

The Role of Parents in Developing National Identity and Digital Citizenship for Kindergarten Children from The Point of View of Parents

Manar Soud Alotaibi¹, Fayza Ahmed Ali Youssef² and Hanan Hamed shabara³

Abstract

The current study aims to identify The role of parents in developing national identity and digital citizenship for kindergarten children from the point of view of parents. The descriptive approach was used, and the study was applied to (80) mothers of children enrolled in government kindergartens in the city of Najran. The study used the following tools: National identity scale (cultural identity - social identity - religious identity) for mothers of kindergarten children in the city of Najran Digital citizenship scale (protection axis - respect axis - education axis) for mothers of kindergarten children in Najran city. The study reached the following results: The role of the parents in developing the national identity of the kindergarten child was slightly above average and they were not regular in performing their role. The parents in developing the digital citizenship of the kindergarten child was slightly below average and they were irregular in performing their role. The role of the parents in developing the national identity Higher than their role in developing digital citizenship for kindergarten children. In light of the results of the study, the researchers presented several recommendations: Instructing 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 their children's use of the Internet and dealing with digital environments safely. Directing those in charge of early childhood programs to prepare programs to educate parents about the values of digital citizenship, and imposing censorship on electronic games provided to children that conflict with the values of the society.

Keywords: National Identity, Digital Citizenship, Kindergarten Child

INTRODUCTION

The early childhood stage is one of the most important stages that an individual goes through because it is the true nucleus of the sound formation of personality in all aspects. Through it, it establishes the foundations for building personality and influencing the environment in which he lives, which helps in his cognitive, psychological and social development and maturity. To become able and qualified to live as a good, balanced, compatible citizen who interacts with his society and contributes to its advancement. The challenges of the times and the revolution of information, communications and media have made us in dire need of strengthening moral values and the national identity of our children to face the challenges. The values and national identity of the kindergarten child are a social necessity for any society because they are the reason for the cohesion and progress of society and the continuity and growth of its civilization. National education is a planned process to respect the system of government in society. The basic element of human education is teaching him standards and values through education, which achieves respect for social systems of governance, thus creating adaptation between the individual and his society and balance of the social structure. It is necessary to have educational programs directed, whether in school or the media, to establish respect for the main systems of society: the path of the Creator, Glory be to Him, the system of government in the state, and the family's guardianship over the individual. All of which seek to strengthen love for the homeland and pride in it and its glorious history. Stability in the social structure, belonging and patriotism will not be achieved except with sound educational planning that achieves psychological security for individuals in Saudi society. Therefore, the process of strengthening national identity in the Kingdom of Saudi Arabia is a complex process and has specific requirements in its media, educational, and social programs to deepen respect for the three systems of society. Because focusing on one aspect of it in national education programs weakens the other aspect, creating an imbalance between the individual's adaptation and other systems in society. Which leads to a contradiction in

¹ Assistant Professor of Early Childhood Studies, Department of Kindergarten - College of Education - Najran University. E-mail: msalotaibi@nu.edu.sa

² Assistant Professor of Curricula and Teaching Methods for Kindergarten, Department of Kindergarten - College of Education - Najran University. E-mail: fayzayousf@yahoo.com

³ Assistant Professor of child psychology, Department of Kindergarten - College of Education - Najran University. E-mail: hshabara@yahoo.com

the individual's behavior, causes him to lose psychological security and reassurance, and weakens his belonging, love, and loyalty to his homeland (Al-Saif, 2018).

Citizenship in the Age: Unregulated use and interaction with technology has become a major problem facing our children as they deal with life in the digital age. As digital natives or the internet generation, parents face increasing challenges to manage and guide their children. This problem has become a topic of discussion and controversy on the official news pages of various newspapers under the headlines of children's misuse of computers and mobile devices. Technology challenges teachers in schools and parents at home, new addictions threaten children and other titles (Bayoussef et al., 2016).

National Identity

Developing national identity contributes to the formation of a person who has high national values since childhood and is able to attract new meanings and connotations that he treasures in himself and that is translated by his actions, and qualifies him for positive, balanced communication with his surroundings that is open to other cultures. It contributes to attracting what is in line with its beliefs built in light of the lofty values accepted by society. National identity has multiple dimensions, including religious, cultural, and social national identity. Islamic law views national religious identity as the land of Islam (the homeland) and those who live on it, whether Muslims or others, and the relationship that links the Muslim individual with the members of the nation. Islamic law has approved some rights of national identity, which are as follows: The right to protection, such as the protection of lives, bodies, and property. The right to religion and not coercing non-Muslims to embrace Islam, as stated in his great book. God Almighty said: **"Let there be no compulsion in religion"**. Protecting and providing children's rights through education (Qarwani, 2018)

The results of Al-Attar's study (2019) also emphasized the importance of promoting national values in childhood. It is what will shape the character of a good citizen capable of advancing the nation and its growth in all fields. The results indicated that socialization from childhood is the basis for activating citizenship, and that the values of citizenship have an impact on shaping the personality of the Saudi child. National identity and belonging to the homeland are considered among the most important human needs. They are a basic requirement and an important responsibility that must be imprinted on the child and directed. The activities are an appropriate introduction to developing identity and belonging. By saluting the flag and the national anthem every morning and knowing the national symbols, the child's connection to his homeland and its history increases (Muhammad, 2017). Abdel Moneim (2020) also concluded a study titled A Proposed Vision for Instilling the Components of a Sustainable National Identity for Kindergarten Children in Light of Cultural Globalization. It aimed to instill the components of a sustainable national identity in kindergarten, develop the correct national identity mechanisms for kindergarten children in light of cultural globalization, and shed light on the obstacles that prevent the instillation of the components of a sustainable national identity in kindergarten children. There is no statistical significance between the average scores of male and female children on the sustainable national identity scale. There is no statistically significant difference between the kindergarten teachers' scores on the various responses to the four axes of the components of cultural awareness for the kindergarten teacher, components of religious awareness for the kindergarten teacher, components of the language of national symbols for the kindergarten teacher, and components of folk heritage for the kindergarten teacher. An attempt to instill a sound national identity for kindergarten children in light of cultural globalization.

Components of National Identity

Both Waza and Garghout (2018) pointed to a group of components through which national identity is formed and interacted in four points, which are summarized as follows:

Homeland: that is, the place and the time associated with it that reflects its history to include the various natural and human elements and the political, economic and social conditions and behavioral patterns that arise from them.

Religion: with the influence it has on its beliefs through its laws that regulate all the systems that control the functioning of the nation and the ideas, concepts, perceptions and principles that result from it by which citizens are guided.

Language: It is an integral part of the essence and identity of a person, because it penetrates into all aspects of his social, cultural and cultural life. It is a means of communication, a vessel of thought, and a tool for expressing opinion.

Culture: Starting from a heritage that has accumulated over the ages and generations, to what is found in the development of the nation's people in all mental, spiritual, and emotional fields. The skills they have reflect their selves, their personality, and their culture, as they relate to the rest of the components of the national identity, characterized by exchange, renewal, and interaction across times and places.

Fallata's study (2020) aimed to identify the effectiveness of an educational unit based on good citizenship in imparting concepts and values of national identity to kindergarten children in Al-Qunfudhah Governorate. It concluded that the educational unit was effective in providing children with national concepts and values.

From the above, the importance of developing the national identity of the kindergarten child is clear. Parents must instill the national identity in their children at an early stage. Therefore, it is necessary to activate communication between the family and the kindergarten to educate the family about the importance of developing the child's national identity and ways to develop it, and to hold training courses for parents to help them develop the identity for their children.

Digital Citizenship

Interaction with the contemporary world and 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 concretely. It often takes many shapes and forms based on and in agreement with the nature of each era and its variables. 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 (Al-Saeed et al., 2014). Therefore, interest in digital citizenship and its concept has increased in the twenty-first century at the local and global levels. Many conferences and seminars were held for this purpose, as it is a lifeline for countries and societies from the dangers of the digital invasion that is affecting the current era. Digital citizenship aims to find the right way to guide and protect all users, especially children and teenagers, by encouraging desirable behaviors and combating outcast behaviors in digital transactions, for the sake of a digital citizen who loves his country and strives for its progress (Al-Dahshan, 2016). This necessitates the attention of educational institutions at all levels to contribute to achieving citizenship, and to raise awareness and train generations on the rules of proper dealing with technology. How to participate ethically with the digital environment, ensure maximum benefit, and maintain the value and behavioral aspect in their digital interactions (Young Donna, 2014).

Ribble (2014) identified the elements of digital citizenship: nine main elements that help determine how to best use digital technological devices in both school, home, and society in three basic categories: (respect - education - protection).

Respect: (Respect yourself / Respect others)

Digital Access: The call for equal digital rights and access to those rights begins with digital citizenship.

Digital Etiquette: The need to teach everyone appropriate online behavior.

Digital Law: It is important for users to understand that stealing or destroying another person's work, identity or property is a crime.

Education: (educate yourself / communicate with others)

Digital Communication With so many communication options available, users need to learn how to make appropriate decisions.

Digital Literacy: We need to teach how to learn in a digital society.

Digital Commerce As users make more purchases online, they must understand how to be effective consumers in the digital economy.

Protection (protecting yourself / protecting others)

Digital Rights and Responsibilities: You should inform people of their basic digital rights to privacy and freedom of expression.

Digital Health and Wellness From physical issues, such as repetitive stress syndrome, to psychological issues, such as Internet addiction, users must understand the health risks of technology.

While Al-Dahshan (2016, 12) put three other characteristics of the concept of digital citizenship:

Digital citizenship includes a set of rights, duties and obligations regarding the use of technologies.

Spreading the culture of digital citizenship among members of society can be done through home education and educational curricula in schools and universities.

Digital citizenship ensures protection from electronic crimes, digital wars, electronic sabotage, and the health, social, and economic harms that result from irrational uses of technology.

The UNICEF (2017) report classified the broad risks that children face online into three main categories.

Content risks: This category focuses on exposing the child to unwelcome or inappropriate content. This includes pornographic and violent images, some advertisements and hate speech. Some websites promote incorrect or dangerous behaviors such as self-harm and suicide.

Communication risks: This category includes all cases in which children communicate with others in risky communications, including the child's contact with an adult who seeks inappropriate communication with him or to seduce him for sexual purposes, or with individuals who try to push him to extremism or persuade him to participate in incorrect or dangerous behaviors.

Behavior risks: This category includes a child's behavior in a way that contributes to the production of content, such as children writing or creating material that incites hatred against other children, incitement, blackmail, or publishing images, including images they have produced themselves.

Many previous studies have also emphasized the importance of child protection and the role of the family in protecting the child from the dangers of dealing with digital technology, such as the Lewis et al. study (2018). Which 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 provide. Through digital technologies towards children. In addition, the SEAKR study (2017), which shows that opportunities for rapprochement between children and parents when dealing with digital technologies have a positive impact on the child's interaction with digital technologies and the production of better digital drawings at the age of (3-6) years. Valcke.etl (2011) is a long-term study from 2005 to 2009 to study the dangers of content and Internet connection for children. The data of (10,000) children was analyzed. The study showed that unsafe use with children decreases under the supervision of parents and teachers. The risks of the Internet increase if children do not supervise their use. The research discusses how to provide parental control for the child, while proposing a set of future directions to protect the child from the dangers of the Internet. The Abu Asbah (2018) study also aimed to clarify the gap between generations in digital understanding and skills in Palestinian society and the impact of these digital technological gaps between children and parents. The study showed that it causes tension in relationships due to parents not continuing to interact with technology.

From the above, it is clear the dangers that kindergarten children may be exposed to and the negative effects that they will suffer from excessive misuse of digital devices and the Internet and their lack of awareness of the

values of digital citizenship. Parents must instill these values in their children and educate them about the dangers of excessive use of digital devices. Therefore, communication with parents must be strengthened and supported to make them aware of the values of digital citizenship to help them develop them among their children.

Parental Role

Young children learning with technology at home and in kindergarten, I have outlined three areas of learning that can be supported using technologies extending knowledge of the world, acquiring sound operational skills and developing learning skills. There was a difference between family homes and kindergartens in terms of human capabilities. The technology available, the motivation and opportunities to provide directed interaction and the types of learning that are supported. Children encounter a variety of types of technology at home. Teachers have limited knowledge of children's home experiences with technology, which may be large or small in terms of using digital devices (Lydia & et al, 2010). Children need to have access to technology and develop their communication abilities. Educating our children always involves trying to identify the knowledge and skills they will need in their future lives. Familiarity with the uses of technology, the diversity of experiences for children at home, and the methods and competencies by which parents, siblings, and teachers are able to encourage children to engage in sound technological activities, as they are digital citizens because today's children have grown up in a digital world (McPake, J, 2013). Chaudron (2015) also indicated that the number of family members and the location of the home influence children's use of digital devices. The European report explained that the large number of family members and the interaction that occurs between them has an impact on the child's limited use of the digital device for a long time. Likewise, a house that has a garden or a large area in which children can run freely without restrictions, which helps them to be free from using digital devices. Abbas and Salem's (2016) study, entitled Awareness of the Problem of Technology Poisoning among Parents and Teachers of Children, also confirmed. Which aimed to raise awareness of the problem of technological poisoning among parents and teachers of children. The research sample was 300 parents of kindergarten children and 300 of their teachers in the city of Baghdad. The research used a descriptive approach and its tools were a measure of awareness of the problem of technological poisoning. Among its results is that the sample as a whole has a problem with technological media poisoning. There are differences in awareness among members of the sample as a whole and in favor of mothers. The study by Al-Dahshan and Al-Furibi (2015) entitled Digital Citizenship also introduced helping our children live in the digital age. It aimed to clarify the concept of digital citizenship, its various dimensions, and the justifications for the call to use the digital citizenship approach to Arabic education in the digital age. It was concluded that life in the digital age requires educational institutions to play their role in preparing children for life in this age. This is done by spreading the culture of rational and beneficial use of ruqyah techniques among individuals and training them to practice various aspects of ruqyah citizenship through appropriate educational activities.

The Role of The Family in Providing the Kindergarten Child with Sound Digital Citizenship

The child's family plays an important and fundamental role in shaping the child's personality. The mother's influence is not equal to any other influence, especially in the first stage of the child's life. Parents out of fear raise screams for the innocent child whose innocence is undermined when he watches malicious programs. These calls and concerns are evident in most countries. Since the family is the first line of defense in preserving the integrity of our beings and our traditions derived from Islamic values. Parents must be aware of the risks and drawbacks of their children owning some electronic digital devices, and work to examine their contents and control their display. Above all, they instill values and principles in the souls and minds of their children through conscious upbringing, continuous monitoring, and arming them with various weapons. Benefiting from the experiences of others, moving towards selection and selection, and trying to keep up with the times in a way that suits our values and morals, otherwise we will turn into a consumerist people who have no weight and are not taken into account (Abbas and Salem, 2016; Marin , 2022). 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 safety, and digital security. The family also has an important role in imparting these concepts to children by raising children digitally so that they remain safe and are responsible members. Emphasizing the importance of the role of parents in guiding and

discussing the types of information that every child must acquire in order to become a good citizen in the digital world. The family works hard to satisfy and care for the child in all aspects, with the necessity of providing the capabilities that unleash the children's potential, develop their aptitudes, and qualify them to acquire the language, values, behavioral standards, and social relationships it contains. A great responsibility falls on her shoulders because of her important role in shaping normal and abnormal behavior (Baghdad Bay, 2017).

Abdul Latif (2019) also identified the role of the family and children's guardians in:

Role models: They must be role models in front of their children when they use digital devices and abandon the devices during family sessions.

Stay away from devices, read stories, develop hobbies, and stay away from using devices for playing and entertainment. However, conscious use which shows the advantages of electronic digital devices.

Training children on how to properly and safely use digital devices from a young age. To benefit from it and avoid its dangers so that they can become responsible and reliable users.

Parents specify a specific period and allow their children to watch the screen, whether television, video or computer. This period should not exceed two hours a day, while avoiding the presence of any media in children's bedrooms.

Establishing an agreement between parents and children called the Family Charter that explains the instructions and periods for using various electronic digital devices.

Follow up and guide children when they use electronic digital devices. Emphasizing that the child is frank with his parents when exposed to any words, clips, or threats. Which may amount to bullying, while warning the child not to disclose any personal or confidential information to others, to prevent social blackmail.

Use antivirus software and protect personal data. As well as blocking websites that are not suitable for children, while using a browser suitable for children is content.

Discovering and developing a child's hobbies, such as drawing. Paying attention to various motor games to achieve the child's comprehensive, correct and integrated development to reduce the child's attachment to digital devices

The family is keen to maintain continuous communication with the kindergarten and follow up on the child. Attending educational meetings that contribute to raising awareness of the concepts of digital citizenship, which have a profound impact on children's acquisition of the concepts.

Using purposeful educational methods such as stories, dialogue, and discussion to teach the child how to properly deal with these devices. So that we do not prevent it completely, and behind the parents, the child falls into its dangers.

Strengthening the partnership between educational institutions and the private sector. Institutions, companies, website owners, and individual and group pages encourage the importance of providing material and content suitable for children

Brochures to introduce the concepts of digital citizenship to reduce the risks of misuse of digital devices.

The Study Problem

Within the framework of the Kingdom of Saudi Arabia's interest in children and its endeavor to form the upbringing and enhance national identity and digital citizenship of the kindergarten child. Forming national identity and digital citizenship are factors in stabilizing societies and achieving societal security. The kindergarten stage is considered one of the most important stages in forming a child's personality. It is built in all mental, physical, social and religious aspects. It is where he acquires values, concepts, knowledge, principles of positive behavior, and his initial experiences are crystallized, and his national identity is formed. Based on what the Kingdom's Vision 2030 aims to build a society whose members enjoy the spirit of loyalty and belonging to the homeland and are able to develop, protect and defend it. This is in its program: "We are proud of our national

identity and our pride in our cultural, Saudi, Arab and Islamic heritage, and the consolidation of original Arab and Islamic values.” Which gave us unique cultural diversity and depth; therefore, we will preserve our national identity, highlight it, be known for it, and pass it on to our future generations (Vision of the Kingdom of Saudi Arabia, 2030). There are many studies concerned with developing the national identity of kindergarten children, including the study (2017) (MULdoon & O'Donnell & Minescu). Which aimed to identify the role of parents and the family in developing children's understanding of their national identity and their attitudes towards other national groups in the country. Then conduct the study with families visiting the National Museum of Ireland. Presentations on the history of the Irish state facilitated examination of banal issues of Irishness and nationality. The study sample consisted of (34) families, (76) children, and (46) parents. Parents filled out reports of their national identity and its strength. The children also completed reports on their national identity and attitudes towards other national groupings. The continuity and strength of national identity led to parents' sense of their families' Irishness as for the children, their perception of their family as Irish and their exploration of the strength of their national identity influenced their attitudes towards other national groups. Children with the strongest sense of Irish national identity were the most interested in exploring national identity. Therefore, we seek to identify the role of parents in developing the national identity of the kindergarten child.

Our children also face great dangers due to misuse of the Internet through continuous work on the Internet without prior awareness or guidance from the family, especially the mother or caregivers. There is a lack of awareness among kindergarten teachers, and the problem is increasing day by day. This is evident in the following areas (protection - respect - education). These areas include a set of values. These values are practiced randomly without any warning or awareness of the negative aspects of misuse of these values. Among these negatives, we mention (sexual exploitation through chat rooms and social networks, secret correspondence, bullying, and inappropriate pornographic pictures and films). These negative actions affect the child's development, not only his mental and cognitive development, but also his behavior and behavior with others. He becomes exposed to inappropriate topics and materials that are facilitated by the spread of a group of sites that are hostile to beliefs and religions or encourage suicide, drug abuse, violence, homosexuality, and other sites. Thus, it ultimately affects his affiliation to his religion, customs, heritage, and homeland. Khaled Al-Halibi's 2015 study confirmed that child victims in the commercial field are doubling. The technology is still being provided, even to children at an early age, without any warnings, awareness or oversight. It is worth the initiative of the Ministry of Education to have a guide for the educational use of technology, and it must be published and circulated in universities, schools, and even kindergartens, in an effective technical manner. Many studies that have dealt with the negative impact of modern means of communication technology on the upbringing of young people from the point of view of parents of students also confirm the existence of a negative impact of means of communication technology on the upbringing of young people. To the extent that problems such as evil acts and the person's feeling of tension and discomfort appear if he stops using it. It increases the feeling of isolation and individualism as opposed to sociality among family members and society. The student's academic achievement may also decline due to increased use of it in an unregulated manner. Among the problems are lack of respect for privacy, weak credibility, perpetuating isolation, living in a virtual world most of the time, and escaping to electronic means leads to a decline in the individual's ability to simulate the real world, form strong social relationships, and confront crises (Saed, 2016) (Al-Nimr and Penguin, 2016) (Al-Dahmashi and Al-Saifi). , 2017) (Al-Azamat, 2018; Montalti , 2024). Bashir (2016) emphasized that digital security and safety requires digital citizens to know how to protect their information from external forces that may cause harm, and procedures to ensure prevention and electronic protection. Providing anti-virus protection programs and creating backup copies of data, in order to protect our information from any external force that would steal our data. Sadiq (9/201) also emphasized that the child's digital right is that they are rights determined by law or Sharia for humans, regardless of their gender, age, or origin. It guarantees him the benefit and enjoyment of the fruits of modern technology in the digital field in a fair and equal manner with others and without prejudice to his human dignity or his freedom. Especially when used for open information systems and digital communication networks. Milkova (2018) also emphasized the danger of information and communications technology, mobile phones, personal computers, and Internet connectivity to children's lives at the educational and social levels. In addition, the child may develop cases of electronic addiction. In addition to these and other negatives, the emerging generations' use of new media is widespread, and questions are

increasing about the expected impact of this use in shaping national identity. Childhood is the stage of instilling values and identity traits in the personality of future youth. Instilling negative traits can have multiple effects on social structure. Questions also arise about the role of society and the family in preserving positive features of national identity and how to transmit them to future generations through new media in a way that preserves society's gains and develops aspects of social life in the future. Parents have a great burden to develop national identity and digital citizenship. From here, the research problem was determined to identify what parents offer to develop national identity and digital citizenship.

Study Questions

In light of the above, the problem of the current research can be formulated by answering the following questions:

What is the role of parents in developing the national identity of the kindergarten child from their point of view?

What is the role of parents in developing digital citizenship for kindergarten children from their point of view?

Are there statistically significant differences at the significance level (0.05) between the average scores of the parents on the National Identity Scale and the Digital Citizenship Scale?

Objectives of the Study

The current study aims to identify:

The role of parents in developing the national identity of the kindergarten child from their point of view.

The role of parents in developing digital citizenship for kindergarten children from their point of view.

The Importance of Studying

Guiding parents to enhance the values of digital citizenship and national identity in children.

Contributing to achieving the desired goals of enhancing the values of digital citizenship and national identity in the kindergarten stage.

Directing the attention of concerned educators to providing awareness programs for parents to enhance the values of digital citizenship and national identity among kindergarten children.

Strengthening the relationship between the family and the kindergarten to enhance the values of digital citizenship and national identity among kindergarten children.

Educating parents about the values of digital citizenship to protect their children from the dangers of digital devices.

It opens the way for researchers to conduct research in the field of digital citizenship and national identity.

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 following axes: digital citizenship (protection axis - respect axis - education axis) and national identity (cultural identity - social identity - religious identity).

Search Terms

National Identity

National identity was defined by Khalil (2013) as representing the sum of the characteristics and characteristics of individuals. Therefore, it represents the characteristics of every people, as it expresses the peculiarities, distinctions, and affiliations of each people from other peoples (Khalil, 2013). It is defined procedurally as: a set of religious values, concepts, customs, traditions and heritage in Saudi society that must be developed in kindergarten children in light of the vision of the Kingdom of Saudi Arabia 2030. It includes three dimensions of national identity (culture - social - religious).

Digital Citizenship

Sadiq (2019) defined it as “the rules, standards, and principles followed in the use of technology, by citizens, old and young, for the advancement and progress of the nation, based on loyalty to it, love, and protection from all dangers on the one hand, and optimal exploitation of modern technologies on the other hand.” Al-Mallah (2017) also defined it as a set of standards, skills, and rules of behavior that an individual needs when dealing with technological means in order to respect himself and others, learn and communicate with others, and protect himself and others. Wang & It is a set of rules, controls, standards, ideas, and principles followed in the optimal use of the technology that the citizen needs. It is defined procedurally as preparing the kindergarten child and providing him with a set of rules, controls, standards and principles followed when making the optimal use of technology and various digital devices. This is to protect it, contribute to its advancement and advancement, and teach respect in dealing with technology.

Kindergarten Child

A child is defined idiomatically as a child enrolled in kindergarten who is between (4-6) years old. This period is the period of flexibility and ability to learn, acquire and develop skills, and it is the period of greatest activity and most growth (Abu Jamous; Al-Dheeb, 2016, 178). It is defined procedurally as a child enrolled in kindergarten at the second level, between the ages of (5-6) years.

STUDY METHODOLOGY

The descriptive approach to measuring the role of parents in developing national identity and digital citizenship for kindergarten children. The descriptive approach is to collect, present and analyze scientific material that answers the study's questions: The role of parents in developing national identity and digital citizenship for kindergarten children from their point of view.

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.

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 consisted of 80 mothers of kindergarten children enrolled in one of the government kindergartens affiliated with the Department of Early Childhood Education in the city of Najran.

Study Tools

First: The national identity scale (cultural identity - social identity - religious identity) for mothers of kindergarten children in the city of Najran (prepared by researchers).

Second: Digital Citizenship Scale (protection axis - respect axis - education axis) for mothers of kindergarten children in the city of Najran (prepared by researchers).

We will discuss each measure separately:

First: The national identity scale (cultural identity - social identity - religious identity) for mothers of kindergarten children in the city of Najran. The national identity scale for mothers of kindergarten children in Najran was built according to the following steps:

Determine the purpose of the test: This test was built to measure the national identity of mothers of 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 early childhood and its philosophies, as well as studies that dealt with the national identity of the kindergarten child.

Research and studies that dealt with how to build and design national identity measures.

Preparing Scale Questions

The scale consists of three main axes. The first axis is about cultural identity and consists of (10) statements. The second axis is about social identity and consists of (10) statements. The third axis is about religious identity and consists of (10) statements. The total number of statements in the three axes was 30, and mothers answered these statements by putting a true in front of the appropriate choice: always, sometimes, or rarely.

Correction Method

In order to obtain equal weights of the scale, the scale is from the three scales, scores (1,2,3) were given for the three-rating scale (always/sometimes/rarely). If she chooses always, she gets three marks, if she chooses sometimes, she gets two marks, and if she chooses rarely, she gets one. The scale consists of (30) statements. The total score for the scale ranges from 90.

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, and an indication that the answer will be on the same scale sheet by placing a check mark in front of the appropriate choice. If the mother applies the phrase all the time, she chooses (always), if she applies it some of the time, she chooses (sometimes), and if she rarely applies it, she chooses (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 of the scale and not leave any statement unanswered.

Ensure the validity of the initial test image

The researchers verified the validity of the initial form of the scale by calculating the psychometric properties of the scale and its vocabulary. By calculating the validity and reliability of the study tool, the National Identity Scale (cultural identity - social identity - religious identity) for mothers of kindergarten children in the city of Najran.

Apparent honesty (honesty of arbitrators):

The researchers confirmed the apparent validity of the national identity scale (cultural identity - social identity - religious identity) for mothers of kindergarten children in the city of Najran, by presenting it to a group of arbitrators with expertise and experience in the field of study. Their number reached (12) arbitrators; This is to evaluate 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 vocabulary to the subject of the

study in terms of the suitability of the phrases to the axis, and the accuracy of the linguistic formulation of the phrases. The wording of some phrases was modified based on the opinions of the arbitrators.

Validity and Reliability of The Research Tool

First: The measure of national identity

Results of the internal consistency validity of the scale

To verify the validity of the internal consistency, the researcher calculated the correlation coefficients between the scores of each statement of the scale and the total scores of the axis to which the statement 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
Cultural identity	1	0.67	0.01	Statistically significant
	2	0.59	0.01	Statistically significant
	3	0.68	0.01	Statistically significant
	4	0.62	0.01	Statistically significant
	5	0.76	0.01	Statistically significant
	6	0.89	0.01	Statistically significant
	7	0.61	0.01	Statistically significant
	8	0.78	0.01	Statistically significant
	9	0.56	0.01	Statistically significant
	10	0.61	0.01	Statistically significant
Social identity	11	0.47	0.01	Statistically significant
	12	0.59	0.01	Statistically significant
	13	0.49	0.01	Statistically significant
	14	0.62	0.01	Statistically significant
	15	0.66	0.01	Statistically significant
	16	0.61	0.01	Statistically significant
	17	0.61	0.01	Statistically significant
	18	0.52	0.01	Statistically significant
	19	0.44	0.01	Statistically significant
Religious identity	20	0.54	0.01	Statistically significant
	21	0.62	0.01	Statistically significant
	22	0.79	0.01	Statistically significant
	23	0.71	0.01	Statistically significant
	24	0.79	0.01	Statistically significant
	25	0.69	0.01	Statistically significant
	26	0.70	0.01	Statistically significant
	27	0.70	0.01	Statistically significant
	28	0.60	0.01	Statistically significant
	29	0.55	0.01	Statistically significant
	30	0.57	0.01	Statistically significant

Table (1) shows the correlation coefficients between the scores of each phrase of the scale and the total scores of the axis to which the phrase belongs. It ranged between (0.44 - 0.89), and all of them are statistically significant. Thus, the scale's statements 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 researcher 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
Cultural identity	0.82	0.01	Statistically significant
Social identity	0.82	0.01	Statistically significant
Religious identity	0.71	0.01	Statistically significant

Table (2) shows the correlation coefficients between the total scores for each axis and the total scores for the scale. The axes ranged between (0.71 - 0.82), and all of them are statistically significant, which indicates the validity and homogeneity of the axes of the scale.

Scale Stability Results

The researcher 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
Cultural identity	10	0.87
Social identity	10	0.75
Religious identity	10	0.86
Total marks	30	0.93

Table (3) shows the reliability coefficients for the scale and its axes, which ranged between (0.75 - 0.86). The reliability coefficient for the scale as a whole was (0.93), which is acceptable reliability rates, which reassures the researcher of the results of applying the scale.

Second: Digital Citizenship Scale

Second: Digital citizenship scale (protection axis - respect axis - education axis) for mothers of kindergarten children

The digital citizenship scale for mothers of kindergarten children in Najran was built according to the following steps:

Determine the goal of the test: This test was built to measure the digital citizenship of mothers of 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 address early childhood and its philosophies. As well as studies that dealt with digital citizenship for kindergarten children.

Research and studies that dealt with how to build and design digital citizenship measures.

Preparing Scale Questions

The scale consists of three main axes: The first axis is about the protection axis and consists of (10) statements. The second axis is about the axis of respect and consists of (10) statements. The third axis is about the education axis and consists of (10) statements. The total number of statements in the three axes reached 30 statements. Mothers answer these statements by placing a true mark next to the appropriate choice: always, sometimes, or rarely.

Correction Method

In order to obtain equal weights of the scale, the scale is one of the three scales, scores (1,2,3) were given for the three-rating scale (always/sometimes/rarely). If she chooses always, she gets three marks, if she chooses sometimes, she gets two marks, and if she chooses rarely, she gets one. The scale consists of (30) statements. The total score for the scale ranges from 90.

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 questions on the scale. Indicate that the answer will be on the same scale sheet by placing a check mark in front of the appropriate choice. If the mother always applies the phrase, choose (always). If you apply it for some time, you choose (sometimes). If she rarely applies it, 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 of the scale and not leave any statement unanswered.

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, through: calculating the validity and reliability of the study tool, the Digital Citizenship Scale (protection axis - respect axis - education axis) for mothers of kindergarten children in the city of Najran.

Apparent Honesty (Honesty of Arbitrators)

The researchers confirmed the apparent validity of the digital citizenship scale (protection axis - respect axis - education axis) for mothers of kindergarten children in the city of Najran, Najran, by presenting it to a group of arbitrators with expertise and experience in the field of study. They numbered (10) arbitrators; this is to evaluate 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 vocabulary to the subject of the study in terms of the suitability of the phrases to the axis, and the accuracy of the linguistic formulation of the phrases. 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 researcher calculated the correlation coefficients between the scores of each statement of the scale and the total scores of the axis to which the statement belongs. The results were as shown in Table (4):

Table (4): 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
Protection axis	1	0.82	0.01	Statistically significant
	2	0.82	0.01	Statistically significant
	3	0.71	0.01	Statistically significant
	4	0.81	0.01	Statistically significant
	5	0.66	0.01	Statistically significant
	6	0.57	0.01	Statistically significant
	7	0.62	0.01	Statistically significant
	8	0.74	0.01	Statistically significant
	9	0.71	0.01	Statistically significant
	10	0.63	0.01	Statistically significant
Respect axis	11	0.78	0.01	Statistically significant
	12	0.71	0.01	Statistically significant
	13	0.69	0.01	Statistically significant
	14	0.81	0.01	Statistically significant
	15	0.91	0.01	Statistically significant
	16	0.81	0.01	Statistically significant
	17	0.64	0.01	Statistically significant
	18	0.85	0.01	Statistically significant
	19	0.79	0.01	Statistically significant
	20	0.61	0.01	Statistically significant

Education axis	21	0.46	0.01	Statistically significant
	22	0.63	0.01	Statistically significant
	23	0.68	0.01	Statistically significant
	24	0.78	0.01	Statistically significant
	25	0.71	0.01	Statistically significant
	26	0.70	0.01	Statistically significant
	27	0.72	0.01	Statistically significant
	28	0.66	0.01	Statistically significant
	29	0.67	0.01	Statistically significant
	30	0.62	0.01	Statistically significant

Table (4) 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, as they ranged between (0.46 - 0.91) and are all statistically significant. Thus, the scale's statements 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 researcher calculated the correlation coefficients between the total scores for each axis and the total scores of the scale. The results were as shown in Table (5):

Table (5): 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
Protection axis	0.90	0.01	Statistically significant
Respect axis	0.92	0.01	Statistically significant
Education axis	0.95	0.01	Statistically significant

Table (5) shows the correlation coefficients between the total scores of each axis and the total scores of the scale, which ranged for the axes between (0.90 - 0.95). They are all statistically significant, which indicates the validity and homogeneity of the scale's axes.

Scale Stability Results

The researcher verified the stability of the scale through the Cronbach's alpha coefficient method, and the results were as shown in Table (6).

Table (6): shows Cronbach's alpha coefficients for the scale

Topics	Number of phrases	Cronbach's alpha
Protection axis	10	0.88
Respect axis	10	0.92
Education axis	10	0.85
Total marks	30	0.95

Table (6) shows the reliability coefficients for the scale and its axes, which ranged between (0.85 - 0.92). The reliability coefficient for the scale as a whole was (0.95). These are acceptable reliability rates, which reassures the researcher about the results of applying the scale.

Fourth: Presentation, Discussion and Interpretation of The Study Results

Study Results and Discussion

To answer the research questions, the researcher evaluated the responses of the research sample of mothers of kindergarten children registered in kindergartens in the city of Najran according to a three-graded scale as follows:

“Always, sometimes, rarely” scale with weights (3, 2, 1), respectively. The range was calculated by subtracting the smallest weight from the highest weight on the scale ($3 - 1 = 2$), then dividing the range (2) by (3) in order to determine the actual length of each level. It was ($2 \div 3 =$ approximately 0.67). This means that the “rarely” level falls between the value (1) and less than ($1 + 0.67$), the “sometimes” level falls between the value (1.67) and less than ($1.67 + 0.67$), and the “always” level falls between the value (2.34). To (3.0).

Thus, the weighted weight of the answers to each of the statements is as follows:

1 – 1.66 (rarely)

1.67 – 2.33 (sometimes)

2.34 – 3.0 (always)

Answering The First Research Question

The first question states: “What is the role of parents in developing the national identity of the kindergarten child from their point of view?”

To answer the first question, the researcher calculated the sum of the weights of the responses of the mothers of the kindergarten children in the research sample for each axis of the national identity scale and the scale as a whole according to the three-graded rating. The researcher used a single-sample T-test to compare the average rating of the responses of mothers of kindergarten children in the research sample on the national identity scale and its axes and the hypothesized mean (2) according to the three-graded scale. The results were as shown in Tables (7):

Table (7): The significance of the differences between the average scores of mothers of kindergarten children in the research sample and the hypothesized mean on the national identity scale and its axes

Interviewer	Total weights	Average grades	standard deviation	T test			Response level
				T value	Degrees of freedom	Significance level	
Cultural identity	1682	2.10	0.126	7.26	79	0.001	Sometimes
Social identity	1697	2.12	0.146	7.45	79	0.001	Sometimes
Religious identity	1664	2.08	0.0991	7.90	79	0.001	Sometimes
National Identity	5043	2.10	0.070	13.00	79	0.001	Sometimes

It is clear from Table (7) that there are statistically significant differences between the average scores of mothers of kindergarten children in the research sample and the hypothesized mean (2) on the national identity scale and its axes. The average score of mothers of kindergarten children in the research sample on the axes of the national identity scale was (2.10, 2.12, 2.08). The T values were (7.26, 7.45, 7.90), respectively. The average score on the scale as a whole was (2.10). The value of "T" was (13.0). All T-values at the level of the axes and the scale as a whole were significant at the level of (0.001). It turned out that the role of parents in developing the national identity of the kindergarten child was slightly higher than average, and they were not regular in performing their role. The responses of the mothers of the kindergarten children in the research sample fell at the “sometimes” level according to the tripartite rating scale.

Chart (1) shows the average scores on the axes and the total score for the national identity scale:

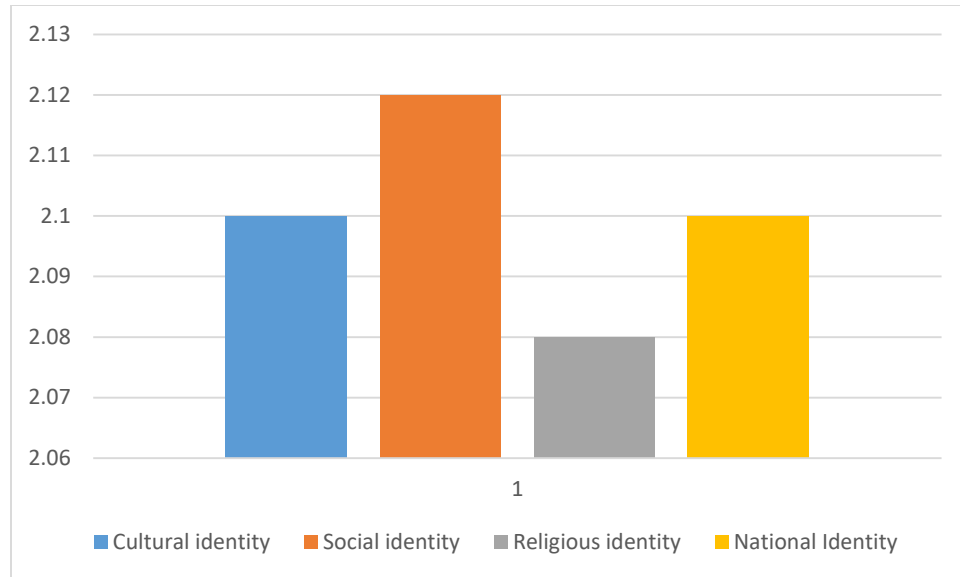


Figure (1): shows the average scores on the axes and the total score for the national identity scale

From Table (1), its results, and Chart (1), the first research question has been answered. Through the graph and statistical analysis, it was found that the role of parents in developing the national identity of the kindergarten child was slightly higher than average, and they were not regular in performing their role. This is consistent with what many studies have focused on the role of the family, such as the study of Al-Shehri (2012). Which aimed to develop a proposed vision for activating the partnership between community institutions in citizenship education for the primary stage in the Kingdom of Saudi Arabia, identifying the contemporary concept of citizenship education, and knowing contemporary trends in the role of community institutions in citizenship education. The results of the study concluded that there is a gap between the goals of citizenship education and its actual reality in schools and community institutions. True citizenship education is the foundation of knowledge, skills and values for the Saudi child. It must be supported at a young age to establish it in the mind and conscience of the child. The role of the family is no less than the role of the school in developing citizenship and must be provided at an early stage. And Al-Subaie’s study (2019), which aimed to develop a proposed vision for strengthening the Saudi national character in light of the vision of the Kingdom of Saudi Arabia 2030. This vision was built according to several axes, which were education on citizenship and belonging, attention to educational content to achieve this strengthening and facing challenges, requirements for reducing one of the negative effects of cultural globalization on Saudi identity and personality. He emphasized the role of Islamic media in directing personality elements.

Researchers attribute this to:

The dimensions of identity are linked to family life and are practiced daily.

The previous studies are concerned with strengthening national identity.

Awareness programs provided by kindergartens and media for families.

The Kingdom’s interest in strengthening children’s national identity.

Answer to the Second Research Question

The second question states: “What is the role of parents in developing digital citizenship for kindergarten children from their point of view?”

To answer the second question, the researcher calculated the sum of the weights of the responses of the mothers of the kindergarten children in the research sample for each axis of the digital citizenship scale and the scale as a whole according to the three-graded rating. The researcher used a single-sample T-test to compare the average

rating of the responses of mothers of kindergarten children in the research sample on the digital citizenship scale and its axes and the hypothesized mean (2) according to the three-graded scale. The results were as shown in Tables (8):

Table (8): The significance of the differences between the average scores of mothers of kindergarten children in the research sample and the hypothesized mean in the digital citizenship scale and its axes

Interviewer	Total weights	Average grades	standard deviation	T test			Response level
				T value	Degrees of freedom	Significance level	
Protection axis	1539	1.92	0.117	5.82	79	0.001	Sometimes
Respect axis	1547	1.93	0.116	5.12	79	0.001	Sometimes
Education axis	1523	1.90	0.122	7.08	79	0.001	Sometimes
Digital citizenship	4609	1.92	0.074	9.62	79	0.001	Sometimes

It is clear from Table (8) that there are statistically significant differences between the average scores of mothers of kindergarten children in the research sample and the hypothesized mean (2) on the digital citizenship scale and its axes. The average score of mothers of kindergarten children in the research sample on the axes of the digital citizenship scale was (1.92, 1.93, 1.90). The T values were (5.82, 5.12, 7.08), respectively. The average score on the scale as a whole was (1.92). The value of "T" was (9.62). All T-values at the level of the axes and the scale as a whole were significant at the level of (0.001). It turned out that the role of parents in developing digital citizenship for kindergarten children was slightly below average, and they were not regular in performing their role. The responses of the mothers of the kindergarten children in the research sample fell at the "sometimes" level according to the tripartite rating scale. Chart (2) shows the average scores on the axes and the total score for the digital citizenship scale:

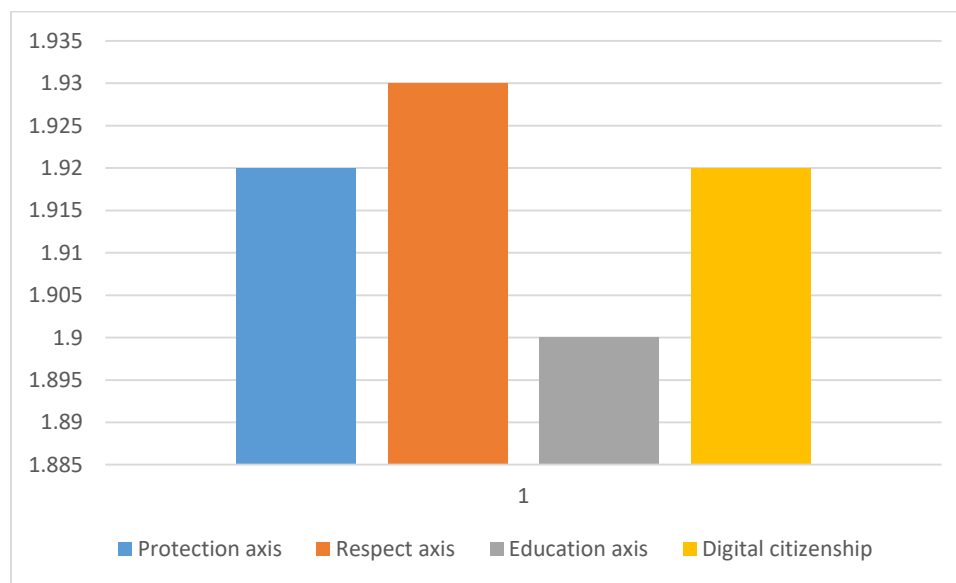


Figure (2): shows the average scores on the axes and the total score for the digital citizenship scale

From Table (2), its results, and Chart (2), the second research question has been answered. Through the graph and statistical analysis, it was found that the role of parents in developing the digital citizenship of the kindergarten child was slightly below average and they were not regular in performing their role. This is consistent with what was recommended by many previous studies, and many studies have prepared programs and proposed visions for developing digital citizenship values in children’s families, such as the Annansight 2016 study. Which aimed to prepare a suggested vision for parents when their children deal with electronic issues, and web technologies for electronic safety, so that fathers and mothers can be educated about issues of

Internet risks. In addition, the study (Livingstone.et1 (2015) which aimed to collect data about the use of the Internet and the activities that the child performs on the Internet from parents. Moreover, important personal interviews in 25 European countries for (1000) husbands and wives with children aged 9 years. The study provided strategies that enable Parents protect the child from the dangers of using modern technology.

Researchers attribute this to me:

Lack of awareness of the concepts of digital citizenship among parents of children and thus children.

The lack of parents’ ability to control their children’s use of various digital devices.

Lack of spread of the culture of digital citizenship among individuals.

Lack of training courses or workshops explaining how to properly deal with electronic digital devices.

Increased children’s use of various electronic digital devices without guidance outside the kindergarten, which negatively affects children.

Answering the Third Research Question

The third question states: “Are there statistically significant differences at a significance level (≤ 0.05) between the average scores of parents on the National Identity Scale and the Digital Citizenship Scale?” To answer the third question, the researcher used the “t” test for linked samples, and the results were as shown in Tables (9):

Table (9): The significance of the differences between the average scores of mothers of kindergarten children in the research sample on the national identity scale and the digital citizenship scale

The scale	Average grades	standard deviation	T test		
			T value	Degrees of freedom	Significance level
National Identity	2.10	0.070	15.58	79	0.001
Digital citizenship	1.92	0.074			

It is clear from Table (3) that there are statistically significant differences between the average scores of mothers of kindergarten children in the research sample on the national identity scale and the digital citizenship scale. The average score for the National Identity Scale was (2.10), and for the Digital Citizenship Scale was (1.92), and the “t” value was (15.58) and the significance level was (0.001). This indicates that the role of parents in developing national identity is higher than their role in developing digital citizenship for kindergarten children. Chart (3) shows the average scores of the National Identity Scale and the Digital Citizenship Scale:

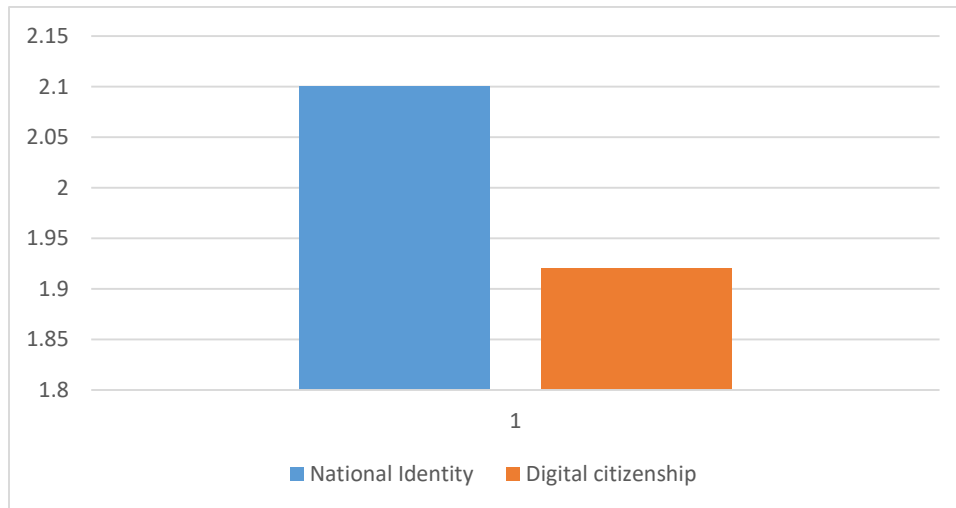


Figure (3): shows the average scores of the National Identity Scale and the Digital Citizenship Scale

Through the graph and statistical analysis, it was found that the role of parents in developing national identity is higher than their role in developing digital citizenship for kindergarten children. This result is consistent with the findings of many studies regarding the difficulty of developing digital citizenship because it represents a danger to the life of the child and the family. There are few awareness programs provided to raise family awareness. A study (2018, Milkova) confirmed the danger of information and communications technology, mobile phones, personal computers, and Internet connectivity to children's lives on the educational and social levels. In addition, the child may develop cases of electronic addiction. In addition, the study (Dumez (2017)) aimed to provide measurements about the dangers of the Internet to children because of the violence of parental control and the increased risks and negative experiences to which children are exposed. The scales contained 20 items for six factors examining Internet risks

Researchers attribute this to:

Lack of awareness of the concepts of digital citizenship among parents of children and thus children.

Lack of parents' ability to control their children's use of various digital devices.

Lack of spread of the culture of digital citizenship among individuals.

Lack of training courses or workshops explaining how to properly deal with electronic digital devices.

Increased children's use of various electronic digital devices without guidance outside the kindergarten, which negatively affects children.

Suggestions for Developing Digital Citizenship in Children's Families

Using safe websites intended for children, including safe search services that have filters that protect the child from exposure to inappropriate or annoying search sites, such as the Kiddel search engine, which Google launched in 2016, and the YouTube Kids search engine, which YouTube launched in 2017. The application allows its users to specify a specific group of clips that children can watch, according to the educational and value system that parents want to instill in children. Parents can also delete certain clips so that they do not appear to children, or even prevent children from browsing certain entire channels. This is to ensure that parents have complete control over what their children watch, and in Messenger Kids, parents can manage the application after downloading it on children's devices through their accounts on Face book. This year, the site also added a new feature to this application that enables parents to set times for closing the Sleep Mode application.

Warn the child that he should never give out personal data online without consulting you, including refraining from specifying geographical location through social media posts.

Warn the child against talking to strangers on the Internet, and explain to them how some people impersonate false identities in an attempt to woo the child, especially if they gain access to his personal information, hobbies, and favorite things.

Make the child use his electronic devices in an open environment and not in secret, and monitor the addresses of the Internet sites he browses.

Instruct the child about the importance of expressing himself appropriately through his posts on social media, and the impact this has on his reputation and image before others in the long term.

Determine the time to use the Internet, reduce the hours when Wi-Fi is open, and create a weekly schedule for connecting to the Internet.

Digital literacy for parents in order to use modern technology correctly with the child.

Digital participation by parents to the child while interacting with the Internet.

Participate in digital parenting programs directed at parents to help them manage their children's use of the Internet and interact with digital environments safely.

Attending educational seminars on the digital responsibility of parents and learning about scientific content that helps prisoners acquire digital knowledge, skills and trends for the safe use of digital applications over the Internet.

Attending scientific seminars to raise awareness of dangers of using digital technologies on kindergarten children and how to protect the child from them. In addition, to raise awareness of the ethics of the digital environment and its various applications.

Learn about parental monitoring programs on computers or smart phones.

Adjust safety settings to maintain the child's privacy from social sites.

Providing awareness campaigns through various media outlets that spread awareness of these laws and spread awareness of the dangers of dealing with digital technologies on kindergarten children in particular and children in other stages of development in general.

RESULTS

The role of parents in developing the national identity of the kindergarten child was slightly above average, and they were not regular in performing their role.

The role of parents in developing digital citizenship for kindergarten children was slightly below average, and they were not regular in performing their role.

The role of parents in developing national identity is higher than their role in developing digital citizenship for a kindergarten child.

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 programs to educate 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 guidance program to develop digital citizenship among children's families.

Conducting a study on the effectiveness of a program based on narrative activity to develop digital ethics among children.

The impact of excessive use of digital devices on the child from a psychological and social perspective.

The effectiveness of a program based on the use of child education media in developing the values of digital citizenship among kindergarten children.

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