

DIGITAL CITIZENSHIP AND ITS IMPACT ON THE LEVEL OF ACHIEVEMENT
MOTIVATION FOR STUDENTS FROM THE POINT OF VIEW OF THE
COORDINATORS AND SUPERVISORS OF DIGITAL TRANSFORMATION IN THE
FUTURE GATE OF THE TABUK REGION

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ABSTRACT: *The aim of the present study was to identify the concept of digital citizenship and its effect on the level of achievement motivation for students from the point of view of the coordinators and supervisors of the digital transition in the future gate of the Tabuk region. To achieve this goal, the researcher followed the descriptive approach as one of the qualitative research methods, Was conducted with the general coordinator of the gate of the future and supervisors in the area of Tabuk, and after the collection of data and analysis reached a number of results, the most important was that the emphasis was on the students' understanding of the concept of digital citizenship through the courses and meetings that were held for students in advance and You will also be able to follow the school's digital transformation officer and the portal coordinator in the region and technical support. The Future Gateway application transforms the traditional learning environment into an effective e-learning environment, helps eliminate the burdens of the paper environment and expands learning and learning processes The scope of the classroom and the school environment, as well as the absence of negative repercussions for the misuse of the application, through the existence of a special portal (username) for students and parents, as well as follow the official of the digital transformation in school and technical support for the initiative periodically and regularly, The study revealed a number of challenges in implementing the digital portal, the most important of which was the infrastructure, the mechanism of spreading digital culture, The argument of students to more devices as well as the lack of clear regulations for the work of the portal, and the lack of clarity of the relationship and organization between educational supervisors and teachers.*

KEYWORDS: digital citizenship, motivation, achievement, future gate, digital transformation.

INTRODUCTION

Information and Communication Technology (ICT) has witnessed many developments and changes over the last decade. It has become one of the most important topics at the local, national and international levels. It has become the driving force behind growth and progress in global economies. Progress in any society is measured by its ability to develop the human element capable of using digital technology and its various applications in all walks of life.

And with the revolution of digital communications and the provision of facilitation and speed in the processes of communication and access to information sources, and with the impact of this revolution of the effects of positive effects on the individual and society if the means of communication and modern technology is optimized, especially in the educational aspects (Tawalp, 2017)

The context of the uses of technology with its diverse tools and objectives in harmony with the requirements of education in the digital age of life fields is a central and influential axis of the development of good citizenship. Mustafa El Kayed identifies a set of values and principles that the individual must take for himself in the use of diverse and exemplary technologies, Thus contributing to the preservation of the model country image (Kaid, 2014)

The introduction of technology and its uses in all areas of life has called the time phase of the world today in the digital era, especially with the desire, capacity and infrastructure to facilitate its use by all community groups, and in all regions of the globe, and may be the most attractive and adhering to it The class of students in schools is undoubtedly responsive to their interests, fulfilling their desires and thus increasing their motivation to achieve. (Ribble & Bailey, 2006)

Therefore, the researcher decided to conduct this study to identify digital citizenship and its impact on the level of achievement motivation for students. Since the coordinators and supervisors of digital transformation in the future portal are the most knowledgeable and most confused students in this area, it was necessary that the study from their point of view as a purposeful sample.

Problem and questions of the Study and:

The follower of the modern era that we live in recognizes that one of the most prominent events of the first decade of the twenty-first century is the emergence of services and applications of global technology is attractive and attractive to all segments of society, which contributed to attract users towards them; for the purpose of social communication and marketing and digital media, and the associated management For social and scientific life.

Hence the problem of the study in the identification of digital citizenship and its impact on the level of motivation for achievement of students from the point of view of coordinators and supervisors of digital transformation in the future portal of the Tabuk region.

Questions of the Study:

1. What is a digital community?
2. What are the programs of the digital community?
3. What is digital citizenship?
4. Has students' understanding of the concept of digital citizenship been confirmed by a cursory index in the Future Portal?
5. What role does the application of the future portal in the digital community play for students?
6. Are there negative implications for the misuse of the application of the Future Portal in the digital community to students?
7. Has the Future Portal application helped students raise the level of achievement motivation they have?
8. Has the students' understanding of the concept of digital citizenship been confirmed by a "judicious index" in Future Gate?
9. What are the most important challenges facing the future gate program?

The importance of study:

The importance of this study is of the importance of the subject of digital citizenship and motivation for achievement as one of the emerging topics in the humanities, educational and educational sciences, and highlights the importance of this study in the following points:

1. Opening the door for researchers and specialists to take care of digital citizenship in the educational process of students of different educational stages
2. To draw the attention of those interested in education to the importance of training the facilitators in the safe and responsible use of information technology
3. Follow all that is new and modern in the field of educational development.
4. Promote awareness of digital citizenship and respond to global calls to integrate digital citizenship into schools in general.

Objectives of the study:

The aim of this study is to identify digital citizenship and its impact on raising the level of achievement motivation for students from the point of view of the coordinators and supervisors of the digital transformation in the future portal of the Tabuk region, as well as on the programs of the digital society and the emphasis on the students' understanding of the concept of digital citizenship. The role played by the application of the Future Portal in the educational community and the negative consequences of the misuse of the application of the Future Portal in the digital society to students.

Limitation of the Study

1. This study was implemented in the academic year (1440H)
2. This study was applied to the coordinators and supervisors of the digital transformation in the future gate of the Tabuk region.
3. The generalization of the results of the study depends on the available econometric properties of the study instrument.

Terminology of study

Digital citizenship: According to the Australian curriculum means to provide the student with a arsenal of skills in the use of Twitter and electronic blogging and Facebook, in addition to the ability to use some of the famous websites for the purpose of learning and study The digital citizenship curriculum also teaches the student key skills such as research skills, communication, And enrich his knowledge of the values of freedom, justice and democracy (Hassan, 2012).

It is generally defined as: the set of values adopted by the digital citizen in dealing with digital technologies, which reflects his ability to take responsibility for dealing with digital sources, and obliges him to self-control while dealing with various media (Tawalba, 2017)

Achievement motivation: The motivation of achievement in this study is the availability of the behavior of achievement as well as perseverance in the effort, as it is meant to turn to study and ambition and innovation (Hadf, 2018).

Theoretical framework

In this part, we examine digital citizenship and the stages of developing digital citizenship among students, the axes of digital citizenship, motivation for achievement, the characteristics of motivation for achievement, the personal characteristics of individuals with high achievement motivation, and the motivational functions of achievement.

First: Digital Citizenship

Digital citizenship is a new concept in educational literature in general, and literature on citizenship education or literature on the subject of social studies in particular, where Ribble

(2006) has been the first to pay attention to this concept. His main motivation to demonstrate this concept is his observation of the wide spread and open use of technology tools. Every member of society has the space to play or work in the digital world, communicate with unknown figures who may be dangerous to them in any society, especially by browsing unknown sites, and possibly suspicious and dangerous, as well as the impossibility of monitoring everything that is seen, followed or heard.

In this regard, Ribble (2008) defines digital citizenship as a set of cultural, social, legal, and ethical issues related to digital technology, demonstrating personal responsibility for lifelong learning, and the safe driving of digital citizenship. Digital citizenship is defined as the "norms and norms of good conduct, and the responsible is the use of multiple technologies such as the use of electronic information interchange, full electronic participation in society, the purchase and sale of goods through the Internet and so forth" (Kaid, 2014).

It is also known as the ability to participate in the community through the Internet. The digital citizen is the citizen who uses the Internet regularly and effectively. Digital citizenship is also defined as preparing students to use computer technology in an effective and appropriate manner by developing students' knowledge of word processing programs, Electronic schedules, presentation programs, and various communication software, instilling in them the concept of correct digital citizenship and how to use these technologies in an appropriate way (Indian department of education, 2013).

Stages of developing digital citizenship in students

In order to provide students with the necessary indicators of the concepts of digital citizenship in order to develop their students, it requires the passage of students in the following stages:

1. Awareness stage: It is concerned with providing students with the means to become educated in the technological media. This means bypassing the physical and software components and basic knowledge, in order to move to the stage of seeing the undesirable uses of this technology.
2. Targeted practice stage: It is concerned with the ability to use technology in a climate that promotes risk and discovery, so that it is possible to understand the appropriate technological uses and what is not appropriate.
3. The Modeling, Modeling and Modeling Stage This phase is concerned with providing ideal positive models on how to use technology in both home and school so that models surrounding students from parents and teachers may be role models that students can take as role models for them while using digital citizenship.
4. Feedback and Behavior Analysis: At this stage, students have the opportunity to discuss their uses of digital techniques within classrooms, to gain the ability to critique and distinguish the proper use of technology in the classroom or outside by self-reflection of their practices (Ribble & Bailey, 2006).

The axes of digital citizenship

As a means of understanding digital citizenship and technology use issues (ISTE: International Society for Technology in Education) Nine general axes constitute digital citizenship:

Digital Access: Full electronic participation in the community

Technology users need to pay attention to equal opportunities for all individuals in terms of technology. Thus, the starting point of "digital citizenship" is the work towards the provision of equal digital rights and the support of electronic access. Thus, electronic exclusion makes it

difficult to achieve growth and prosperity as society uses these technological tools on an ongoing basis. The goal of a digital citizen should be to provide and expand technological access for all individuals. Users must be aware that electronic access may be limited to some individuals, and therefore other resources must be provided. To become productive citizens, we must be committed to ensuring that digital access mechanisms and techniques are available to all without exception.

Digital commerce: buying and selling goods electronically

Technology users must understand that the bulk of the market economy is through technological channels. Hence exchanges and exchanges are legal and legitimate at the same time, but both the seller and the buyer must be aware of the issues related to such transactions. The trend for many users is to buy toys, clothes, cars and food online. At the same time, a similar amount of products and services that are in conflict with the laws and regulations of some countries (which include a number of activities including unauthorized downloading of software, pornographic images and gambling) have appeared on the field of transactions. So the Internet user must learn methods that make him an effective consumer in a new world of digital economy (Idis, 2015)

Digital communication: electronic exchange of information

One of the most significant changes introduced by the digital revolution is the ability of individuals to communicate with each other, no matter where places are different and times vary. The nineteenth century saw limited communications patterns. However, the twenty-first century has witnessed a tremendous diversity in the means of communication such as: e-mail, mobile phones, and instant messaging. The widespread digital communication options have changed everything in human life to their ability to make permanent and direct contact with anyone else; everyone now has the opportunity to communicate and collaborate with anyone else in any part of the world at any time. However, training is not available for many users to make good decisions when dealing with multiple digital communication options.

Digital literacy: the process of teaching and learning technology and using its tools

While educational institutions have achieved a reasonable breakthrough in the spread of technology, they still have much to do. The focus must be on a renewed focus on the quality of technology to be acquired, learned, trained and optimized in its operation and utilization. Some techniques make their way into different areas of work, and are not used in educational institutions, such as videoconferences and online participation venues. Moreover, many workers need different, immediate information. This process requires complex research and processing skills (including information literacy). Therefore, learners must learn how to learn in a digital society. In other words, it is necessary to train learners to learn anything, at anytime, anywhere. Business and medicine are a major area of technology use in a completely different way in the twenty-first century. As technology advances in all areas are rapidly integrated, students must be educated and trained to use these developments at high speed and efficiency. Therefore, "digital citizenship" is based on educating and educating individuals in a new way - taking into account the need of these individuals to a very high level of information literacy skills (Asmari, 2015).

Digital Fitness: Digital standards for digital behavior and procedures

We all recognize the wrong behavior when we see it, but technology users do not learn "digital fitness" before using it. Many users also feel uncomfortable when talking to others about their practice of digital fitness. Rules and regulations are often imposed on users, or technology is

simply blocked to stop inappropriate use. However, the enactment of regulations and the formulation of employment policies alone are not enough. Every user must be educated and trained to be a responsible digital citizen in a new society.

Digital laws: Digital responsibility for actions and actions

The digital law sector addresses ethics within the technology community and exposes the same immoral use of theft and / or digital crime. It also exposes proper use of itself by adhering to the laws of the digital community. Users must know that the theft or misuse of the property, work or identity of others is an offense before the law. Hence, there are several laws enacted by the digital society that must be addressed. All those who perform or even play online are subject to these laws. Therefore, hacking others' information, illegally downloading their files, creating all kinds of destructive viruses, spyware and other spam, or stealing another person's identity or property is all immoral.

Digital rights and responsibilities: the freedoms that everyone enjoys in the digital world

States also define the rights of their citizens in their constitutions. There is also a package of rights enjoyed by the "digital citizen", where the digital citizen has the rights to privacy, freedom of speech, etc. The basic digital rights must be studied and discussed so that they can be properly understood The shadow of the digital world. With these rights come duties or responsibilities, users must cooperate in determining the proper use of technology. As such, these two sides are two sides of a single coin, which must be activated together so that every digital citizen becomes a productive citizen and an active participant (Hashish, 2018).

Digital health and safety: mental and physical health in the digital world

Visual health, symptoms of recurrent stress and hearing practices are among the most important issues to be addressed in the modern technology world. With the exception of the physical aspects, there are psychological problems that have spread like wildfire in recent times. Users must be made aware of the risks inherent in technology. "Digital Citizenship" includes a culture of teaching technology users how to protect themselves through education and training.

Digital security (self-protection): procedures for ensuring prevention and electronic protection.

Not communities of individuals, who steal, maim or even disrupt others. This applies perfectly to the digital community. It is not enough just to trust the rest of the digital community to ensure prevention, protection and safety. All necessary measures must be taken. We put the locks on our doors and alarms in our homes to provide a certain level of protection. There must be direct examples in the digital society. Hence, we must have an antivirus program, back up data, and provision of vector control equipment and mechanisms. As responsible citizens, we must protect our information from any external force that would destroy or destroy this information (Britt, 2006)

Motivation for achievement

The motivation for achievement is a concept derived primarily from the concept of motivation, and studies on the motivation for achievement have not been complemented by studies of motivation. Thanks to the concept of motivation for achievement and the foundations that can be used to measure it to Moray (1938) (McClelland & Atkinson, 1953), notes that McClelland disagreed with Murray in using the term "motivation for achievement" rather than "need for achievement," but he did not disagree The concept of motivation to accomplish at Mac Leland,

what Murray meant by the concept of need for achievement, but the multiple original sources of this concept uses the term Murray itself to indicate what these sources mean the concept of motivation for achievement (referred to in Abdullah, 1996).

The intention of achievement is an internal state linked to the individual's feelings and the direction of his activity towards the planning of the work and the implementation of this planning to achieve a certain level of excellence in which the individual believes and believes (Abu Allam, 1986).

Al-Fahal (1999) defines the motivation for achievement as striving to reach a level of excellence and excellence. This tendency is an essential component in the motivation for achievement. The desire for excellence and excellence is the first to introduce things of a high level, especially the personality of individuals with a high level of motivation for achievement. The motivation for achievement is defined as: the individual's willingness to take responsibility, to strive for excellence to achieve certain goals, to persevere in overcoming obstacles and problems that may be encountered, and to feel the importance of time and planning for the future (Khalifa, 2000).

Characteristics of motivation for achievement:

Studies on the effect of achievement motivation on personality traits show that people with high achievement motivation tend to behave in specific ways. They are concerned with self-sufficiency rather than with the reward that they bring. They also perform the roles assigned to them for their potential for excellence, They are also interested in working for the community not only for themselves, they choose their partners, they prefer positions in which they are responsible for personal responsibility as a result of their actions, and they are trying to control and plan their future. By issuing independent judgments Based on their evaluation of the issues and their experience, to the children of the opinions of other people, and note that they carefully define their goals after studying a number of alternatives and the probability of success in each, and tend their goals to be medium so as not to be subject to failure or easy success (Abu Allam, 1986) .

People with high motivation for achievement have a good ability to find quick solutions to difficult problems, they are self-confident and have a great personal responsibility to accomplish the tasks they are assigned. As they can control what happens to them, they suggest goals can be achieved and do not feel the usual success that comes from easy goals (Markon, 2004).

Character traits of individuals with high motivation

A high level of ambition, risk-taking behavior, social cohesion, perseverance, time and direction for the future, choice of comrade and behavior of achievement. The motivation to achieve different types of behavior involves the challenge element, which is the motivation to accomplish something important, Challenging and challenging the individual in addition to the workmanship, vitality, intelligence, optimism, control and social courage and endurance in order to reach the goal.

Motivation Functions for Achievement:

The motivation to achieve facilitates our understanding of some puzzling facts in human behavior. It can be said that they are important for explaining the process of reinforcement, identifying the reinforcement, directing the behavior toward a particular goal, helping the

changes in the process of excitement and perseverance to a certain behavior until it is accomplished. In the perseverance of the human to accomplish a work may be perseverance of the best standards used to estimate or measure the level of motivation for achievement in the individual, and in this sense achieve three main functions:

1. Motivation for achievement affects the quality of the expectations that people carry according to their actions and activities, and therefore affect the levels of ambition that characterize each of them and expectations of course have a close relationship with the experiences of success and failure that had been exposed to them.
2. The motivation for achievement affects the direction of our behavior towards the important information that we must pay attention to and address, and indicate the appropriate way to do so, the theory of information processing believes that students who have a high motivation to pay attention to their teachers than their colleagues with low motivation to achieve, These students are usually more likely to seek help from others if they need them and are more serious in trying to understand the subject matter, turning it into a material rather than dealing with it superficially and keeping it conservatively.
3. The motivation to achieve an incentive function provides the reward of achievement in a way that encourages greater effort on the part of the student, and this simply expresses or describes the motivational function of the teacher because the incentives are the subjects of the objectives or symbols used by the teacher to increase the degree of activity, (Abu Hato, 2007).

School Factors Affecting Motivation for Student Achievement

The motivation of achievement during the early stages of learning is one of the important motivations that guide the child's behavior towards excellence, respect and love of parents and teachers, as well as achieving school harmony and adaptation. The high level of motivation for achievement that the child must achieve, represents the success of raising the individual goals, while the experience of failure reduces the level of ambition reduces the child of its goals. Nasrallah (2004) mentioned that teaching methods and some methods affect and increase the motivation to achieve or learn some subjects. As Nasrallah's study showed, there is a difference between the school people in the motivation for achievement, since some are chosen by the student.

The researcher Muhammad (2004) found in his study that there are statistically significant differences between the students of the scientific people and the students of the literary people in the motivation for achievement in favor of the students of the scientific people and attributed this to the effort to absorb the scientific materials. The students adopt the best learning strategies and are more motivated when the objectives of mastery and performance are clear in the section, and their choice, because both the authority of the professor and the evaluation of performance and curricula and the school environment and the contents of the modern educational software, affect the student's goal to study and affect the Da Rodeo achievement has.

Study Approach

The researcher followed the descriptive approach, in order to suit the nature of this study by conducting interviews with the coordinators and supervisors of the digital transformation in the Future Portal for the Tabuk region and then analyzing the interviews according to the content analysis method.

The community and sample of the study

The sample of the study consisted of all coordinators and supervisors of digital transformation in Future Gate for the year (1440 e) in the area of Tabuk, (26) coordinator and supervisor.

Study tool

It is an organized interview of the coordinators and moderators of digital transformation at Future Gate.

Description of the tool

The researcher prepared the interview questions and formulated them in a precise and clear way by looking at the educational literature and previous studies related to the subject of the study in order to ascertain the adequacy of the questions and the possibility of answering them. The validity of the interview tool was confirmed by presenting it to a committee of arbitrators concerned with curriculum, teaching, measurement, evaluation and teaching techniques to ensure its validity. Because the stability of the interview tool is related to the same results in the case of repeated use of the questions again, the researcher was confirmed by the experience of three of the coordinators and officials of the digital transformation in the portal of the future outside the sample of the study twice between the interval of fifteen days, , The researcher noted that there were no differences between the responses of coordinators and officials in the first interview and their answers in the second interview.

Procedures

1. The researcher identified the goal and purpose of the interview and the vision of the study members and included an explanation for the term motivation achievement, and assured them that the data collected from them will be used only for scientific research.
2. The researcher prepared a list of the main and sub-questions to be submitted to the respondents, taking into account the clarity, accuracy and integrity of the language.
3. The researcher identified the time and place of the interviews in proportion to the circumstances of the participants and their wishes, and was keen to provide a safe environment away from interrogations.
4. The researcher recorded the responses of the participants during the interview, which was characterized by a large number of vocabularies, and the large number of information taken from them as they passed the experiences of digital citizenship before.
5. The researcher emptied the interviews on separate papers, so that each interview was separate from each other, and then read each word spoken by the coordinators and officials, and then the researcher re-analyzed the data again, to verify the validity of the results reached.
6. The process of interviewing coordinators and supervisors of digital transformation in the Future Gate took a period of time from (15/9/1440) to (15/10/1440 AH), while the analysis process from (16/10/1440) to (22/10/1440).

Analyze the content of the interviews and answer the study questions

In order to answer these questions, the researcher interviewed the coordinator and supervisors of the digital transformation at Future Gate for Tabuk. The researcher's survey revealed the highest degree of knowledge of its concepts, themes, names, objectives and activities within schools. To answer the questions of the study, because they have the skills necessary to ensure sound decisions when faced with the dangers of digital citizenship, and their guidance towards the benefits of modern technologies, and intelligent handling and commitment to responsible behavior during the interaction GS modes diversified technology and, consequently, the most prominent members of the study answers to questions about the study:

First: the answers related to the first question, which states:

What is a digital community?

Is an advanced and modern society based on the adoption and integration of technology and technology into our lives, work and educational institutions. It is also known as the modern and sophisticated society that is shaped by the adoption and integration of ICTs at home, work and education.

Second: The answers related to the second question, which states:

What are the programs of the digital community?

Are programs that contribute to the adoption of digital technology as an alternative to traditional methods of transaction and education through the following sites:

1. Platform Sun.
2. Gate of the future.
3. Virtual school and smart classrooms.
4. Virtual Eye Portal.

Third: The answers related to the third question, which states:

What is digital citizenship?

It is a concept that helps school management, teachers and parents understand what students, children or technology users should use in how to appropriately use and address the misuse of technology. They are also known as: the ability to participate in the community via the Internet, and the digital citizen is the citizen who uses the Internet.

Fourth: The answers related to the fourth question, which states:

Has students' understanding of the concept of digital citizenship been confirmed by a cursory index in the Future Portal?

One of the objectives of the Future Portal is to benefit from the students' demand for new technologies and to direct them to the positive use of technology products through the courses and meetings held for students in advance, as well as follow-up of the school's digital transformation officer and the portal coordinator in the region and technical support.

Fifth: The answers related to the fifth question, which states:

What role does the application of the future portal in the digital community play for students?

Transforming the traditional learning environment into an effective electronic learning environment, helping to eliminate the burdens of the paper environment, and expanding teaching and learning beyond the classroom and school environment, this can be summarized as follows:

1. Transforming into an electronic learning environment and eliminating the burdens of the traditional paper environment.
2. Change the traditional style of education.
Expand learning and learning processes beyond classroom and school environment.
4. Creating an enjoyable learning environment with positive interaction between students and teachers.
5. Enabling the student with the personal skills that make him more ready for university study and the labor market.
6. Utilize students' demand for modern technology and direct them to the positive use of technology products.

Sixth: The answers related to the sixth question, which states:

Are there negative implications for the misuse of the application of the Future Portal in the digital community to students?

No, there are no negative implications for the misuse of the application by having a special username portal for students and parents, as well as following up the school's digital transformation officer and the technical support for the initiative on a regular and regular basis. That is, he has not yet noticed what indicates the negative use of students.

Seventh: The answers related to the seventh question, which states:

Has the Future Portal application helped students raise the level of achievement motivation they have?

Yes, he helped to create a new learning environment that relies on technology to deliver knowledge to students, increase students' scientific output and increase motivation for achievement.

Eighth: The answers related to the eighth question, which states:

Has the students' understanding of the concept of digital citizenship been confirmed by a "judicious index" in Future Gate?

Not as far as we know.

Ninth: The answers related to the ninth question, which states:

What are the most important challenges facing the future gate program?

1. Infrastructure
2. Dissemination of digital culture
3. The conviction of teachers and parents.
4. Students' Requirement for Devices.
5. The absence of clear regulations for the work of the portal.
6. The lack of clarity of the relationship and its organization between educational supervisors and teachers.

Recommendations

1. Work to include indicators of the axes of digital citizenship in the textbooks according to clear visions based on a clear strategy.
2. Holding training courses for teachers with the aim of educating them and enabling them to provide mechanisms for educating students and parents about the applications of digital citizenship.
3. Conducting studies on the methods of enabling digital citizenship values among school students in order to preserve the value system in the digital age.
4. Provide the appropriate infrastructure and computer equipment needed to activate the Future Gateway program.
5. Create a clear organizational environment for the work of the portal between educational supervisors and teachers.

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