliable sources of information.
- The approach followed in designing and implementing digital citizenship must be comprehensive, responsive, and fair.
- Partnership, cooperation, systems interconnection, cognitive and scientific sharing skills, flexible thinking and problem solving.

Netsafe, 2016& Ribble, 2014& Westheimer, Kahne, 2014 noted that digital citizenship includes three main aspects: respect, knowledge, and protection, and each element of these includes three other aspects:

1. Respect for yourself and others, including - digital fitness digital standards of behavior, Digital access, full electronic participation in society, Digital laws, electronic responsibility for actions and deeds.
2. Knowledge for yourself and communication with others, including
   - Digital communications: electronic exchange of information.
   - Digital literacy: the process of teaching and learning technology and using its tools
   - E-commerce, electronic buying and selling of goods and products.
3. Protection for yourself and others, including
   - Digital rights and responsibilities, the freedoms that everyone enjoys in the digital world.
   - Digital security (self-protection procedures to ensure prevention and electronic protection.
   - Digital health and safety, mental and physical health in the world of digital technology.

Characteristics of a digital citizen:

Culatta (2018) mentioned a number of qualities for a digital citizen, which are: proficient in using digital technologies, participating in various activities using digital technologies, and communicating with others through digital technologies in a positive manner.

Digital citizenship values:

Many previous literature and studies, including the study of Khalil (2020: (Al-Maslamani (2014), 2014)) Ribble: Netsaf (2016), have indicated that the values of digital citizenship are:

- Digital responsibilities

  The digital citizen enjoys a package of rights, including the rights to privacy, freedom of expression, and others. With these rights come responsibilities and duties. Users must cooperate to determine the appropriate method of using technology. Accordingly, these two aspects represent two sides of the same coin that must be activated together so that every citizen becomes Digital participant and active producer.

- Digital Ethics:

  These are standards of proper behavior by users of digital technology.

- Digital Health

This concerns mental and physical health in the world of digital technology in terms of dealing with devices.

Use technology in a responsible and moderate manner.

- Digital Security: Digital Security

Take the necessary precautions to ensure personal safety and network security Rabble at al (2017). Despite the opportunities and climates available to achieve and embody the components of "digital citizenship" imposed by the virtual space. However, the idea of digital citizenship faces many challenges and difficulties at the level of practice and application. These challenges are divided into moral, cultural, and material components that can be explained as follows: (Al-Kout, 2015).

- Moral and cultural challenges: These challenges stem from the fact that the nature of digital citizenship provides a climate for pluralism and diversity. It sometimes leads to a kind of disagreement and conflict stemming from the nature of the cultural and civilizational differences that present themselves in the virtual world. One of the characteristics of the contemporary world is that people appear more similar and more different at the same time due to the forces of modernity and globalization. The obstacle to the cultural component is related to what we can call the “technology culture” challenge. The duration of its availability and spread in the national environment and how important it is to be aware of it. The digital divide can express the reality and nature of this challenge. Which expresses the differences between the developed world and the developing world in the quantitative and qualitative use of information and communication means and technologies.
- Physical challenges: These are challenges related to the availability of the necessary infrastructure to provide the appropriate environment for modern means of communication and information. The extent of its spread horizontally and vertically, the nature of the segments that deal with the information network, their skills and capabilities, and the effects on children in the digital age. Humanity has become in the digital age and lives in one place. But it has proven that the digital age has many positives, but it has many negatives with serious effects that cannot be overlooked, including (Lahdahshan, 2018).
- Poor ability to sleep, as studies and research indicate that children lose their connection over time while connected to the Internet and controlled by them. Which partially affects their ability to complete their household or household duties. In addition, sitting for a long time in front of the screen leads to a type of addiction that negatively affects children’s joy.
- With regard to dialogue and intentional guidance on expression and serious discussion together.
- Dispersing family relationships and managing each individual within the family with a special device through which he communicates with his virtual world, so that electronic interaction replaces direct interaction. Which makes them lose the ability to observe and direct their children’s behaviour.
- Children's nervousness as a result of their interaction with digital applications and escaping reality. This, in addition to some feelings and follow-up by the parents, may expose the children to these digital applications for a long time. Children may also be exposed to prohibited images and websites, which has a psychological and destructive effect on them.

- Children are sometimes exposed to blackmail and harassment in emails or chat rooms. What makes the matter even more dangerous is that the identity of not all participants is known.
- The spread of the phenomenon of the West, alienation and foreignness within the borders of the homeland, and the comprehensive civilization of societies in the Third World to the West, and admiration for its culture and considering it a model worthy of emulation. Hence, the family. Which is the pillar of society, is struck and collapsed, as there is fascination with other cultures and viewing them as perfect and virtuous without enjoying their own culture and its peculiarities (Abdel Wahed, 2020).
- On the social level for the son, the era has brought isolation from social society and lack of opportunities for social interaction and digital dialogue. Which determines the role of the family in developing communication skills, linguistic expression, and serious discussion (Jaafar, 2017, 158).
- Congenital deviation in children: Manifestations of congenital deviation appear in the spread of abnormal and illicit sexual relations and the spread of immoral language among children. This is what was produced by the digital revolution because of children browsing banned websites in addition to e-mail (Ali, 2015).

The digital communications revolution and the facilitation and speed it has provided in communication processes, along with the results this revolution carries, have had a positive impact on the individual and society if it is exploited optimally. Its negative effects emerge with rebellion against moral rules, legal controls, and basic principles that regulate the affairs of human life (Al-Mallah, 2012). Due to the many negative effects on children from excessive misuse of digital devices, the Internet, and their lack of awareness of the values of digital citizenship, parents must instill these values in their children and make them aware of the dangers of excessive use of digital devices. Therefore, parental competence must be reinforced with the values of digital citizenship among parents to help them develop it among their children.

The concept of parental competence is considered one of the relatively modern concepts that has an undeniable impact on the personality of children in terms of preparing them properly psychologically, enabling them to achieve emotional maturity and psychological and social compatibility, and to develop their aptitudes and energies in an appropriate manner. Which prevents them from feeling like failure. The positive effects of parental competence appear when children realize it as positive practices and behaviors towards them, and this is what is important. Parenting is not just words or feelings claimed by parents, but rather a permanent responsibility. They must create a family atmosphere full of affection, respect for the children, and appreciation for their feelings and aspirations, as well as satisfying the children's physical, psychological, and social needs (Gordo & Luyten, 2020).

The family is the first line of defense in preserving our inner beings and our traditions derived from Islamic values. Parents must be aware of the dangers and negatives of their children owning some electronic digital devices, and work to examine their contents and control their display, while first instilling values and principles in the souls and minds of their children through conscious upbringing and continuous monitoring. Arming yourself with various weapons, benefiting from the experiences of others, and being selective and trying to keep up with the times in a way that suits our values and morals. Otherwise, we will turn into a consumer people who have no weight and are not taken into account (Abbas and Salem, 2016). Al-Qaed (2014) believes that the concepts associated with digital citizenship are digital behavior, digital communication, digital education, digital availability, digital commerce, digital responsibility, digital rights, digital peace, and digital security. The family also has an important role in imparting these concepts to children through... Raising children digitally so

that they remain safe and responsible members of society, emphasizing the importance of the role of parents in guiding and discussing the types of behaviors that a child must acquire in order to become a good citizen in the digital world.

Al-Dahshan's study (2018) showed that treating the problem of electronic screen addiction among children falls largely on the parents. The child is still in the process of education and the parents must realize the seriousness of the problem. There is no objection to children using these electronic screens, but the objection and harm is from excessive and unregulated use that leads to addiction, attachment, and autism to electronic games. Al-Baili's study (2019) also addressed the relationship between the parental education methods that parents follow in raising their children and their impact on achieving their intellectual security as perceived by parents. The study found a statistically significant relationship between the methods that parents use in raising their children and all dimensions of the social, cultural, and religious foundations. There is a relationship between the authoritarian style and the social, cultural and religious supports for females only.

Dimensions of parental competence:

By reviewing the study of Amer (2010); Hamed (2015) and Shaheen (2015) were able to identify five dimensions of parental competence:

- Care: The girl's feeling of her parents' attention towards her. They are also keen to achieve biological and psychological satisfaction for her, and to make her feel safe, affectionate and warm. In doing so, they encourage her to put in more effort and work to achieve success and excellence in her studies and life and reward her for that. Which reflects on her and helps her in healthy psychological growth and improving her psychological functions.
- Positive support, the girl's awareness and recognition of positive parental responses. It is represented by love and kindness, which helps her achieve her goals.
- Equality: Parents are keen not to discriminate between children based on rank, gender or age.
- Active participation: Encouraging the girl to contribute to solving problems, either verbally or non-verbally, voluntarily and by choice.
- Independence: The girl relies on herself, and takes responsibility for her behavior in the situations she faces in a way that does not conflict with her parents.

Experts are experts in choosing to use digital devices despite being experts in using technology. They never understood that publishing any private information could put them at risk. Most of them do not have the capacity to put their personal details online or chat with strangers, so it is necessary to be a digital citizen (Al-Jazzar, 2014). This leads to the fact that the supervisory role of parents requires follow-up, supervision, and modeling from qualified scholars who have awareness of their children and their behavior, so they encourage their behavior and enjoy the ideal and guidance of the child. All of this requires skills and a willingness to learn and change on their part as children grow and circumstances change.

The study Problem

Within the framework of the Kingdom of Saudi Arabia's interest in children and its pursuit of moral development, the idea of a cooperative project was to help them and their parental competence to enhance national identity and the digital citizen. National identity formation and digital citizenship are multiple complexities of society. This is a preparation for parenting adjustment programs for mothers of kindergarten children in developing national identity. In

addition, digital citizenship to achieve better social stimulation that benefits them and their community. One of the recent studies that affects the negative impact of technological means of communication on the upbringing of young people from the point of view of parents is the Study of the Impact of Students on Bones (2018), which caused negative effects of technological means of communication on the upbringing of young people to a high degree. Clear sound waves have recommended children's use of communication technology, but the material that concerns them, be registered to protect the ban on non-compliant material. Ali (2017) also recommended a study that aimed to identify the role of the family in educating children about the challenges of the digital age. She decided that the homemaker should play her role in educating the children about dealing with the digital age due to disability. The family in the digital age is not prepared to educate children about dealing with the digital age. This family needs to read, train and qualify for the knowledge and skills of the digital age. It also addressed the study of Abdel Wahed (2020), which aimed to determine the role of the family in achieving digital fulfillment for the kindergarten child in light of the challenges of the digital revolution. Because the role of the family in protecting the child has not been achieved by protecting the child from digital offers, the dangers of the Internet, or changing the abnormal behavior of the child. From the above it becomes clear that it must be addressed as an intelligent concept in the current and future terms for the following reasons:

- Increasing rates of crimes associated with the use of modern technology devices, such as hacking into bank accounts, extremism, electronic terrorism, and espionage through technology.
- The emergence of some negative habits associated with the use of modern means of communication, such as walking using a mobile phone, and using a mobile phone in places not designated for its use.
- Users move away from the basic framework for using modern technological devices, such as digital drugs, electronic addiction, and neglect of social tasks.
- The emergence of some organic diseases such as “dry eyes and joint pain from incorrect sitting,” and psychological diseases such as “introversion and isolation” among users who overuse modern communication devices.
- Electronic addiction, which makes technology the one that moves us and even moves all public opinion.
- Most of the time was lost in front of electronic screens, which affected the overall output.

Through the results and recommendations of previous studies, they were also presented. The problem of the study emerged, which aimed to identify the effectiveness of a guidance program to enhance the parental competence of mothers to develop digital citizenship for kindergarten children in the city of Najran.

Study questions

In light of the above, the problem of the current research can be formulated by answering the following main question: What is the effectiveness of a guidance program to enhance the parental competence of mothers to develop digital citizenship for kindergarten children in the city of Najran. The following questions emerged from it:

1. What is the effectiveness of a guidance program in developing the value of digital responsibility among mothers of kindergarten children in Najran?
2. What is the effectiveness of a guidance program in developing the value of digital ethics among mothers of kindergarten children in Najran?
3. What is the effectiveness of a guidance program in developing the value of digital health among mothers of kindergarten children in Najran?

4. What is the effectiveness of a guidance program in developing the value of digital security among mothers of kindergarten children in Najran?
5. Are there statistically significant differences at the significance level (0.05) between the average scores of mothers of kindergarten children in the pre- and post-measurements in the dimensions of the Digital Citizenship Values Scale among mothers of kindergarten children in the city of Najran, and the total score in favor of the post-measurement is attributed to the counseling program?

Objectives of the study

The current study aims to identify:

- The effectiveness of a guidance program in developing the value of digital responsibility among mothers of kindergarten children in the city of Najran
- The effectiveness of a guidance program in developing the value of digital ethics among mothers of kindergarten children in the city of Najran
- The effectiveness of a guidance program in developing the value of digital security among mothers of kindergarten children in the city of Najran
- The effectiveness of a guidance program in developing the value of digital health among mothers of kindergarten children in the city of Najran

The importance of studying

The research addresses an important topic related to the use of digital devices and their impact on kindergarten children, which requires:

- Educating parents with powerful information that enables them to protect children from the dangers of digital devices
- Educating mothers of children about the values of digital citizenship to protect their children from the dangers of digital devices
- Providing proposals to enhance the parental competence of mothers to develop digital citizenship for their children
- The child benefits from it in developing digital citizenship by his parents and protecting them from the dangers of digital devices
- It opens the way for researchers to conduct research in the field of digital citizenship

The limits of the study

- Spatial boundaries: The study was applied to mothers of kindergarten children enrolled in one of the government kindergartens affiliated with the Department of Early Childhood Education in the city of Najran.
- Human limits: Mothers of kindergarten children enrolled in one of the government kindergartens affiliated with the Department of Early Childhood Education in the city of Najran.
- Time limits: The study sample was applied in the first semester of the academic year 1445.
- Objective boundaries: The study addressed the values of digital citizenship (digital responsibility - digital ethics - digital security - digital health).

Search terms:

Guidance programmer

It is defined as planning a set of goals through various educational activities. The program seeks to develop the individual for whom the program was prepared in all aspects of mental, psychological, social and spiritual development. This method includes work and evaluation method (Al-Sanhani, 2018). As Shenar (2022) defined it, it is a planned and organized program in light of scientific foundations to provide direct and indirect counseling services, individually and collectively, with the aim of helping them achieve normal growth, make informed and rational choices, and achieve psychological compatibility. It is planned and implemented by a committee and a team of qualified officials.

It is defined procedurally as: a planned and organized program to achieve a set of goals that provides direct and indirect guidance services with the aim of developing the values of digital citizenship (digital health - digital ethics - digital security, digital responsibility). For mothers of kindergarten children so that they can develop them for their children and protect them from the dangers of digital devices.

Parental competence

The concept of perceived parental competence refers to "children's awareness and ability to describe parental practices as positive. It leads them to feel comfortable and satisfied in their presence in terms of parental warmth, support, equality, independence, reinforcement, and effective participation. This is through interaction between children in situations." Fearful living (Azmi, 2018). Amer (2015) also defines it as those parental practices, behaviors, and strategies that take into account the positive development of children despite the life pressures that parents face. It is defined procedurally as: the practices, behaviors, and methods that parents use to develop digital citizenship (digital health - ethics). Digital - digital security, digital responsibility) for their children.

Digital citizenship

Al-Qayed (2014) defines it as a set of rules, regulations, standards, customs, ideas, and principles followed in the optimal and correct use of technology, which citizens, young and old, need in order to contribute to the advancement of the nation.

As defined by the Net Sate Organization (2018), they are attitudes, values, and skills that help in positive communication with others, cooperation, and digital creativity, and develop digital fluency with the aim of enhancing social, economic, and cultural life and achieving its goals. As Ribble & Miller T 2013 defines it as a method that can be employed to help learners understand the topics that must be known when using technology optimally, replacing interest in the process of digital communication of information with interest in the ethics and responsibilities associated with the use of digital information.

It is defined procedurally as a set of skills, values, rights, and controls that mothers of kindergarten children should possess so that they can develop them for their children. It is represented in: digital health - digital ethics - digital security, digital responsibility, and is measured by the degree they obtain on the digital citizenship scale prepared for this purpose.

Study methodology

The quasi-experimental method is defined as: the method through which the researcher can know the effect of the cause (the independent variable) on the result, the dependent variable (Al-Mubooth, 2012, p. 6).

Descriptive approach: - To collect, present and analyze scientific material that answers the study's questions. The effectiveness of a guidance program to enhance the parental competence of mothers to develop digital citizenship for kindergarten children in the city of Najran.

Experimental approach: with one experimental group before and after applying the program, and the indicative program was applied to the experimental group.

Study population:

The study population consists of mothers of kindergarten children enrolled in government kindergartens affiliated with the Department of Early Childhood Education in the city of Najran, numbering 300 male and female children.

The study sample

The sample of the exploratory study consisted of 30 mothers of kindergarten children enrolled in one of the government kindergartens affiliated with the Department of Early Childhood Education in the city of Najran. The basic sample is 40 mothers of kindergarten children enrolled in one of the government kindergartens affiliated with the Department of Early Childhood Education in the city of Najran. The digital citizenship values scale for mothers of kindergarten children was applied to the experimental group before and after the application of a guidance program to enhance the parental competence of mothers to develop digital citizenship for kindergarten children in the city of Najran.

Study tools and materials:

Study tools:

First: (prepared by researchers)

- A scale of digital citizenship values for mothers of kindergarten children in the city of Najran (prepared by researchers) and includes the following topics: (Digital responsibility - Digital ethics - Digital security - Digital health). Which will be applied to the research sample before and after implementing the guidance program.
- A scale of digital citizenship values for mothers of kindergarten children in the city of Najran was built according to the following steps:
- Determining the purpose of the test: This test was built to identify the effectiveness of a guidance program to enhance the parental competence of mothers to develop digital citizenship for kindergarten children in the city of Najran.

Sources for constructing the test: The researchers relied on the following sources to construct the test:

Research and studies that dealt with the early childhood stage and its philosophies, as well as studies that dealt with parental competence and digital citizenship, research and studies that dealt with how to build and design measures of digital citizenship values.

Preparing scale questions:

The scale consists of four main axes. The first axis is about digital responsibility and consists of (8) statements. The second axis is about digital ethics and consists of (8) statements. The third axis is about digital security and consists of (8) statements. The fourth axis is about digital health. It consists of (8) phrases, a total of 32 phrases in the four axes. Mothers answer these phrases by putting a "y" in front of the appropriate choice, always or sometimes, rarely.

Correction method:

In order to obtain equal weights of the scale, the scale of the triple scales, scores (1,2,3) were given for the triple rating scale (always/sometimes/rarely). If she always chooses, she gets three degrees, and if she chooses sometimes, she gets two degrees. If she chooses rarely, she receives a score, and the scale consists of (32) statements. The total score for the scale ranges from 96.

Formulating the standard instructions:

The instructions are one of the most important aspects of building the scale, and they aim to explain the idea of the scale in the simplest possible way, and the way to answer its questions, how to proceed with it, and included the following:

A brief explanation of the purpose of the scale. A statement of the number of scale questions. An indication that the answer will be on the same scale sheet is by placing a check mark in front of the appropriate choice. If the mother always applies the phrase, she chooses (always). If you apply it some of the time, you choose (sometimes), and if you rarely apply it, you choose (rarely).

Give an example of how to answer the scale questions.

Not to start answering the scale questions until they have understood the instructions well.

It is necessary to answer all questions on the scale and not leave any question unanswered.

The answer reflects the teacher's activities regarding employing parental involvement.

Ensure the validity of the initial test image:

The researchers verified the validity of the initial version of the scale by calculating the psychometric properties of the scale and its vocabulary, though, Calculating the validity and reliability of the study tool (a scale of digital citizenship values for mothers of kindergarten children in the city of Najran). Which includes the following topics (digital responsibility - digital ethics - digital security - digital health)

Apparent honesty (honesty of arbitrators):

The researchers confirmed the apparent validity of the digital citizenship values scale for mothers of kindergarten children in the city of Najran (digital responsibility - digital ethics - digital security - digital health), by presenting it to a group of arbitrators with expertise and experience in the field of study, the number of whom was (12) arbitrators. ; This is to judge the test after reviewing the title of the study, its questions, and its objectives. The arbitrators were asked to express their opinions and comments on the suitability of the scale’s items to the subject of the study to measure the values of digital citizenship (digital responsibility - digital ethics - digital security - digital health). For mothers of kindergarten children in the city of Najran, In terms of: the suitability of the phrases to the axis, the accuracy of the linguistic formulation of the phrases, and the wording of some phrases was modified based on the opinions of the arbitrators.

Results of the internal consistency validity of the scale:

To verify the validity of the internal consistency, the researchers calculated the correlation coefficients between the scores of each phrase of the scale and the total scores of the axis to which the phrase belongs, and the results were as shown in Table (1):

Table (1): shows the correlation coefficients between the scores of each of the scale's phrases and the total scores of the axis to which the phrase belongs.

Interviewer	Ferry number	Correlation coefficient	Significance level	Statistical significance
Digital responsibility	1	0.54	0.01	Statistically significant
	2	0.52	0.01	Statistically significant
	3	0.62	0.01	Statistically significant
	4	0.63	0.01	Statistically significant
	5	0.54	0.01	Statistically significant
	6	0.64	0.01	Statistically significant
	7	0.78	0.01	Statistically significant
	8	0.50	0.01	Statistically significant
Digital security	9	0.56	0.01	Statistically significant
	10	0.56	0.01	Statistically significant
	11	0.56	0.01	Statistically significant
	12	0.56	0.01	Statistically significant
	13	0.65	0.01	Statistically significant
	14	0.62	0.01	Statistically significant
	15	0.66	0.01	Statistically significant
	16	0.63	0.01	Statistically significant
Digital health	17	0.55	0.01	Statistically significant
	18	0.68	0.01	Statistically significant
	19	0.57	0.01	Statistically significant
	20	0.62	0.01	Statistically significant
	21	0.57	0.01	Statistically significant
	22	0.65	0.01	Statistically significant

	23	0.76	0.01	Statistically significant
	24	0.81	0.01	Statistically significant
Digital ethics	25	0.61	0.01	Statistically significant
	26	0.62	0.01	Statistically significant
	27	0.53	0.01	Statistically significant
	28	0.58	0.01	Statistically significant
	29	0.58	0.01	Statistically significant
	30	0.59	0.01	Statistically significant
	31	0.54	0.01	Statistically significant
	32	0.61	0.01	Statistically significant

Table (1) shows the correlation coefficients between the scores of each statement of the scale and the total scores of the axis to which the statement belongs. They ranged between (0.50 - 0.81) and are all statistically significant. Thus, the statements of the scale are considered true to what they were designed to measure.

Results of the construct validity of the scale

To verify the construct validity of the scale, the researchers calculated the correlation coefficients between the total scores for each axis and the total scores of the scale, and the results were as shown in Table (2):

Table (2): shows the correlation coefficients between the total scores for each axis and the total scores of the scale.

Topics	Correlation coefficient	Significance level	Statistical significance
Digital responsibility	0.70	0.01	Statistically significant
Digital security	0.82	0.01	Statistically significant
Digital health	0.73	0.01	Statistically significant
Digital ethics	0.78	0.01	Statistically significant

Table (2) shows the correlation coefficients between the total scores for each of the axes and the total scores of the scale, as they ranged for the axes between (0.70 - 0.82), and all of them are statistically significant, which indicates the validity and consistency of the scale's axes.

Results of scale stability

The researchers verified the stability of the scale through the Cronbach's alpha coefficient method, and the results were as shown in Table (3).

Table 3: shows Cronbach's alpha coefficients for the scale.

Topics	Number of phrases	Cronbach's alpha
Digital responsibility	8	0.74
Digital security	8	0.75
Digital health	8	0.80
Digital ethics	8	0.72
Total marks	32	0.88

Table (3) shows the reliability coefficients for the scale and its axes. The axes ranged between (0.72 - 0.80), and the reliability coefficient for the scale as a whole reached (0.88), which are acceptable reliability rates, which reassures researchers of the results of applying the scale.

The discriminating ability of the scale phrases

Table (4): shows the results of the comparison between the group of mothers with high scores and the group of mothers with low scores on the digital citizenship values scale.

Interviewer	Question number	High grades (N = 15)		Low grades (N = 15)		Mann-Whitney test	
		Mean squares	Mean squares	Sum of squares	Sum of squares	Z	Significance level
Digital responsibility	1	22.00	330.00	9.00	135.00	4.71	0.001
	2	23.00	345.00	8.00	120.00	5.39	0.001
	3	22.50	337.50	8.50	127.50	5.04	0.001
	4	22.00	330.00	9.00	135.00	4.71	0.001
	5	19.50	292.50	11.50	172.50	3.25	0.001
	6	21.50	322.50	9.50	142.50	4.40	0.001
	7	19.50	292.50	11.50	172.50	3.25	0.001
	8	18.50	277.50	12.50	187.50	2.69	0.007
Digital security	9	19.00	285.00	12.00	180.00	2.97	0.003
	10	19.00	285.00	12.00	180.00	2.97	0.003
	11	19.00	285.00	12.00	180.00	2.97	0.003
	12	19.00	285.00	12.00	180.00	2.97	0.003
	13	22.00	330.00	9.00	135.00	4.71	0.001
	14	23.00	345.00	8.00	120.00	5.39	0.001
	15	22.00	330.00	9.00	135.00	4.71	0.001
	16	21.50	322.50	9.50	142.50	4.40	0.001
Digital health	17	22.50	337.50	8.50	127.50	5.04	0.001
	18	22.00	330.00	9.00	135.00	4.71	0.001
	19	18.50	277.50	12.50	187.50	2.69	0.007
	20	18.00	270.00	13.00	195.00	2.41	0.016
	21	18.50	277.50	12.50	187.50	2.69	0.007
	22	18.50	277.50	12.50	187.50	2.69	0.007
	23	18.50	277.50	12.50	187.50	2.69	0.007
	24	19.50	292.50	11.50	172.50	3.25	0.001
Digit?	25	22.00	330.00	9.00	135.00	4.71	0.001

	26	21.50	322.50	9.50	142.50	4.40	0.001
	27	21.00	315.00	10.00	150.00	4.10	0.001
	28	22.50	337.50	8.50	127.50	5.04	0.001
	29	22.00	330.00	9.00	135.00	4.71	0.001
	30	21.50	322.50	9.50	142.50	4.40	0.001
	31	20.50	307.50	10.50	157.50	3.81	0.001
	32	18.00	270.00	13.00	195.00	2.41	0.016

Table (4) shows the results of the Mann-Whitney test to compare the average scores of the group of high-scoring mothers and the group of low-scoring mothers on the Digital Citizenship Values Scale. The Z values ranged among (2.41 - 5.39), all of which are statistically significant, which indicates that there are statistically significant differences between high-scoring and low-scoring students in all of the scale's phrases. This indicates that the discriminatory ability of the scale statements is adequate.

Study materials

Second: A guidance program to enhance the parental competence of mothers to develop the values of digital citizenship for kindergarten children in the city of Najran.

The program was applied to an experimental group of 40 mothers of children enrolled in kindergartens to enhance the parental competence of mothers to develop digital citizenship values for kindergarten children in the city of Najran.

I aim the program

The program aims to recognize:

The effectiveness of a guidance program in developing the value of digital responsibility among mothers of kindergarten children in the city of Najran.

The effectiveness of a guidance program in developing the value of digital ethics among mothers of kindergarten children in the city of Najran.

The effectiveness of a guidance program in developing the value of digital security among mothers of kindergarten children in the city of Najran.

The effectiveness of a guidance program in developing the value of digital health among mothers of kindergarten children in the city of Najran.

Sources for building the program:

The researchers relied on the following sources to build the program:

- Research and studies that dealt with early childhood and its philosophies, as well as studies that
- It addressed parental competence and digital citizenship
- Research and studies that dealt with how to prepare a guidance program for mothers

Program duration

The duration of the program ranges from 4 weeks, with two sessions per week and each day offering two sessions from 2/11/1445 until 3/15/1445.

Place of application of the program:

Implement the sessions in the kindergartens affiliated with the Department of Early Childhood Education in the city of Najran

Program content:

The content of the program consists of a set of guidance sessions to enhance the values of digital citizenship for mothers of children enrolled in kindergartens in the city of Najran. The researchers prepared the program to include (16) guidance sessions to enhance the values of digital citizenship for mothers of children (digital responsibility - digital ethics - digital security - digital health). Some of the principles on which the program was based can be summarized as follows:

- The existence of a relationship of familiarity between the researcher and the research sample
- Gradually move from simple to complex concepts.
- The program's activities depend on counseling sessions for mothers
- The content of the program is appropriate to the level of mothers
- The principle of integration should be taken into account in the activities provided to mothers.
- To contribute effectively to the development of digital citizenship for mothers

Techniques and methods used in the program:

- Task analysis, where complex tasks are broken down into small parts that can be implemented.
- Modeling: Providing models of the risks of electronic devices
- Feedback, where information that was not found by mothers is provided and clarified
- Brainstorming: It is an educational method that can be used with mothers, where the learner unleashes thinking completely freely on an issue or problem in search of the largest number of possible solutions, so the ideas flow abundantly, quickly and without inhibition, and then the study is done from among the total ideas that are generated. Find out the best idea without the need to criticize or make the rest of the ideas wrong
- Discussion and dialogue: The researchers and mothers are in a positive position in a teaching method. Where some videos and models of the dangers of the devices are shown, after which different opinions are exchanged, dialogue and discussion between the researchers and the mothers; Then the researchers follow up on what is correct and what is incorrect, and all of that is crystallized into points about the topic under discussion.
- Problem solving: where researchers pose a problem to mothers and ask them to find a sound solution to this problem and then discuss with each other to reach a solution to the problem.

Steps to apply the program

The researchers hold a meeting with mothers of kindergarten children to inform them about the program’s objectives, the number of sessions, and the method of implementing the program:

- Preparation: The researchers ask some questions or show some videos to stimulate the mothers’ thinking at the beginning of the session and use the brainstorming method to talk with the mothers about the topic of employing parental participation to achieve the goals of the educational process in kindergarten.

- Model: The researchers present models for parental participation using PowerPoint presentations and videos, and the researchers use brainstorming, dialogue, and discussion.
- Application: During this procedure mothers can apply the information they gained from the training program in a new situation.
- Evaluation: Research uses some evaluation activities to ensure that the program objectives are achieved.

Evaluation methods used in the program:

Evaluation is an ongoing process. Evaluation includes:

The pre-evaluation that is carried out before implementing the program through the scale prepared by the researchers to identify the mothers' knowledge background about the values of digital citizenship (digital responsibility - digital ethics - digital security - digital health).

Formative evaluation that takes place during the application of the program and is applied in every session.

The final evaluation, which takes place after the completion of the program, is applied to determine the effectiveness of the guidance program and its impact on the study sample.

Evaluation methods used in the program:

Videos related to digital citizenship values - PowerPoint presentations on digital citizenship

Evaluation is an ongoing process. Evaluation includes:

The pre-evaluation that is carried out before implementing the guidance program through the scale prepared by the researchers to identify the mothers' background knowledge of the values of digital citizenship (digital responsibility - digital ethics - digital security - digital health).

The formative evaluation that takes place during the application of the program and is applied to every activity.

The final evaluation that takes place after the program is completed, the pictorial test is applied to the children to determine the effectiveness of the program and its impact on the study sample.

Implementation of the study experiment:

Program validity:

It was presented to a group of (12) arbitrators in the field of specialization, to get their opinions on the program's activities and their suitability for the age group and their suitability for the goal. Based on the arbitrators' opinions, the required amendments were made. Thus, the program became in its final form and suitable for application to the study sample.

Implementation of the study experiment:

Practical procedures for implementing the study experiment included the following:

After completing the pre-application of the study tool, the researchers applied the program from 2/11/1445 to 3/15/1445 on the experimental group. The duration of the program ranged from 8 weeks, two days each week. Every day, two different sessions are presented regarding the values of digital citizenship (digital responsibility - digital ethics - digital security - digital health) to enhance the parental competence of mothers. At a rate of (two hours) per week, so that each value takes two weeks, and each week contains 2 sessions. One month after

completing the program application. The scale was applied to the study sample to verify the effectiveness of the program.

Study procedure steps:

- Review previous studies related to the subject of the study; To prepare the theoretical framework, previous studies, and study tools.
- The study tool, represented by the Digital Citizenship Values Scale (Digital Responsibility - Digital Ethics - Digital Security - Digital Health) was prepared to enhance the parental competence of mothers after presenting it to the specialists and the linguistic auditor. To ensure that the scale is appropriate and formulated correctly, and to ensure its validity and reliability.
- Then address the Department of Early Childhood Learning, to facilitate the researchers' task of applying study tools and materials to mothers of children
- A pilot sample of 30 female teachers was chosen to apply the scale to ensure its validity and reliability.
- The scale was applied to the basic sample of mothers of kindergarten children in the city of Najran.
- A guidance program was prepared to develop the values of digital citizenship (digital responsibility - digital ethics - digital security - digital health) to enhance the parental competence of mothers, and the appropriate sessions were identified for each value.
- The program was applied to the study sample
- After completing the application of the program on the study sample, a scale of digital citizenship values (digital responsibility - digital ethics - digital security - digital health) was applied to enhance the parental competence of mothers to ensure the effectiveness of the program.
- Tabulating and coding data in the statistical analysis program (SPSS); In preparation for analysis.
- Analyze data statistically; to answer the study questions.
- Interpreting and discussing the results, and writing recommendations and proposals.

Statistical processors used:

The researchers used the Statistical Package for the Social Sciences (SPSS 25) program to conduct statistical analyses. The following statistical methods were used:

- Pearson correlation coefficient. Cronbach's alpha coefficient. Arithmetic mean and standard deviation. Mann-Whitney test.
- T-test for paired samples, McGaughan potency ratio equation, Eta square equation.

Fourth: Presentation, discussion and interpretation of the study results:

Study results and discussion:

The main research question:

The main question states: "What is the effectiveness of a guidance program to enhance the parental competence of mothers to develop digital citizenship for kindergarten children in the city of Najran?"

To answer the main question, the researchers used the "t" test for paired samples, and the McGaughan effectiveness ratio equation, which specified a ratio of (0.6) to judge effectiveness, and the results were as shown in Tables (1).

Table (1): The significance of the differences between the average scores of mothers of kindergarten children in the research sample in the pre- and post-measurements of the Digital Citizenship Values Scale

Measurement	Average grades	standard deviation	T test			Great degree	Effectiveness ratio
			T value	Degrees of freedom	Significance level		
Pre-test	49.23	2.61	49.40	39	0.001	96	0.65
Post-test	79.65	2.73					

Table (1) shows the results of the "t" test for the significance of the differences between the average scores of mothers of kindergarten children in the research sample in the pre- and post-measurements of the Digital Citizenship Values Scale. The average score of mothers of kindergarten children in the research sample in the pre-measurement was (49.33) and in the post-measurement (79.65). The "t" value was (49.40) and the significance level was (0.001). Which indicates that there are statistically significant differences between the two measurements in favor of the post measurement. The effectiveness rate was (0.65), which is greater than (0.6). This indicates that the guidance program used by the researchers was effective, and led to enhancing the parental competence of mothers to develop digital citizenship for kindergarten children. The diagram (1) shows this:

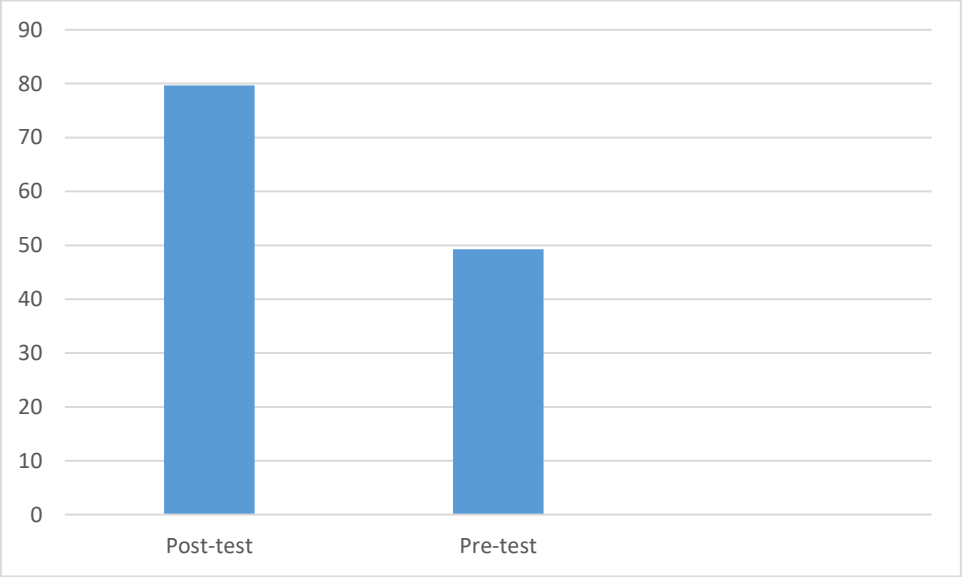

Figure (1): shows the average scores of mothers of kindergarten children in the research sample in the pre- and post-measurements of the Digital Citizenship Values Scale (total score).

From Table (1), its results, and Chart (1), the main question of the research has been answered. Through the graph and statistical analysis, the effectiveness of a guidance program in strengthening the values of citizenship among mothers of kindergarten children in the city of Najran is revealed. The family has a major role in developing the values of digital citizenship among children and has a great responsibility to develop it in them. This is confirmed by the study of Al-Dahshan (2018). The treatment of the problem of addiction to electronic screens among children falls largely on the parents, as the child is still in the process of education, the

parents must realize the seriousness of the problem, education at a young age is like engraving on stone, and there is no objection to children using these electronic screens. Jassim (2012) The cultural identity of the individual and the family. In the digital age and the impact of the information revolution on the Arab family, developing a new vision for protecting the family in the digital age and the information revolution.

The first sub-question of the research:

The first sub-question states: "What is the effectiveness of a guidance program in developing the value of digital responsibility among mothers of kindergarten children in the city of Najran?"

To answer this question, the researchers used the "t" test for paired samples, and the McGaughan effectiveness ratio equation, which specified a ratio of (0.6) to judge effectiveness, and the results were as shown in Tables (2):

Table (2): The significance of the differences between the average scores of mothers of kindergarten children in the research sample in the pre- and post-measurements of digital responsibility.

Measurement	Average grades	standard deviation	T test			Great degree	Effectiveness ratio
			T value	Degrees of freedom	Significance level		
Pre-test	12.33	1.27	26.18	39	0.001	24	0.64
Post-test	19.83	1.41					

Table (2) shows the results of the T-test for the significance of the differences between the average scores of mothers of kindergarten children in the research sample in the pre- and post-measurements of digital responsibility. The average score of mothers of kindergarten children in the research sample in the pre-measurement was (12.33). In the dimensional measurement (19.83). The "t" value was (26.18) and the significance level was (0.001). Which indicates that there are statistically significant differences between the two measurements in favor of the post-measurement. The effectiveness ratio was (0.64), which is a value greater than (0.6). This indicates that the counseling program used by the researchers was effective, and led to developing the value of digital responsibility among mothers of kindergarten children, the research sample. The diagram (2) shows this:

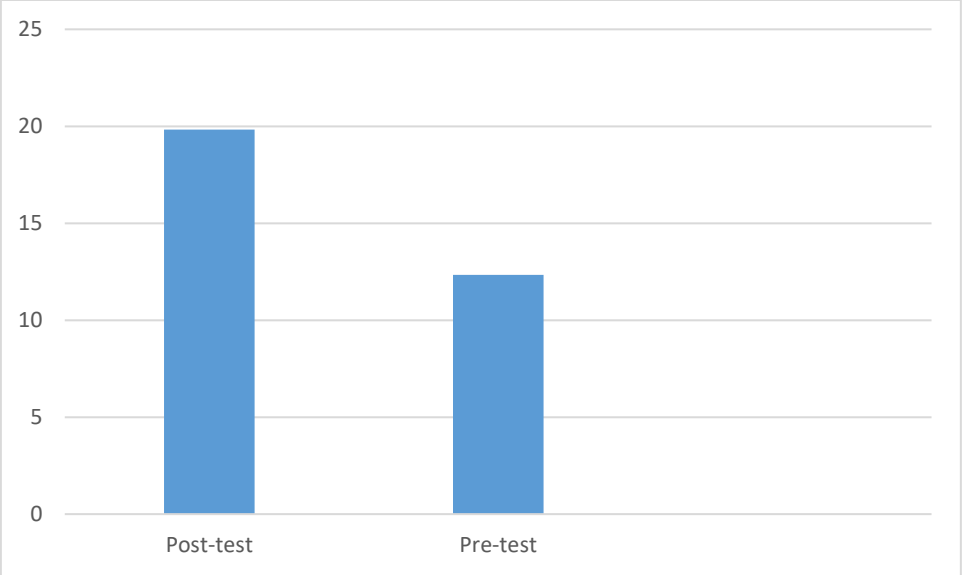

Figure (2): shows the average scores of mothers of kindergarten children in the research sample in the pre- and post-measures of digital responsibility.

From Table (2), its results, and Chart (2), the first sub-question of the research has been answered. Through graphs and statistical analysis, the effectiveness of a guidance program in developing the value of digital responsibility among mothers of kindergarten children in the city of Najran is revealed. The family has a major role in developing the values of digital citizenship among children, and it has a great responsibility to develop it and protect its children from the dangers of digital technology. This is what I confirmed. A study by Nokayama (2011), which showed the existence of a gap between parents and children as a result of the impact of digital technology. And the inability of the family to supervise and follow up on children if they use this technology, and the lack of sufficient time for guidance, and Jaafar (2017), which aimed at the negative and positive effects of using devices. Smart devices and their impact on the family socialization process, the role of the family in performing its functions, and the impact of these devices on family relationships and interaction between its members. The family must determine the digital content provided to the child and raise the child to be aware of good values and behaviors. The researchers attribute the existence of differences between the post-measurement and the pre-measurement of the experimental group to the diversity in the content of the counseling program, the method used in counseling mothers, the diversity in the strategies used, and the organization and simplification of the program's activities in proportion to the mothers' level. Diversity in evaluation methods used to ensure the achievement of desired goals.

The second sub-question of the research:

The second sub-question states: "What is the effectiveness of a guidance program in developing the value of digital security among mothers of kindergarten children in the city of Najran?"

To answer this question, the researchers used the "t" test for paired samples, and the McGoogian effectiveness ratio equation, which specified a ratio of (0.6) to judge effectiveness, and the results were as shown in Tables (3):

Table (3): The significance of the differences between the average scores of mothers of kindergarten children in the research sample in the pre- and post-measurements of digital security.

Measurement	Average grades	standard deviation	T test			Great degree	Effectiveness ratio
			T value	Degrees of freedom	Significance level		
Pre-test	12.23	1.07	26.25	39	0.001	24	0.67
Post-test	20.10	1.45					

Table (3) shows the results of the "t" test for the significance of the differences between the average scores of the mothers of the kindergarten children in the research sample in the pre- and post-measurements of digital security. The average scores of the mothers of the kindergarten children in the research sample in the pre-measurement reached (12.23) and in the post-measurement (20.10). The "t" value was (26.25) and the significance level reached (0.001). Which indicates that there are statistically significant differences between the two measurements in favor of the post-measurement, and the effectiveness ratio was (0.67), which is a value greater than (0.6). This indicates that the counseling program used by the researchers was effective, and led to developing the value of digital security among mothers of kindergarten children, the research sample. Chart (3) shows this:

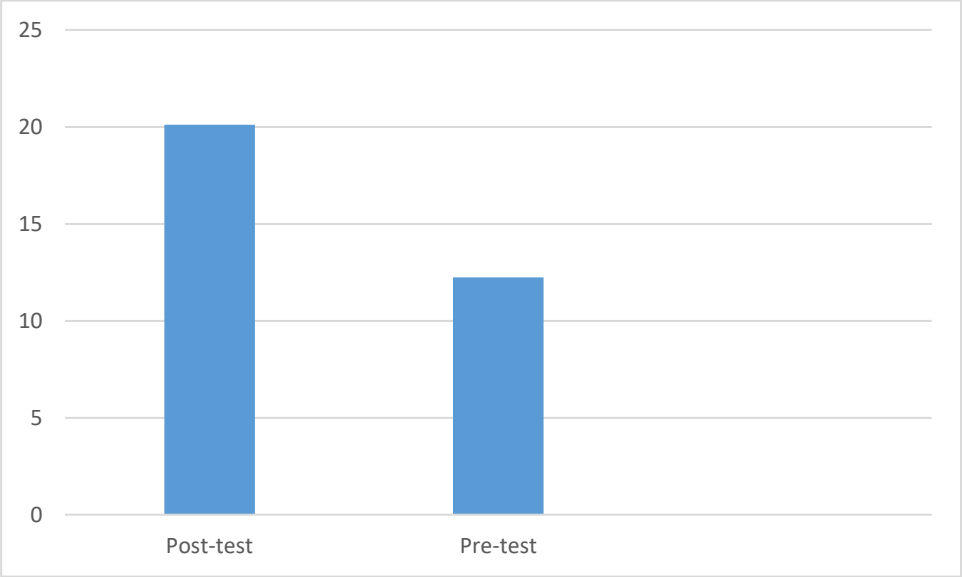

Figure (3): shows the average scores of mothers of kindergarten children in the research sample in the pre- and post-measurements of digital security.

From Table (3), its results, and Chart (3), the second sub-question of the research has been answered. Through graphs and statistical analysis, the effectiveness of a guidance program in developing the value of digital security among mothers of kindergarten children in the city of Najran is demonstrated. The family has a major role in developing the values of digital citizenship among children and achieving digital security among children. Promoting the value of digital security among mothers of kindergarten children helps them develop it among children. This was confirmed by the study of Annanslgh. 2016 found statistically non-significant differences between the average scores of parents of urban and rural kindergarten children on the role of the family in achieving digital security for the kindergarten child in light

of the requirements of the digitization era. This may be due to technology in its various forms and digital applications taking over the lives of all individuals, whether in the countryside or in the city. . A proposed scenario was prepared for parents when their children deal with cyberspace and web technologies for electronic safety, so that fathers and mothers can be educated about issues of Internet risks.

(2011). Valcke.etl (2011), which concluded that unsafe use with children under the supervision of parents and teachers decreases, and the risks of the Internet increase in the case of unsupervised use of children. The research discusses how to provide parental control for the child, while proposing a set of future directions for protecting the child from the dangers of the Internet.

The researchers attribute the existence of differences between the post-measurement and the pre-measurement of the experimental group to the diversity in the content of the counseling program, the method used in counseling mothers, and the diversity in the strategies used.

The third sub-question of the research:

The third sub-question states: "What is the effectiveness of a guidance program in developing the value of digital health among mothers of kindergarten children in the city of Najran?"

To answer this question, the researchers used the "t" test for paired samples, and the McGoogian effectiveness ratio equation, which specified a ratio of (0.6) to judge effectiveness, and the results were as shown in Tables (4):

Table (4): The significance of the differences between the average scores of mothers of kindergarten children in the research sample in the pre- and post-measurements of digital health

Measurement	Average grades	standard deviation	T test			Great degree	Effectiveness ratio
			T value	Degrees of freedom	Significance level		
Pre-test	12.28	1.11	27.34	39	0.001	24	0.62
Post-test	19.50	1.01					

Table (4) shows the results of the "t" test for the significance of the differences between the average scores of the mothers of the kindergarten children in the research sample in the pre- and post-measurements of digital health. The average scores of the mothers of the kindergarten children in the research sample in the pre-measurement reached (12.28) and in the post-measurement (19.50). The "t" value was (27.34) and the significance level reached (0.001). Which indicates that there are statistically significant differences between the two measurements in favor of the post-measurement, and the effectiveness ratio was (0.62), which is a value greater than (0.6). This indicates that the counseling program used by the researchers was effective and led to the development of the value of digital health among mothers of kindergarten children in the research sample. The diagram (4) shows this:

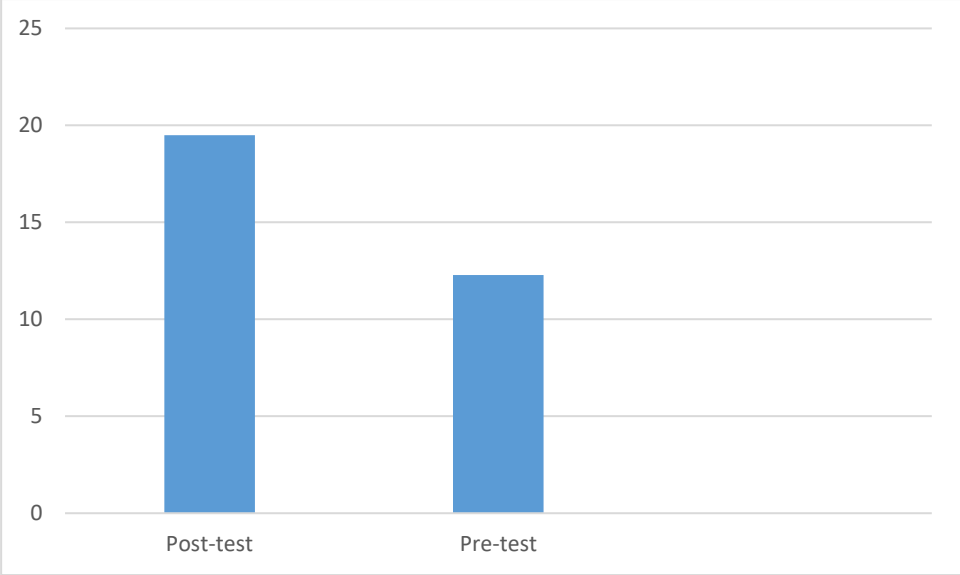

Figure (4): shows the average scores of mothers of kindergarten children in the research sample in the pre- and post-measurements of digital health.

From Table (4), its results, and Chart (4), the third sub-question of the research has been answered. Through graphs and statistical analysis, the effectiveness of a guidance program in developing the value of digital health among mothers of kindergarten children in the city of Najran is demonstrated. The family has a major role in developing the values of digital citizenship, including (digital health) among children. Promoting the value of digital health among mothers of kindergarten children helps them to Developing it among children. This is confirmed by Jamal's study (2020) that the risks of technology to children are increasing day after day, as the use of these devices and applications weakens the child's ability to imagine, distances him from his true desire, and afflicts him with lethargy, laziness, introversion, poor concentration, and scattered thinking. , concentration, and weakens their social skills, and that children's addiction to technological devices and applications causes the breakdown of family and emotional ties between parents, as children spend continuous hours on them, creating isolation, isolation, indifference, and lack of feeling for the events taking place around them. The researchers attributed the existence of differences between the post-measurement and the pre-measurement of the group. The experimental study focuses on the diversity in the content of the counseling program, the method used in counseling mothers, the diversity in the strategies used, and the organization and simplification of the program's activities to suit the level of mothers. Diversity in evaluation methods used to ensure the achievement of desired goals.

The fourth sub-question of the research:

The fourth sub-question states: "What is the effectiveness of a guidance program in developing the value of digital ethics among mothers of kindergarten children in the city of Najran?"

To answer this question, the researchers used the "t" test for paired samples, and the McGoogian effectiveness ratio equation, which specified a ratio of (0.6) to judge effectiveness, and the results were as shown in Tables (5):

Table (5): The significance of the differences between the average scores of mothers of kindergarten children in the research sample in the pre- and post-measurements of digital ethics.

Measurement	Average grades	standard deviation	T test			Great degree	Effectiveness ratio
			T value	Degrees of freedom	Significance level		
Pre-test	12.40	1.15	22.09	39	0.001	24	0.67
Post-test	20.23	1.78					

Table (5) shows the results of the "t" test for the significance of the differences between the average scores of mothers of kindergarten children in the research sample in the pre- and post-measurements of digital ethics. The average score of mothers of kindergarten children in the research sample in the pre-measurement was (12.40) and in the post-measurement (20.23). The "t" value was (22.09) and the significance level was (0.001). Which indicates that there are statistically significant differences between the two measurements in favor of the post-measurement, and the effectiveness rate reached (0.67), which is a value greater than (0.6). This indicates that the guidance program used by the researchers was effective, and led to the development of the value of digital ethics among mothers of kindergarten children in the sample search. The diagram (5) shows this:

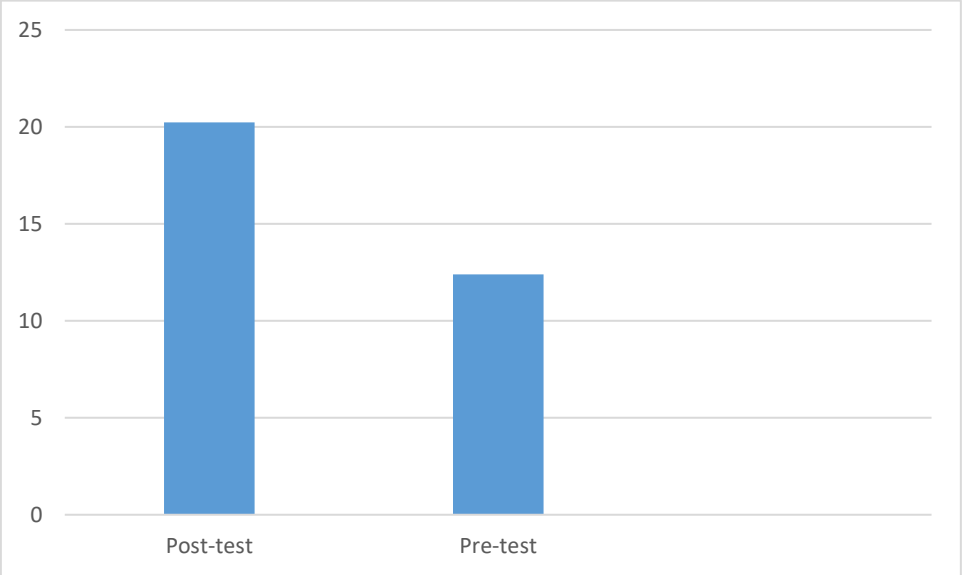

Figure (5): shows the average scores of mothers of kindergarten children in the research sample in the pre- and post-measurements of digital ethics.

From Table (5), its results, and Chart (5), the fourth sub-question of the research has been answered. Through graphs and statistical analysis, the effectiveness of a guidance program for developing the value of digital ethics among mothers of kindergarten children in the city of Najran is demonstrated. The family has a major role in developing the values of digital citizenship, including (digital ethics) among children. Promoting the value of digital ethics among mothers of kindergarten children helps to develop them. I have children. This was confirmed by the study of Al-Azamat (2018), which confirmed the existence of a negative

impact of communication technology on the upbringing of young people to a high degree. Moreover, recommended the need for parents to regulate their children's use of modern communication technology, monitor the materials they watch, and use protective means to prevent inappropriate materials. And Al-Rifai (2011) on the influence of the media, satellite channels, and the Internet on the values of children within the family, which necessitates presenting a set of recommendations to ensure the integrity of family values and the security of society. The researchers attribute the presence of differences between the post-measurement and the pre-measurement of the experimental group to the diversity in the content of the counseling program. The method used in counseling mothers, and the diversity of strategies used.

The fifth sub-question of the research:

The fifth sub-question states: "Are there any statistically significant differences at a significance level (≤ 0.05) between the average scores of mothers of kindergarten children in the pre- and post-measurements in the dimensions of the Digital Citizenship Values Scale among mothers of kindergarten children in the city of Najran? The total score in favor of the post-measurement is attributed to the guidance program." ".

To answer this question, the researchers used the Eta square equation (□2) to measure the size of the effect of the counseling program. Cohen gave an explanation for the value of the "effect size", where it is small if the Eta square value is (0.01), medium if the value is (0.06), and large. If the value reaches (0.14), the results are as shown in Tables (6):

Table (6): The effect of the guidance program in enhancing mothers' parental competence to develop digital citizenship for kindergarten children.

Topics	T value	Degrees of freedom	ETA square
Digital responsibility	26.18	39	0.946
Digital security	26.25	39	0.946
Digital health	27.34	39	0.950
Digital ethics	22.09	39	0.926
Total marks	49.40	39	0.984

Table (6) shows the values of Eta square (□2) to measure the effect of the guidance program in enhancing mothers' parental competence to develop digital citizenship for kindergarten children (at the level of dimensions and total score). The effect size values at the level of the scale dimensions ranged between (0.926 - 0.950). The total effect size was (0.984). Which indicates that the impact of the counseling program used by the researchers was great, and led to the development of digital citizenship values among the mothers of kindergarten children, the research sample. Chart (6) shows the scores of the mothers of the children of Al-Rawza, the research sample, in the pre- and post-measurements of the Digital Citizenship Values Scale:

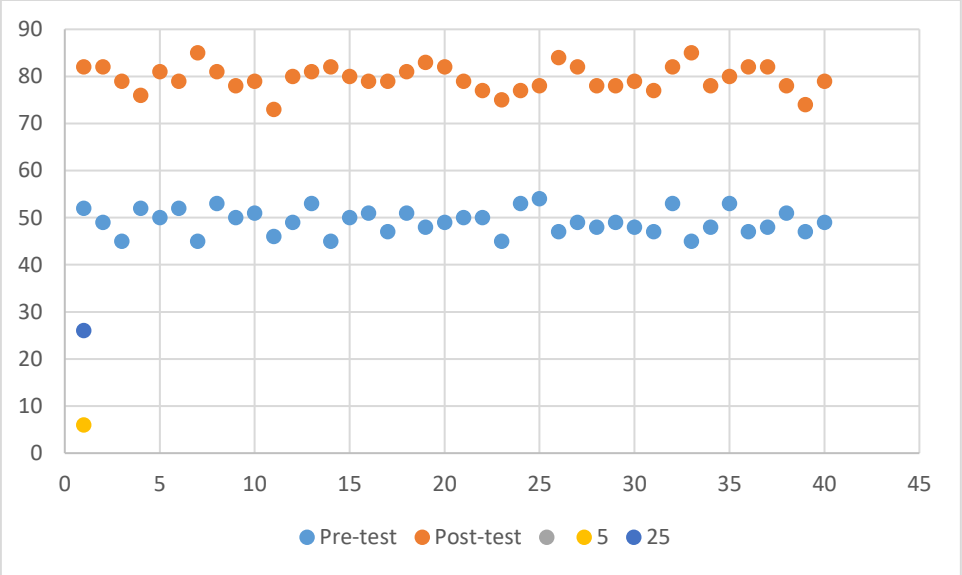

Figure (6): shows the scores of the mothers of the children of Al-Rawza, the research sample, in the pre- and post-measurements of the Digital Citizenship Values Scale.

It is clear from Chart (6) that the scores of the mothers of the kindergarten children in the research sample in the post-measurement were higher than their scores in the pre-measurement on the Digital Citizenship Values Scale. From Table (6), its results, and Chart (6), the fifth sub-question of the research has been answered.

Through the graph and statistical analysis, it was revealed that there are statistically significant differences at a significance level (≤ 0.05) between the average scores of mothers of kindergarten children in the pre- and post-measurements in the dimensions of the Digital Citizenship. Values Scale among mothers of kindergarten children in the city of Najran, and the total score is in favor of the post-measurement. "The family has It plays a major role in developing the values of digital citizenship in children, as enhancing the values of digital citizenship among mothers of kindergarten children helps them develop it among their children. This is what was confirmed by the study of both Al-Budaiwi (2019) on the importance of the role of parents and developing their awareness of the risks that surround their children, and trying to get close to them and learn about them. Their hobbies, the sites they frequent, and some of the ideas that run through their minds. For this reason, parents today face a serious challenge, which is to have a tremendous ability to provide appropriate educational intervention to direct and guide the child, and control his behavior. This requires providing him with a clear reference so that he can distinguish between right and wrong, and between the positive and negative, the permissible and the forbidden in everything related to electronic content that can be viewed while using technological technologies. This role was only achieved with the help of parents in digitally protecting their children and confronting what they are exposed to through websites, social media applications, etc., and educating them not to use them incorrectly. Ensures their safety and digital security. And the study (2018) by Lew etl) showed the importance of the mother's role when reading and listening to digital stories online with the child, given the effective contributions that digital stories via digital technologies make to the child. Sakret (2017) emphasized the importance of protecting the child from the dangers of technology, and the role of the family in protecting him from those dangers, and concluded that the closeness between parents and their children when dealing with technological data had a positive impact on the child's dealings with it. The researchers attribute the existence of differences between the post-measurement and the pre-measurement of the experimental group

to the diversity in the content of the counseling program, the method used in counseling mothers, the diversity in the strategies used, and the organization and simplification of the program's activities in proportion to the mothers' level. Diversity in evaluation methods used to ensure the achievement of desired goals.

Results

- The effectiveness of a guidance program in developing the value of digital responsibility among mothers of kindergarten children in the city of Najran
- The effectiveness of a guidance program in developing the value of digital ethics among mothers of kindergarten children in the city of Najran
- The effectiveness of a guidance program in developing the value of digital health among mothers of kindergarten children in the city of Najran
- The effectiveness of a guidance program in developing the value of digital security among mothers of kindergarten children in the city of Najran
- There are statistically significant differences at the significance level (0.05) between the average scores of mothers of kindergarten children in the pre- and post-measurement in the dimensions of the Digital Citizenship Values Scale among mothers of kindergarten children in the city of Najran, and the total score is in favor of the post-measurement due to the guidance program.

Recommendations

- Guiding parents to participate digitally with their children while dealing with the Internet
- Educating parents to participate in digital parenting programs directed to them to help them manage use
- Enabling their children to access the Internet and interact with digital environments safely
- Attending scientific seminars to raise awareness of the dangers of using digital technologies on kindergarten children and how to protect the child from them.
- Raising awareness of the ethics of the digital environment and its various applications
- Imposing censorship on electronic games provided to children that conflict with societal values
- Directing those in charge of early childhood programs to prepare awareness programs for parents about the values of digital citizenship
- Educating parents about using parental monitoring programs on computers or smart phones and controlling them
- Safety settings to maintain the child's privacy from social sites.

Proposals

The researcher can benefit from the current study in conducting the following proposed research and studies:

- Conducting a study on the effectiveness of a training program to educate children about the dangers of digital devices
- Conducting a study on the effectiveness of a program based on narrative activity to develop children's digital ethics
- The impact of excessive use of digital devices on the child from a psychological and social perspective

- The role of the family in achieving the social development of the child in light of the digital revolution

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