

The Role of the Members of the Teaching Staff in the Development of Digital Citizenship for Students of the Faculty of Education at King Saud University from the Point of View of the Students of the Doctoral Program

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Abstract

The current study aimed to identify the role of the members of the teaching staff in the development of digital citizenship for students of the faculty of education at the University of King Saud from the point of view of the students of the doctoral program in the Department of Educational Administration. To identify the differences of statistical significance - if any - between the response of the members of the sample on the role of the members of the teaching staff in the development of digital citizenship for students of the faculty of education at the University of King Saud, in accordance with the variable (sex, years of experience in dealing with technology). To identify the suggestions to increase the role of the members of the teaching staff in the development of digital citizenship for students of the faculty of education at the University of King Saud from the point of view of the students of the doctoral program in the Department of Educational Administration.

In order to achieve the objectives of the study, the descriptive approach is used as a trial to describe and evaluate the use of electronic questionnaire which has been distributed to all members of the school community whose number is (187) PhD male and female students, in the department of Educational Administration.

Keywords: Digital citizenship.

1-Introduction

Nowadays, the world is going through a group of accelerating changes, the successive mutations in the development and growth of information and communication technology. It is the main engine of growth in the communities; but that the measure of the progress of nations is primarily based on the ability of its persons on the use of technology and its applications.

Despite the progress in the communications and information revolution, the facilitations and speed in the communication process and access to the sources of information, and with whom the revolution of positive results when optimal use; it has negative effects that appear when the rebellion against the ethical rules and legal controls of the basic principles governing the affairs of human life (AlJazar, 2014). It is now incumbent upon the members of society in general and university students in particular – to be responsible for the development and progress in societies - to ensure that the creation of a preventive policy incentives for the prevention of the dangers of this technology and take advantage of the positives, through changing view of citizenship in the current era to what is known as the concept of digital citizenship, which is defined as: (total rules and regulations and standards and norms for the optimal use of the move along various citizens, young and old, in order to contribute to the betterment of the country (Al Mougheir, 2014).

The kingdom is not isolated from the evolution which is happening today, as the Saudi communications and information technology commission revealed that the rate of the spread of the Internet continued to grow at high rates during the past years, with an estimated number of Internet users about (21) million users, especially that of the most important incentives for the use of technology is that most of governmental, banking and educational processes have transformed to electronic transactions (Al Haliby, 2015).

Since the Saudi universities in general, King Saud University in particular is one of the most important sectors that turned into most or all of their transactions to electronic transactions and demonstrates this through the establishment of the Deanship for e-learning and distance learning; this makes it imperative for all member and chairman of the university institutions, to carry out its vital role in the supply of students with the best values, behaviors and digital citizenship through the establishment of educational strategy through which to achieve the dimensions of Digital Citizenship standards, so it will be highlighted in the current study on the role of members of the teaching staff in the development of digital citizenship for students of the faculty of education at the University of King Saud from the point of view of the PHD students.

2-Problem of the Study

Despite the widespread use of technical assistance by the university students in Saudi Arabia, there are a lot of students who still suffer from the lack of awareness and ignorance of many bases and standards of Digital Citizenship, which could affect their ethical and scientific identities and personalities. The results of the pilot study conducted by the researcher on the social networking sites (Twitter – WhatsApp) a sample of males and

females aged between (18 - 35), 96% of them believe that social networks have a role in the intellectual deviation among young people, while 91% of them believe that the lack of awareness of the law blocking policy to bad electronic sites have a role in some individuals drift toward it, and that 69% of them confirms the lack of academic honesty (plagiarism) in the transfer of information from its sources, and 54% of them believe that the means of social communication contributed to increasing of racism in the communities. As one of the studies published by Prince Nayef, the chair of the moral values at the King Abdul Aziz University the negative effects of social networking sites on the Saudi youth value system as a result of the intensive exposure to electronic media, and improper use of technology, poor ethical impenetrability and therefore the negative impact on their psychology and social behavior (Al Otaibi, 1436).

Upon what is mentioned above, there is a great role that must be played by the Saudi universities by members of the teaching staff in order to achieve the digital citizenship for students who are the future leaders, thus we can determine the problem of the current study in the following question: *What is the role of the members of the teaching staff in the development of digital citizenship for students of the faculty of education at the University of King Saud from the point of view of the students of the doctoral program?*

3- The theoretical literature

Arab studies will be presented first, and then the foreign studies followed by the comments.

First: The Arab Studies:

- The study of Alawi (2008) entitled "The ethics of the Internet: an analytical field study from the perspective of the university professors at Mentouri University) the study aimed to set the ethics of dealing with the Internet and its contents, the study has been applied to a sample of (275) Professor, the researcher adopted the analytical approach and used a questionnaire as a tool for the study, the study found that: adjusting the ethics of the Internet has a role in ensuring the maintenance of a secure network, clean and free of all violations affecting the privacy and dignity of the human person and freedom of expression, protecting of individuals from the crimes of all types, especially the deployment of space porn sites, as well as the ongoing oversight role of the legislative laws and ethics in the protection of networks from cultural pollution.
- The study of (Al Jazar, 2014) entitled "The role of the educational institution to instill the values of citizenship a Proposal) the study aimed to develop a proposal on the role that could be played by the educational institution in dealing with digital citizenship in facing and codification of the phenomenon of Digital Citizenship virtual communities and the negative effects it causes on the members of the community, and its role in providing a moral and ethical framework governs their interactions with these virtual communities acquiring them the foundations and Rules To the best Digital Citizenship, the researcher adopted descriptive approach in the analysis of documents and previous studies in this field, the study found a vision of the role of educational institutions includes three main parts: the development of supportive learning environments of digital technology, the development of standards and controls to digital handling, maximizing the educational role of the school.
- The study of Abu Khatwa & Al Baz (2015) entitled "The Social networking and its implications on intellectual security of the students of university education in the kingdom of Bahrain) the study aimed to identify the impact of social networks on the intellectual security of university students in Bahrain, the study used a descriptive approach and a questionnaire was applied to a sample of (104) students, the study found that: the impact of social networks on the intellectual security to medium degree, which confirms the need to raise awareness among students about the uses of social networks and the development of critical thinking and not be driven behind calls of destructive activity.

Secondly: The Foreign Studies

The study of The Hoover & Kyle (2014) entitled: Developing Digital Citizenship Through Project based learning) it aimed at the adoption of the idea of project based learning in the ninth grade schools of the Ministry of Education where the project seeks to establish text types that enable the ability to meaning and expression of ideas in digital communication with others and consequently students acquire the necessary competencies to become digital citizens who understand the issues related to technology and ethical and legal practices resulted from that use. The most prominent results of this study: the formulation of a draft law on digital citizenship within the school community ensures that the educating of the society with the rights and responsibilities required for effective digital transformation.

The Comment on previous studies:

It is clear that there is a lack of the Arab Studies - according to the knowledge of the researcher, which dealt with the issue of citizenship, the digital divide, the current study is consistent with the study of (Al Jazar, 2014) and the study of the Hoover & Kyle (2014) on the topic of digital citizenship while differed from the study of Alawi (2008) in the sample of members of the teaching staff, while it agreed with the rest of the other studies in the sample as the samples were students. The present study agreed with the study of (Al Jazar, 2014) and the study

of the Hoover & Kyle (2014) in the goal which is the development of digital citizenship and differed from the study of Alawi (2008) which aims to identify the ethics of the Internet and study of Abu Khatwa & Al Baz (2015), which aims to identify the impact of social networks on the intellectual security.

The present study agreed with the study of the Alawi (2008) Study of Abu Khatwa & Al Baz (2015) in the use of descriptive approach and survey. The study is different from the study of (Al Jazar, 2014) in the analytical approach of documents and previous studies. The study agreed with the study of Alawi (2008) and Al Jazar, (2014) and Abu Khatwa & Al Baz (2015) in the Arab environment and varied with the study of the Hoover & Kyle (2014) in a foreign environment. The current study has benefited from the previous studies in many ways and in building the theoretical framework and survey writing.

4- Methodology

The study adopted on the descriptive approach which is incompatible with the nature and in line with its objectives, which are "the interrogation of all the members of a community or a large sample of them to describe the studied phenomenon in terms of the nature and degree of its presence" (Asif, 1433, 179). The study community consisted of all doctoral students in the Department of Educational Administration in the faculty of education at King Saud University, referring to the statistics of the number of doctoral students in the Department of Educational Administration indicated the total number is (187) male and female students as total female number is (91) of the original community from which (42) PhD female students are in general educational administration and (49) in higher education administration, while the total male number is (96) from which (47) PhD male students are in general educational administration and (49) PhD male students in higher education administration, as a result of the small number of the sample, the researcher had considered all the study community and electronically distributed (187) questionnaires on the overall community, the returned valid questionnaires were 100 that means (53.4%) out of the total distributed questionnaires.

5- Data Analysis

Upon the nature of the data, and the study approach, the researcher used the questionnaire as a tool to collect the necessary data for this study. It is built after referring to previous studies and literature related to the subject of the study.

The final form of the questionnaire consisted of two main points:

First Section: it deals with the initial data for the members of the study sample, such as: Sex, years of experience in dealing with Technology.

Section II: it consists of (16) paragraphs dealing with the role of the members of the teaching staff in the development of digital citizenship for students of the faculty of education at King Saud University.

Section III: open question contains suggestions to activate the role of the members of the teaching staff in the development of digital citizenship for students of the Faculty of Education.

Questionnaires were analyzed using the statistical analysis program SPSS.

The results of the field study and their discussion were presented through the presentation of the answers of the members of the study sample on the study questions as follows:

The first question: What is the role of the members of the teaching staff in the development of digital citizenship for students of the faculty of education at the King Saud University from the point of view of the students of the doctoral program?

To know the role of the members of the teaching staff in the development of digital citizenship for students of the faculty of education at the King Saud University, the researcher calculated the frequencies, percentages, arithmetic medians, standard deviations and ranks of the responses of the members of the study sample, and these paragraphs have been arranged according to the arithmetic average for both of them, as follows:

Table number (1)

The frequencies, percentages, arithmetic medians, standard deviations and ranks of the responses of the members of the study sample on the role of the members of the teaching staff in the development of digital citizenship for students of the faculty of education at the King Saud University

Ranks	Standard	Arithmetic median	Agreement level										Phrase	No.
			Highly disagree		disagree		Neutral		agree		Highly agree			
			Q	%	Q	%	Q	%	Q	%	Q	%		
2	1.10	390	5.0	5	7.0	7	14.0	14	41.0	41	33.0	33	Alerting us to mention the digital content source when using it	1
10	1.24	3.16	12.0	12	19.0	19	25.0	25	29.0	29	15.0	15	Making us aware of our rights and responsibilities when using technology	2
13	1.15	2.67	14.0	14	37.0	37	25.5	25	16.0	16	8.0	8	Alerting us of the need to report non-Responsible Behaviors (the threat, blackmailing)	3
14	1.34	2.50	23.0	23	41.0	241	16.0	16	3.0	3	17.0	17	Raising our awareness of responsible bodies for combating informatics crimes	4
15	1.28	2.34	28.0	28	42.0	42	8.0	8	12.0	12	10.0	10	Telling us about the laws and sanctions regime against the informatics crimes	5
3	0.99	3.79	2.0	2	11.0	11	16.0	16	48.0	48	23.0	23	Utilizing the digital communication techniques to support students activities	6
5	0.81	3.47	0.0	0	8.0	8	25.0	25	52.0	52	15.0	15	Sharing us the correct scientific information in social networking sites	7
1	0.88	4.07	0.0	0	9.0	9	8.0	8	50.0	50	33.0	33	Alerting us of the necessity to verify the accuracy and validity of the sources of the social network sites	8
9	1.18	3.18	8.0	8	27.0	27	15.0	15	39.0	39	11.0	11	Providing an appropriate Technical content relevant to the courses	9
16	1.26	2.28	34.0	34	32.0	32	12.0	12	16.0	16	6.0	6	Making us aware of the Piracy (digital fraud)	10

8	1.15	3.35	5.0	5	20.0	20	29.0	29	27.0	27	19.0	19	Respecting the others privacy by maintaining their personal information and photos	11
4	1.12	3.77	6.0	6	8.0	8	16.0	16	34.0	43	27.0	27	Emphasizing the need to adhere to the ethics of dialogue and talking in the discussions and responses	12
12	1.22	2.77	16.0	16	32.0	32	19.0	19	25.0	25	8.25	8	Alerting us with the necessity to make sure to know the people on our personal accounts on the social media	13
6	1.15	3.53	9.0	9	8.0	8	22.0	22	43.0	43	18.0	18	Granting appreciation to others when making use of their products	14
7	1.15	3.49	8.0	8	11.0	11	23.0	23	40.0	40	18.0	18	showing loyalty, commitment and preservation of the national unity when posting tweets or posts	15
11	1.24	2.78	18.0	18	28.0	28	19.0	19	28.0	28	7.0	7	Sticking to sit appropriately during the use of computer	16
-	0.83	3.21	General arithmetic median											

It is clear from table No.(1) that the focus of the role of the members of the teaching staff in the development of digital citizenship for students of the faculty of education at King Saud University includes (16)phrases, the arithmetic averages were between (2.28 and 4.07), these are the second and fourth categories of the quinary gradual measure, the previous result refers to varying responses of the members of the sample study on the role of members of the teaching staff in the development of digital citizenship for students of the faculty of education at King Saud University. The general arithmetic median is (3.21) this indicates a neutral level between an agreement and disagreement among members of the study sample on the role of members of the teaching staff in the development of digital citizenship for students of the faculty of education at King Saud University, this was indicated in the approval of the members of the neutrally of the roles of members of the teaching staff in the development of Digital Citizenship in (the respecting for others privacy in maintaining their information and photos, as well as the availability of an appropriate technical content relevant to the course, in addition to educate students about their rights and responsibilities when they use technology, and a commitment to stick to sitting appropriately during the use of computer, as well as the necessity to alert students to make sure they know people on their personal accounts on social network sites, the current study has varied with the outcome of the study of (Al Jazar, 2014), which concluded that there is an agreement among the members of the study on the role of the educational Institution in inculcating the values of digital citizenship to members of the community, the current study also differed with the result of the study (Hoover & Kyle, 2014), which found that school is trying to give students the necessary competencies to become digital citizens understand the issues related to technology and ethical practices and legal implications of this use, through the adoption of the draft based on forming types of texts that enable the ability to build on meaning and expression of ideas in digital communication with others.

The results in table (1) indicated that the most prominent phrases which reflect the role of the members of the teaching staff in the development of digital citizenship for students of the faculty of education at King Saud University are phrases number (8) and (1) they are arranged in descending order according to the arithmetic median, as follows:

1. The phrase number (8) "Alerting us of the necessity to verify the accuracy and validity of the sources of the social network sites" came in the first rank with an arithmetic median (4.07 of 5.0) and a standard deviation (0.88), this indicates that there is an agreement among the members of the study that alerting students of the necessity to verify the accuracy and validity of the sources of the social network sites is one of the roles of the members of the teaching staff in the development of digital citizenship for students of the faculty of education at King Saud University this could be attributed to the law absence which organizes the intellectual property rights for the information available on the Internet, which entails the freedom to disseminate any information by individuals without the presence of scientific disciplines, especially that these published articles and information do not pass mostly on reading and arbitration committee, auditing and supervision before publishing as is the case in the traditional sources. It can also be interpreted in the sense of members of the teaching staff of the importance of raising students awareness on the need to ascertain the sources of information, especially with what happened in recent years to the Saudi community

that is so-called from the point of view of the researcher electronic terrorism. This is done through the deviation of some of the young people in the community behind the misleading thought as a result of receiving information from unreliable sources as some sources of information may be responsible by intellectually and materially anonymous deviant groups like ISIS and other.

2. The phrase number (1) "alerting us to mention the digital content source when using it" came in second rank with an arithmetic median (3.90 of 5.0) and a standard deviation (1.10), which indicates that there is agreement among the members of the study that alerting students to mention the digital content source when using It is one of the roles of the members of the teaching staff in the development of digital citizenship for students of the faculty of education at King Saud University. This may be due to the need for the commitment of students, especially post graduate students for the documentation when submitting their requirements and researches and dissertations this also can be due to the instability of the information sources on the Internet, which makes it difficult to find these sources or re-locate it in the future because the contents of these sources capability to changing and toggling or deletions and additions. The results also in table (1) indicated that the least agreed phrases concerning the role of the members of the teaching staff in the development of digital citizenship for students of the faculty of education at King Saud University are phrases No. (4,5) arranged in descending order according to the arithmetic median, as follows:

1. The phrase number (5) "Telling us about the laws and sanctions regime against the informatics crimes" came in the fifth rank with an arithmetic median (2.34 of 5.0) and a standard deviation (1.28), which indicates that there is a lack of agreement among the members of the study students to the system of laws and punishments against the crimes of Informatics of the roles of the members of the teaching staff in the development of digital citizenship for students of the faculty of education at King Saud University this has been attributed to the rapid evolution of technology in the current era and the increasing pressures of work faced by members of the teaching staff between academic and administrative burdens, that did not give them time to access the technical developments.

2. The phrase number (10) "Making us aware of the Piracy (digital fraud)" came in the 16th rank with an arithmetic median (2.28 of 5.0) and a standard deviation (1.26), which indicates that there is a lack of agreement among the members of the study to make students aware of the Piracy (digital fraud) is one of the roles of the members of the teaching staff in the development of digital citizenship for students of the faculty of education at King Saud University

This could be because of the lack of knowledge of the members of the Faculty of digital security laws, especially that some of them are in humanitarian majors at the bachelor's and master's, this result can also be linked to the previous result that they do not alert students of piracy as a result of not telling students about the laws and sanctions regime against the informatics crimes.

Question 2: Are there statistically significant differences between the response of the members of the sample on the role of the members of the teaching staff in the development of digital citizenship for students of the faculty of education at King Saud University, in accordance with the variable (sex, years of experience in dealing with technology)?

Firstly: the differences depending on the Gender Variable: to identify if there were statistically significant differences between the responses medians of the members of the study on the role of the members of the teaching staff in the development of digital citizenship for students of the faculty of education at King Saud University varies with the gender variable, a "T-Test" was used for two independent samples as illustrated in table No. (2)

Table (2)

The results of the independent sample T-test for two independent groups to the differences between the responses medians of the study members on the role of the members of the teaching staff in the development of digital citizenship for students of the faculty of education at King Saud University varies with the gender variable

Significance Level	T-test value	Standard deviation	Arithmetic median	No.	Gender
0.403	0.842	1.03	3.30	39	Male
		0.67	3.15	61	Female

It is clear from the table No.(2) there were no statistically significant differences between the responses medians of the study members on the role of the members of the teaching staff in the development of digital citizenship for students of the faculty of education at King Saud University varies with the gender variable, as

the Significance Level 0.403) this value is greater than (0.05) which is of non-statistical significance, the above result refers to the convergence of the responses of the study members of different gender (Males - Females) on the role of members of the teaching staff in the development of digital citizenship for students of the faculty of education at the King Saud University, or it might be due to the low interest of the university in technology and verifying it in the teaching activities related to digital citizenship despite the interest in electronic technology and activating in teaching activities, which is reflected in turn on the members of the teaching staff, which does not make opportunities available to the development of digital citizenship of students.

Secondly: differences depending on the years of experience variable in dealing with technology: to identify if there were statistically significant differences between the medians of the responses of the members of the study on the role of the members of the teaching staff in the development of digital citizenship for students of the faculty of education at King Saud University, depending on the years of experience variable in dealing with technology, the (Mann-Whitney Test) was used instead of (Independent Sample T-Test) for two independent samples groups due to the lack group equivalence in the years of experience variable in dealing with technology, this is evident from table No. (3)

Table (3)

The results of the (Mann-Whitney-U Test) for the differences between the responses medians of the study members on the role of the members of the teaching staff in the development of digital citizenship for students of the faculty of education at King Saud University differing in the years of experience variable in dealing with technology

Significance Level	(Z)	Sum of Ranks	Mean of Ranks	No.	years of experience in dealing with technology
0.144	1.461-	854.00	61.00	14	Less than 5 years
		4296.00	48.79	86	More than 5 years

It is clear from table No.(3) that there were no statistically significant differences between the responses medians of the study members on the role of the members of the teaching staff in the development of digital citizenship for students of the faculty of education at King Saud University varies with the gender variable, differing in the years of experience variable in dealing with technology, as the significance level was (0.144), this value is greater than (0.05) which is of non-statistical significance, this result could be because the majority of the study sample years of experience in dealing with technology were greater than five years, so are convergent in regard to dealing with technology which makes them more aware about the role of the members of the teaching staff in the development of digital citizenship for students of the faculty of education at King Saud University So the staff members should develop their digital knowledge and information by updating themselves by the most recent technical developments to achieve their role in the development of digital citizenship, this study confirms that same result stated in the previous axis about the lowest phrases with the least arithmetic averages as the teaching staff do not acknowledge students of the laws and sanctions regime against the crimes and making them aware of the Piracy and digital fraud.

The third question: what are the suggestions to increase the development of digital citizenship for students of the faculty of education at King Saud University from the point of view of the students of the doctoral program?

The response to the open question was to identify the suggestions to increase the development of digital citizenship for students of the faculty of education at King Saud University, there were only 8 responses out of 100 questionnaires by (8%), responses were as follows:

- ♣ Activating the role of the knowledge transfer and allocation a weekly time to electronic discussions that make a chance to raise topics on digital citizenship.
- ♣ Educating students and faculty members with the role and importance of digital citizenship in the media through the means of social networks and educational brochures.
- ♣ Providing training courses for members of the teaching staff and students about digital citizenship.
- ♣ Activating the awareness workshops for students on digital citizenship.
- ♣ Inclusion of a new subject dealing with digital technology.
- ♣ Holding some online lectures and materials by means of social communication.
- ♣ Better guidance and follow-up to the students by the faculty members, and advising them to find reliable sites and how to use them.

The results of the study are summarized in the following:

1) There is a neutrality between agreement and disagreement among the members of the study sample on the role of members of the teaching staff in the development of digital citizenship for students of the faculty of education at King Saud University, which is clear in the approval of the study members neutrally on the roles of members of the teaching staff in the development of Digital Citizenship to the following phrases:

- ♣ Respecting the privacy of others in maintaining their personal information and photos.
- ♣ Providing appropriate technical content which is relevant to the course.
- ♣ Raising the awareness of students with their rights and responsibilities when using the technology.
- ♣ Sticking to sit appropriately during the use of computer.
- ♣ Alerting students with the necessity to make sure to know the people on their personal accounts on the social media.

2) There were no statistically significant differences between the averages of the responses of the study members on the role of the members of the teaching staff in the development of digital citizenship for students of the faculty of education at King Saud University either by differing in the gender variable or years of experience variable in dealing with technology.

- ♣ The most prominent suggestions submitted by students for the development of digital citizenship for students of the faculty of education at King Saud University were represented in the following: activating the role of the knowledge transfer and allocation a weekly time to electronic discussions that make a chance to raise topics on digital citizenship, Educating students and faculty members with the role and importance of digital citizenship in the media through the means of social networks and educational brochure, activating awareness workshops for students on digital citizenship, inclusion of a subject dealing with digital technology, requiring faculty members to use technology to communicate with students via the internet, to make the use of digital technology obligatory not optional, guidance and follow-up to the students by the faculty members, guiding and advising them to find reliable sites and how to use them.

6- Discussions

The researcher believes that, there is a neutrality between agreement and disagreement among the members of the study sample on the role of members of the teaching staff in the development of digital citizenship for students of the faculty of education at King Saud University, which is clear in the approval of the study members neutrally on the roles of members of the teaching staff in the development of Digital Citizenship concerning respecting the privacy of others in maintaining their personal information and photos and providing appropriate technical content which is relevant to the course. In addition to the necessity to raise the awareness of students with their rights and responsibilities when using the technology. The researcher asserts the idea of sticking to sit appropriately during the use of computer is not of minor demand. There is a great emphasis on alerting students with the necessity to make sure to know the people on their personal accounts on the social media.

7- Conclusion

The study findings showed that there were no statistically significant differences between the averages of the responses of the study members on the role of the members of the teaching staff in the development of digital citizenship for students of the faculty of education at King Saud University either by differing in the gender variable or years of experience variable in dealing with technology.

The most prominent suggestions submitted by students for the development of digital citizenship for students of the faculty of education at King Saud University were represented in the following: activating the role of the knowledge transfer and allocation a weekly time to electronic discussions that make a chance to raise topics on digital citizenship, Educating students and faculty members with the role and importance of digital citizenship in the media through the means of social networks and educational brochure, activating awareness workshops for students on digital citizenship, inclusion of a subject dealing with digital technology, requiring faculty members to use technology to communicate with students via the internet, to make the use of digital technology obligatory not optional, guidance and follow-up to the students by the faculty members, guiding and advising them to find reliable sites and how to use them.

In light of the findings of the study and the results, a set of recommendations to address this issue of developing digital citizenship for students of the faculty of education at King Saud University has been put as follows:

- 1) Presenting educational curricula that include digital citizenship to foster them in students such as: introduction of a legal cultural course, teaching it to all the university students and some of its themes could be about the legal and legislative aspects of the electronic crimes in addition to the definition of the legal procedures to be followed in case of exposure to such crimes.

2) The introduction of digital citizenship in some university curricula; to be presented from different perspective, for example, the faculty of education can address specific topics such as how to optimize the use of information technology, and the ethical aspects in dealing with technology, the culture of peace and dialogue. The Science deals with all the teaching of nine panels of citizenship, such as: protection programs, and information security, with attention to the acquisition and the application of the practical skills associated with that, while the faculty of law focuses on the legal aspects of digital citizenship, and the Faculty of Social Studies teaches the social dimensions and the department of sociology focuses on the problems that may occur as a result of lack of awareness of digital citizenship.

3) The inclusion of an item concerned with activating and developing the digital citizenship within the terms of the evaluation of faculty members in the educational curricula.

4) Verifying the role of the media committee in the university, in cooperation with the communications and information technology, to develop awareness of the concept of digital citizenship.

5) The spreading of the culture of digital citizenship through the establishment of a specialized university accounts in social networking sites.

6) Holding awareness workshops and courses for students and members of the teaching staff dealing with the pros and cons of the Internet and how to reduce the piracy (digital fraud).

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