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THE ESSENTIAL DIGITAL COMPETENCIES FOR SOCIAL STUDIES TEACHERS AT THE PRIMARY STAGE AND FUTURE DEVELOPMENT PROSPECTS

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Abstract.
The Essential Digital Competencies for Social Studies Teachers at the Primary Stage and Foresight for Development
This study aims to identify the essential digital competencies required for social studies teachers at the primary education level. To achieve this objective, the researcher employed an analytical descriptive methodology, commencing with a comprehensive review of pertinent educational literature and prior studies addressing the integration of technology and artificial intelligence in teaching practices.
Informed by this theoretical framework, a research instrument was constructed around three core domains: Digital Knowledge, Digital Skills, and Digital Safety. Each domain consisted of ten items designed to evaluate the teachers' digital capabilities. The instrument was subsequently presented to a panel of experts in psychological and educational sciences to establish its validity. Utilizing the Chi-square (χ^2) test, a consensus rate of 80% was achieved, confirming the instrument's validity for its intended purpose.
The validated questionnaire was administered to a sample of 297 social studies teachers (both male and female) from public and private primary schools in the Babil Governorate. After data collection, the instrument's reliability was ascertained, yielding a high reliability coefficient of 0.82 as calculated by Cronbach's Alpha.
The findings revealed a deficiency in the digital knowledge and digital skills competencies among the social studies teachers. In contrast, the results indicated that their proficiency in digital safety measures was at an acceptable level, particularly when compared to the other domains.
Based on these results, the study concludes by presenting a series of conclusions, practical recommendations, and proposals for future development
Keywords: digital requirements, male female teachers, social studies subject

CHAPTER ONE: INTRODUCTION TO THE RESEARCH

First: The Research Problem

In light of the rapid technological and informational progress the world is witnessing at all levels, and the important role of the educational system in harnessing this progress, there is an urgent need for a renewed, forward-looking vision for the field of preparing and training teachers in digital learning. This vision is necessary to meet educational requirements in light of global changes and the information revolution, and to activate their role by adopting future trends, reformulating their mechanisms, and creating a new vision for developing skills and capabilities that enable them to confront modern challenges. The greatest challenge facing teacher preparation in the field of education is keeping pace with changes and developments. There is an urgent need to reconsider in-service teacher training and qualification to ensure the sustainability and development of the teaching profession. Digital technology in classrooms is still not being used in a collaborative manner. Numerous studies, including those by Ono Agbok and Okigbo (2015) and Al-Jubouri (2021), have indicated a low level of digital empowerment and its role in developing the educational process when using modern technology. UNESCO prepared a report for this purpose, aiming to enhance teachers' competence in the field of information and communication technology. It also emphasized the importance of equipping teachers with the basic skills and knowledge to master the digital requirements necessary to implement curricula, and the inclusion of a set of productive tools and effective technological materials to encompass change in educational practices—that is, the use of digital tools and content and their application across the entire educational spectrum (UNESCO, 2019: 21). To answer these questions, we must know which paths can be taken and which options can be adopted. Should we surrender the minds God has

bestowed upon us and entrust our leadership to the masters of divination and astrology? Should we remain captive to history, singing the praises of its forgotten pages? Should we allow its high walls and impregnable fortresses to prevent us from envisioning future horizons? Should we submit to those who say that the present is all that a person can possess and that they must not transcend it? Should we view the future through the lens of dreams and aspirations? Hence, the role of the social studies teacher has changed from what it was in the past. The development of technology, information, and communications has added numerous new burdens, as it has become imperative for them to engage with modern digital technologies and employ them in the educational process to help their students achieve their academic outcomes. The researchers have this impression, having taught social studies in elementary schools. It is worth noting that these questions remain doubts seeking answers, as the researchers' passion for investigation and attempts to answer the following question aroused their desire to investigate and attempt to answer the following question:

What are the basic digital requirements that a social studies teacher needs in the elementary stage, and how can we anticipate development prospects?

SECOND: THE IMPORTANCE OF THE RESEARCH:

The current era is witnessing technological and digital development in all aspects of life, including education, whose goals, methods, and approaches have changed. New terms and labels have emerged that refer to modern education, which seeks to employ digital technology in the teaching and learning process (Al-Sayed, 2020: 51). Teaching social studies is not isolated from these changes and developments. It includes (knowledge, skills, values and attitudes) that contribute greatly to achieving integrated growth in the learner's personality, and thus building the citizen, or rather the good, productive human being. The critical, active, positive participant, and thinker who is able to bear responsibility and address the problems he faces in a scientific manner in an era characterized by a knowledge and technological explosion, which requires the teacher to help the learner acquire knowledge and how to employ it in his life and society (Qattawi, 2007: 35). Digital education has provided the opportunity to learn in a manner that is compatible with the abilities and capabilities of students, while achieving the principle of equal opportunities among them, even those who live in remote areas. In addition, it has the ability to provide educational services and fulfill the desires and needs of students. From here, we find that the digital environment represents a dynamic electronic community that includes (the teacher and the learner) in a communicative and dialogical atmosphere (Lal and Alia, 2010: 14).

The effectiveness of the educational process depends mainly on what the teacher has achieved in the classroom. All the resources used by the teacher, whether materials, tools, techniques or otherwise, must ultimately help in bringing about changes in the learner's behavior. The teacher is also responsible for bringing about changes in his methods in order to facilitate their acquisition of knowledge, skills and attitudes related to the academic fields and various activities (Alam, 2011: 42). The teacher represents an effective element, a pivot and a basic pillar in the educational process, and he is responsible for improving its outcomes. Reforms, development and educational modernization begin with him, and without him, education remains unable to perform its tasks. Being the master of the situation in investing these capabilities in harmonizing the minds of his students in order to plan, build and develop curricula, and transform them into reality (Obaid, 2004: 25), and in light of the rapid changes in the field of information and communications, and their availability and development, the teacher is no longer monopolized in transferring and teaching knowledge only, as the need has become urgent to change his role, and this has been facilitated by educational technology, and its employment of the digital revolution in all aspects of the educational process, and whatever the teacher's orientation towards new developments, he must realize that most of his students are affected by them, and work to use them; Therefore, the responsibility falls on the teacher to determine which educational technology innovations are most appropriate for achieving educational goals (Ta'imah et al., 2011: 410). In the same context, Ninlawan's study (2015) emphasized the role of teachers in supporting and motivating their students. They must improve their skills and have a strong vision in the field they teach, including the ability to innovate and apply ICT-based teaching techniques (Ninlawan, 2015, p. 1733). Providing an electronic work environment in educational fields with the help of information and communication technology (ICT) begins with establishing an electronic infrastructure that achieves fluidity in electronic interactions with ease, accuracy, and high speed, and develops communication between educational and scientific institutions, demonstrating their role in scientific competition (Ismail, 2009: 132). Based on the above, the cognitive content remains available around the clock, which allows the student to follow it at any time he sees fit, overcoming the constraints of time and place in the educational process. It also provides the possibility of repetition according to different sensory methods, which are possibilities rarely provided by traditional methods, and provides immediate interaction between them and the teacher. Learning theories emphasize human interaction, as it is considered a vital element in education (Attia, 2015: 33).

Implementing digital education requires greater effort from all parties before embarking on the teaching-learning process, making teaching and learning easier. Given the complexity of living conditions and the high financial costs of this type of education, this calls on teachers and society to persevere and challenge themselves in order to develop their own and their students' personal and intellectual capabilities (Al-Jalabi, 2005: 7).

Foreseeing the future of education remains dependent on understanding the potential changes and transformations that the field of education will witness in the future, and identifying the opportunities and challenges that may arise with these changes and transformations. Government educational institutions have demonstrated their commitment to keeping pace with educational goals and directives, and have begun to commit to providing a vision, strategy, and processes for managing the future of education and developing future plans at all levels. This commitment also contributes to the sustainability and continuity of operations, providing services in a manner that enhances the concepts of flexibility and institutional proactivity, and preparing for the future with the aim of achieving the highest levels planned for the future while helping to raise the quality of life (Al-Shamsi, 2024: 96).
The practical importance of this research can be defined as follows.
1. The research contributes to providing a list of the basic digital requirements needed by elementary social studies teachers, in order to address weaknesses and enhance strengths in educational work.
2. Contribute to preparing teachers prepared for various educational stages to benefit society from future changes and the transition to e-learning.
3. The research contributes to the efforts made to teach social studies at the elementary level. This research is expected to pave the way for new studies in the field of digital developments in curricula and teaching methods.
4. Provide a comprehensive vision for the future of social studies teachers, identifying potential opportunities and challenges that may arise with these future changes in light of increasing technological development.
5. Provide recommendations and solutions for educational decision-makers, helping them develop strategies and plans to address these challenges and take advantage of available opportunities.

THIRD: RESEARCH OBJECTIVES: THE RESEARCH AIMS TO IDENTIFY:

1. The basic digital requirements of elementary social studies teachers.
2. Basic digital requirements for primary school social studies teachers by gender (males and females)
Fourth: Study boundaries
1. Human boundaries: Social studies teachers in private and government primary schools affiliated with the General Directorate of Education in Babylon.
2. Cognitive boundaries: Basic digital requirements.
3. Temporal boundaries: The academic year (2024/2025).
4. Spatial boundaries: Primary schools affiliated with the Babylon Education Directorate.
Fifth: Defining research terms:
• Basic digital requirements: "digital educational environment tools and equipment, digital curricula, and legislation necessary for the use of digital tools in teaching, as well as the knowledge and competencies required to develop teachers' digital capabilities and skills." (Al-Sayed, 2020: 54)
• Operational definition of basic digital requirements: The ability of primary school social studies teachers to possess a set of cognitive, skill, and digital protection requirements in the field of teaching using technological techniques.
• Social Studies: “The subject that presents subjects to students in an integrated and comprehensive manner, including history, geography, and national education, and focuses its attention on students and how to help them achieve effective growth in order to prepare them as good citizens capable of serving their country, while forming an awareness of the changes and developments that occur in various fields” (Sulaiman and Saeed, 2001: 19)
• The operational definition of social studies: Textbooks that include geography, history, and national education topics, and are provided as part of the curricula for elementary school students in grades four, five, and six in the Republic of Iraq by the Ministry of Education, General Curriculum Directorate.
• Teachers: “Individuals qualified educationally and academically to undertake the teaching profession. Being an educational leader requires keeping pace with innovation and change occurring in their profession, working to build the student’s personality on sound scientific foundations, encouraging in them the characteristics of a good person who benefits themselves and society” (Mahani, 2010: 10).
• The operational definition of teachers: “Individuals who possess educational qualifications that allow them to practice the profession of teaching social studies in public and private elementary schools.” • Foresight: "Looking to the future, based on the deduction and analysis of data related to the topic for which a future vision is intended" (Bisgaard & Kulachci, 2011:12)
• Operational definition of foresight: A systematic, forward-looking process based on the scientific analysis of current and past data, with the aim of deriving and formulating a clear vision of the future digital foundations needed by primary school social studies teachers. This will ensure they are able to keep pace with the requirements of the digital transformation in education and provide effective teaching that meets future needs.
• Development: "Qualitative change in one, some, or all of the curriculum components, leading to increased efficiency in achieving the goals of the educational system for comprehensive development" (Jabr & Diaa, 2015:156)

• Operational definition of development: A systematic transformation process based on scientific analysis, with the aim of bringing about a qualitative shift in the structure of social studies teaching methods in light of the basic digital requirements of primary school social studies teachers.

CHAPTER TWO THEORETICAL ASPECTS AND PREVIOUS STUDIES:

First: Theoretical Aspects:

1. The Concept of Educational Requirements:

The concept of educational requirements is fundamentally linked to the topic of teachers and instructors. This is because there is a consensus that the teacher is the most important element in the educational process. A competent teacher is one who leaves an impact on learners, regardless of the educational curricula adopted. Numerous educational studies have proven that successful education is achieved by a successful teacher who possesses multiple educational skills and an influential personality capable of performing the educational task and going beyond it to achieve educational goals. Furthermore, educational requirements encompass several aspects, including (skills, characteristics, advantages, and qualities) that are evident in the teacher's performance, reflected in the educational situation, and practiced consistently (Askar, 2008: 177). 2. The Teaching Profession:

Perhaps the most appropriate and concise definition is: "Learning is a semi-permanent modification of behavior through experience, inferred from an individual's performance. Modification does not mean change, because change may occur in an individual as a result of biological factors such as growth and maturity, and this is not learning. In other words, change resulting from biological growth factors or innate responses is not learning. Moreover, change may be progress or regression, which is not intended to be included in the concept of learning. When we say 'modification,' we mean departing from the concept of regression, and when we say 'experience,' we mean departing from what is caused by genetic factors or anything that belongs to nature (Attia, 2008: 38).

The researchers believe, in light of the above definitions of learning, that learning can result from 'insight, observation, imitation, practice, education, training, or teaching,' which means that it is acquired through tangible experience and practice, or through insight, or both. It can also be said that learning does not occur Not only by acquiring certain experiences, or simply by practicing them, but also by applying them in new, life-changing situations, or by being able to apply and benefit from them to modify their behavior. Based on the above, learning is the primary goal sought by all educational and training institutions. It is of two types:

• Intentional learning that addresses cognitive, emotional, or skill-based aspects.

• Learning that accompanies intentional learning, or unintentional learning, such as learning the etiquette of discussion, cooperation, and acceptance of others.

3. Objectives of Digital Education:

The comprehensive concept of e-learning achieves the following goals:

A. Increasing the effectiveness of teachers and increasing the number of students in classes.

B. Assisting teachers in preparing educational materials for students and compensating for the lack of experience of some.

C. Providing educational packages in electronic form to teachers and students in schools via virtual classrooms.

D. Providing a registration system and comprehensive testing in schools remotely, in a highly credible manner, without wasting the time of students and teachers, as is the case with traditional methods.

C. Disseminating technology in society and providing a broader concept of continuous education. (Al-Hila, Marai, 2011: 419).

4. The Role of Digital Education in the Educational Environment:

Digital education is one of the pillars of the educational system and a source of information and knowledge for students. The teacher's role in it lies in the extent of their possession of scientific and pedagogical expertise and the teaching methods that enable them to convey this knowledge and information. These roles can be summarized in terms of:

A. Improving Performance: Digital and electronic education is one of the methods that teachers rely on to educate students within educational environments. Using strategies and facts about how to accomplish various roles and activities.

B. Content and Objectives: Digital education makes the content and substance of the educational process more vital for students, in terms of the modernity of the information and data it provides. This information is in line with the developments in needs and desires, and it can be considered a bridge through which students acquire skills and abilities that help them define the goals they seek to achieve.

C. Prevention of Work Accidents: Incorporating digital education into prevention and reducing the severity of the phenomenon is essential and effective in adopting the necessary behaviors to avoid danger and thus achieve the element of prevention and protection.

C. Quality and Quantity of Production: Production is one of the goals that an individual or institution seeks to achieve, considering it the final stage of the educational production process (Ali and Yasmina, 2011: 418-419).

Justifications for Digital Education:

Information technology brings together the learning community and meets individual needs in the learning process. Reasons supporting digital education include:

A. Economic competitiveness: This type of education represents a knowledge-based industry that can increase the benefits of educational systems, improve the quality of education, and produce graduates who are technologically proficient.

B. Lifelong learning: Recent years have witnessed the widespread application of digital education, a change in the nature of work, and increased cross-border mobility, making continuous education through traditional media extremely difficult, given the flexibility and low cost of e-learning.

C. Better education: It is easier to obtain the educational outcomes needed by a knowledge-based society than traditional classroom education.

D. Cost-effectiveness: The knowledge explosion, the inability of curricula to keep pace with developments, and rapid changes have rendered traditional classrooms incapable of achieving high-quality education. (Amer, 2014: 86)

5. Obstacles to Integrating Technology into the Education Sector:

The integration process faces obstacles that may hinder its effective use. These obstacles can be classified as follows:

1. Material obstacles: These are related to tools, including (lack of resources, lack of time, and poor understanding of modern technology by educational institutions).

2. Human obstacles: These include:

• Teachers' reluctance to use new technology due to a lack of confidence in its use, a lack of experience, or a fear of failure.

• Weak competitiveness resulting from a lack of digital knowledge among teachers.

• Unwillingness to change due to a lack of digital skills.

• High educational costs: Some software and electronic tools are expensive (Al-Alyan, 2019: 285).

C. Legislative and legal obstacles: Some laws that hinder digital interaction require amendments to ensure the educational system remains dynamic and keeps pace with modern developments. (Daw and Salma, 2020: 8)

6. The Concept of Foresight: Future Horizons:

It refers to the skills involved in extrapolating general trends in human life, which influence the attitudes of individuals and societies. Foresight is defined as an organized scientific effort that results in the formulation of a set of conditional forecasts, encompassing the main features of specific situations, over a period of more than twenty years. This is achieved by focusing on variables that can be changed through decisions. In other words, it is a future vision that enables us to extract elements of human expectation.

7. Foresight Tools and Techniques:

Among the most important tools and techniques that contribute to foresight are:

A. Scenarios: These include creating different scenarios for the possible future in the field of education based on different expectations and circumstances.

B. Strategic Analysis: This represents the analysis of trends and driving and influencing forces to anticipate future developments in the field of education.

C. Data and Information: It relies on data and information related to educational matters, including the teaching-learning process from all aspects, and then analyzes this data to serve future expectations.

8. Areas of Foresight: Future Prospects:

Foresight requires in-depth analysis of information and trends to ensure accurate predictions and decision-making in a rapidly changing world. Its areas include:

A. Technology: which impacts education and the art of teaching. The scientific aspect of education is given greater importance in educational technology, which has a significant impact on the student, teacher, educational decision-makers, and the school environment, thus impacting the spread of education.

B. Economy: Relies heavily on the use of the tools of the information and communications technology revolution in new sectors operating in the field of microtechnology.

C. Environment: Analyzing the impact of climate change and the decline of natural resources on the environment and human life.

D. Health: Anticipating developments in medicine and healthcare, and their impact on public health and treatment.

C. Society and Culture: Analyzing changes in societal values and their impact on social and cultural relations (Al-Mahrouqi, 2024: 26).

Second: Previous Studies

• Study (Onu Egbok, Okigbo: 2015)

The study aimed to adopt the use of educational technologies by teachers in Nigerian educational institutions. The researcher adopted a descriptive approach in the study. His sample consisted of (184) teachers from the Alvan Ikoko College of Education in Owerri, Nigeria. His tool was a questionnaire consisting of (27 items). The statistical methods were represented by a (five-point Likert scale). The study results showed a low level of adoption of educational technologies in teaching. Furthermore, (30.5) percent of teachers were among those who did not use these technologies (Ifegbo, Perpetua, 2015; 23-30).

• Study (Al-Jubouri: 2021)
The study aimed to identify the digital competencies possessed by geography teachers in Iraq and the factors influencing their possession of these requirements. The researcher adopted a descriptive approach to complete the study requirements. His sample consisted of (236) female and male geography teachers in schools. A questionnaire was used as a research tool for two groups: the first (on the degree of possession of digital requirements), and the second (on the factors influencing their possession). A five-point Likert scale was used, and the results were statistically analyzed by calculating the arithmetic mean, standard deviation, and Pearson's correlation coefficient. The study results indicated that teachers' degree of possession of digital competencies was average.
• Study (Al-Tuwairqi: 2023)
The study aimed to explore the future of green human resource management in public intermediate schools in Riyadh, using the Delphi method. The descriptive approach based on the Delphi method was adopted. To fulfill the study requirements, the sample included a group of schools in Riyadh. The research tool was a questionnaire using a three-point Likert scale. The results were statistically analyzed using Pearson's correlation coefficient and Compbach's alpha. The results led to the development of a proposed vision for future prospects for green human resource management based on the Delphi method (Altowairqi, 2023; 100-77). Chapter Three
Research Methodology and Procedures
In this chapter, the researchers outline the procedures they adopted to achieve the research objective, relying on identifying the appropriate methodology. Perhaps the descriptive-analytical approach is the most appropriate to achieve the research objective of studying the educational phenomenon as a form of systematic scientific analysis and interpretation to describe and depict the phenomenon quantitatively by collecting, classifying, and analyzing standardized data and information, and subjecting it to careful study (Al-Jabouri, 2013: 179).
First: The research community and sample:
The research community included primary school social studies teachers in government and private schools affiliated with the Babil Governorate Education Directorate. Their number reached (1,315) teachers for the academic year (2024-2025 AD), according to academic achievement, as shown in Table (1). The research sample consisted of primary school teachers in government schools affiliated with the Babil Governorate Education Directorate, which numbered (297) teachers, representing 23% of the total. These teachers were randomly drawn from the original community at a significance level of (0.05). Table (1) Number of male and female social studies teachers in Babil Governorate according to figures from the Statistics Division of the General Directorate of Education in Babil.

Subject	**Diploma**	**Bachelor**	**Higher Diploma**	**Master**	**PhD**	**Total**
	Male	Female	Male	Female	Male	Female
Social Studies	12	7	630	577	3	1

Second: The research tool: This represents the means by which the researchers collected their data. The tool was undoubtedly chosen to achieve the research objectives (Badr, 1996: 36), in accordance with the theoretical framework previously established by the researchers. The tool included a set of paragraphs and clearly defined concepts, divided into domains or groups on a logical, organized basis (Al-Marshadi, 2017: 85).
Steps for preparing the research tool:
Rating scales are used when determining the degree of occurrence of a behavior, especially in situations where performance has multiple aspects and requires assessment.
The researchers prepared a list of basic numerical requirements that they aspire to have in elementary social studies teachers. The tool focuses on the same aspects of performance across all sample members, and also demonstrates the dimensions and characteristics of the behavior used and the desired type of performance (Abu Alam, 2006: 392). This was based on:
A. Defining the domain of procedural behavior, which is undisputed among the research sample members, indicates its basic digital requirements.
B. Adopting three levels to determine behavior in the sample's response (level of agreement with the statement), each graded according to a scale (agree, neutral, disagree), and converting the sample members' responses to scores (3, 2, 1).
C. Clarity of the meanings of the attributes the tool seeks to measure.
D. Clarity of the assessments included in the tool.
C. When developing the tool, the researchers attempted to avoid what is called "logical error," i.e., not believing that the attributes are related to each other.
H. Studies that addressed e-learning and digital technology were identified.
G. Sources and books that focus on the electronic and digital aspects.
D. The questionnaire was presented to expert judges and specialists in the fields of teaching methods, educational psychology, and consulting specialists in the field of computer science and e-learning, to verify the suitability of the questionnaire for the purpose for which it was designed.

I. The instrument was developed in its final form, consisting of three axes, each consisting of (10) statements, as shown in Appendix (1).
Third: Psychometric Properties: The psychometric properties that the instrument must have include (validity and reliability), which enable the instrument to measure what it was designed for, contributing to accurate results.
1. Validity: This refers to the validity of the instrument to measure what it was designed to measure. Perhaps the most common of these is (content validity), as the instrument is presented to a group of people with expertise in the field of research and scale construction; To assess the validity of the items included in the research tool (Attia, 2010: 109), and to express their opinions on the formulation of digital educational requirements for social studies teachers, the suitability of the tool's vocabulary, and its relevance to the intended objective, the researchers presented these requirements to (10) experts and arbitrators in the fields of teaching methods, measurement, and educational psychology. All agreed that there is consistency across all dimensions of the tool and that it is valid in measuring what it was designed to measure.
2. Reliability: This refers to the accuracy or consistency of the scale, i.e., that the reliability coefficients are as high as possible. If they exceed (80), this is preferable when it comes to scales. Classical measurement theory indicates that an individual's performance on the scale reflects their true degree in the trait measured by the tool (Abu Alam, 2006: 483). Reliability was calculated using the Cronbach's alpha coefficient to measure all areas of the questionnaire. To calculate this type of stability, the scale was applied to the sample, and the stability coefficient reached (0.82). This method depends on calculating the variances between the individuals' scores (the stability sample). From one paragraph to another and across all paragraphs of the tool.
3. Discriminating power of items: This can be considered an indicator of their ability to differentiate between sample members who meet the numerical requirements and those who do not. Calculating discrimination coefficients for items is a fundamental methodological procedure in the psychometric construction of the instrument, whereby readings that achieve high discriminatory values are retained and those that lack sufficient discriminatory power are excluded. To achieve this goal, the researchers conducted a careful statistical analysis using an independent samples t-test to determine the significance of the differences between the mean scores of the two groups (high and low). The results revealed statistically significant differences at the significance level of 0.05 in the responses of the two extreme groups on all items of the instrument. Accordingly, the researchers classified the instrument as having strength across all items and as having high discriminatory effectiveness, confirming its ability to differentiate with a high degree of reliability. Fourth: Statistical Processing:
After verifying the validity and reliability of the questionnaire and its suitability for application, the researchers used Excel (version 2010) to calculate frequencies, percentages, arithmetic mean, and standard deviation.
• Chi-square to determine apparent validity (to determine the level of agreement of the arbitrators on the items of the research instrument).
• Cronbach's alpha equation to determine reliability.

CHAPTER FOUR PRESENTATION AND INTERPRETATION OF RESULTS:

The current research seeks to identify the basic digital requirements of primary school social studies teachers in response to the demands of the digital age. The research results indicated a positive response from the sample of (297) male and female teachers in teaching social studies, in light of the problem and objective of the research, as shown in Tables (4, 2, 3) and their interpretation.
First: Results related to the first objective (basic digital requirements of primary school social studies teachers).
Table (2): Results of digital cognitive requirements of primary school social studies teachers

No.	Digital Knowledge Requirements	Agree	Neutral	Disagree	Mean	Std. Deviation	Percentage	Evaluation	Rank
1	The ability of the Social Studies teacher to efficiently use Office programs.	31	92	174	1.58	73.1	10.4%	Negative	8
2	The teacher's ability to search web engines for historical and geographical data that suit	188	76	33	2.30	78.9	63.3%	Positive	3

	my teaching needs.								
3	The teacher's ability to detect viruses and deal with them.	32	65	200	1.45	87.2	10.8%	Negative	9
4	The teacher's effectiveness in downloading and deleting files.	76	34	187	1.63	82.3	25.6%	Negative	5
5	The teacher's knowledge of digital laws and regulations and how to deal with them.	65	33	199	1.51	86.7	21.9%	Negative	6
6	The teacher's ability to convert data files from one format to another.	49	45	203	1.48	84.6	16.5%	Negative	7
7	The teacher's ability to keep up with the latest versions of basic educational programs.	17	30	250	1.13	114.2	5.7%	Negative	10
8	The teacher's ability to handle storage units and disk drives.	190	60	47	2.33	76.3	64.0%	Positive	2
9	The teacher's ability to use internet search engines to follow current events in Social Studies topics.	180	77	40	2.29	74.9	60.6%	Positive	4
10	The teacher's ability to interact with digital network sites related to historical and geographical topics.	258	24	15	2.81	123.9	86.9%	Positive	1

Table (2) shows the response of primary school social studies teachers to the statements of digital cognitive requirements. The positive statements were as follows: The statement (the teacher's ability to obtain information from digital networking sites) achieved an average of (2.81) and a standard deviation of (123.9), and the statement (the teacher's ability to deal with storage units and disk drives) achieved an average of (2.33) and a standard

deviation of (76.3), while (the teacher's ability to search web engines for data and materials that suit his needs) achieved an average of (2.30) and a standard deviation of (78.9), followed by the statement (the teacher's ability to use search engines on the Internet) with an average of (2.29) and a standard deviation of (74.9), while the statements with a negative trend in digital cognitive requirements were as follows: (the teacher's effectiveness in dealing with downloading and deleting files) reached an average of (1.63) with a standard deviation of (86.7), then the statement (the teacher's knowledge of digital laws and instructions and how to (Dealing with it) with a mean of (1.51) and a standard deviation of (86.7), followed by the phrase (the teacher's ability to deal with converting files and data from one format to another) with a mean of (1.48) and a standard deviation of (84.6), then the phrase (the social studies teacher's ability to deal efficiently with Office programs) with a mean of (1.58) and a standard deviation of (73.1), and the phrase (the teacher's ability to detect viruses and methods of treating them) with a mean of (1.45) and a standard deviation of (87.2), and finally the phrase (the teacher's ability to communicate with the latest versions of basic programs) with a mean of (1.13) and a standard deviation of (114.2).

The results indicate a weakness in the capabilities of social studies teachers with some digital information; This result, from the researchers' perspective, is attributed to the lack of attention paid to in-service teacher training and qualification in the field of digital and technological education by educational supervision systems, which often emphasize the cognitive aspect, memorization, and indoctrination. A percentage of teachers, while studying at teacher training institutes, did not study computer science, which could negatively impact student achievement. The differences and variations in teachers' responses generally reflect differences in their digital experience, which requires the allocation of training programs that are compatible with their teaching needs on the job. Table (3) Results of digital skill requirements for primary school social studies teachers.

No.	Digital Skill Requirements	Agree	Neutral	Disagree	Mean	Std. Deviation	Percentage	Evaluation	Rank
1	The teacher's ability to create e-classes that make Social Studies lessons more deeply understood by students.	38	60	199	1.42	83.7	12.8%	Negative	8
2	The teacher's ability to teach students through the use of interactive electronic media.	57	70	170	1.52	62.7	19.2%	Negative	6
3	The teacher's ability to effectively handle computer peripherals (camera, speakers, microphone, tape drive, scanner, printer) in their various forms.	175	90	32	2.24	75.5	58.9%	Positive	4
4	The teacher's ability to enable students to receive	97	100	100	1.99	1.7	32.7%	Negative	5

	learning materials electronically according to their abilities through visual, audio, or readable formats.								
5	The teacher's ability to use information technologies and computer networks to support educational processes.	45	125	127	1.64	42.8	15.2%	Negative	7
6	The teacher's ability to deal with electronic technologies and connect them to the internet.	35	50	212	1.43	90.9	11.8%	Negative	9
7	The teacher's ability to prepare lectures electronically.	266	18	13	2.85	138.5	89.6%	Positive	1
8	The teacher's ability to store and retrieve lectures electronically.	200	67	30	2.40	85.4	67.3%	Positive	2
9	The teacher's ability to deliver all elements of the educational program (objectives, content, methods, activities, learning resources, and assessment tools) electronically.	25	85	187	1.42	87.6	8.4%	Negative	10
10	The teacher's ability to develop teaching methods through digital technologies to achieve	190	60	47	2.33	76.3	64.0%	Positive	3

	self-interaction.								

Table (3) shows the response of primary school social studies teachers to the digital skill requirements. The phrase (the teacher's ability to prepare lectures electronically) had an average of (2.85) and a standard deviation of (138.5). The phrase (the teacher's ability to save and retrieve lectures electronically) had an average of (2.40) and a standard deviation of (85.4). The phrase (the teacher's ability to develop teaching methods through digital technologies) had an average of (2.33) and a standard deviation of (76.3). The phrase (the teacher's ability to deal effectively with computer accessories such as (camera, loudspeaker, microphone, tape disk, scanner, printer) in their various forms had an average of (2.24) and a standard deviation of (75.5). The requirements that had a negative trend were (the teacher's ability to enable students to receive the scientific material electronically in a manner that suits their abilities through visual, audible or written methods) had an average of (2.24) and a standard deviation of (75.5). (1.99) and a standard deviation of (1.7), followed by the phrase (the teacher's ability to teach students through the use of interactive electronic media) with a mean of (1.52) and a standard deviation of (62.7), and (the teacher's ability to use information technology and the computer network to support the educational process) with a mean of (1.64) and a standard deviation of (42.8), and the phrase (the teacher's ability to create electronic classes that make the social studies lesson more deeply rooted in the minds of students) with a mean of (1.42) and a standard deviation of (83.7), then the phrase (the teacher's ability to deal with electronic technologies and connect them to the Internet) with a mean of (1.43) and a standard deviation of (90.9), followed by the phrase (the teacher's ability to present all elements and components of the educational program, including objectives, content, methods, activities, learning resources, and assessment methods electronically) with a mean of (1.42) and a standard deviation of (87.6). The researchers believe that the low percentage of teachers in some phrases Which concerns the digital skills aspect, may limit the effectiveness of their digital education, which requires effective solutions to enable them to use digital technologies and employ them in the social studies lesson at the elementary level.

Table No. (4) Results of digital security requirements for male and female social studies teachers at the elementary level.

No.	**Digital Protection Requirements**	**Agree**	**Neutral**	**Disagree**	**Mean**	**Std. Deviation**	**Percentage**	**Evaluation**	**Rank**
1	The teacher's ability to create passwords to protect information.	175	92	30	2.24	75.5	58.9%	Positive	9
2	The teacher's ability to provide controls and guidelines to protect communications and information.	180	76	33	2.30	78.9	63.3%	Positive	8
3	The teacher's ability to archive lectures and exam results.	200	65	32	2.40	85.4	67.3%	Positive	7
4	The teacher's ability to provide advanced software to protect data from hacking.	43	76	178	1.49	70.9	14.5%	Negative	10
5	The teacher's ability to make backup copies of students' data and information.	255	31	11	2.79	126.9	86.0%	Positive	4

6	The teacher's ability to verify accurate and correct information through electronic sites.	250	35	12	2.76	123.2	84.2%	Positive	5
7	The teacher's ability to respect cultural, ethnic, and sectarian diversity when communicating via digital media.	250	30	17	2.76	123.2	84.2%	Positive	6
8	The teacher's ability to exercise responsibility when publishing topics through digital media.	273	13	11	2.89	142.8	92.0%	Positive	1
9	The teacher's ability to maintain confidentiality of information and data when dealing with people outside the educational work.	269	14	14	2.86	140.1	90.6%	Positive	2
10	The teacher's ability to adhere to professional values when communicating with students via digital media.	258	24	15	2.81	123.9	86.9%	Positive	3

Table No. (4) shows the response of primary school social studies teachers to the digital protection requirements, which achieved a positive trend. The phrase (the teacher's ability to take responsibility into account when publishing topics via digital media) achieved an average of (2.89) and a standard deviation of (142.8), the phrase (the teacher's ability to maintain the confidentiality of information and data when dealing with people outside the educational work) with an average of (2.86) and a standard deviation of (140.1), then the phrase (the teacher's ability to adhere to professional values when communicating with students via digital media) achieved an average of (2.81) and a standard deviation of (123.9), followed by (the teacher's ability to make backup copies of data and information related to students) with an average of (2.79) and a standard deviation of (126.9), then the phrase (the teacher's ability to verify accurate and correct information via electronic websites) with an average of (2.76) and a standard deviation of (123.2), and the phrase (the teacher's ability to The statement (taking into account cultural, ethnic and sectarian diversity in communication via digital media sites) achieved an average of (2.76) and a standard deviation of (123.2), while the statement (the teacher's ability to archive lectures and test results) reached an average of (2.40) with a standard deviation of (85.4), then the statement (the teacher's ability to provide controls and instructions to protect communications and information) achieved an average of (2.30) and a standard deviation of (78.9), and the statement (the teacher's ability to create passwords to protect information) achieved an average of (2.24) with a standard deviation of (75.5), while the statement of the negative trend (the teacher's ability to provide advanced software to protect data from hacking operations) achieved an average of (1.49) with a standard deviation of (70.9). The results show that teachers have the capacity for digital security, but their ability

to provide advanced programs to protect data from hacking remains limited. Poor knowledge of digital security may expose them to cyber threats, negatively impacting their own and their students' digital safety. According to social learning theories (Bandura), incompetence in this area may reduce the effectiveness of the model teachers provide to students.

Second: Results related to the second objective (basic digital requirements of primary school social studies teachers, according to the gender variable (males - females))
Table (5) Results of the test of significance of differences between the average scores of sample members according to the gender variable (males - females)

Gender	Sample Size	Mean	Std. Deviation	Degree of Freedom	t-value (calculated)	t-value (tabulated)	Significance at (0.05)
Male	160	75	10	295	2.318	1.96	Not statistically significant
Female	137	72	12				

The results were analyzed statistically, as shown in Table (5) above, using a t-test for two independent samples between the sample mean scores (males and females) at a significance level of (0.05) and a degree of freedom of (295). The calculated t-value was (2.318), while the tabular value was (1.96), indicating that the difference was not statistically significant. This demonstrates the agreement between the sample members, both males and females, regarding their possession of the basic digital requirements for teaching social studies at the elementary level, regardless of their gender.

FIRST: CONCLUSIONS

In light of the research results presented by the researchers, they reached the following conclusions:
1. Social studies teachers have the ability to search web search engines for data and historical and geographical information.
2. Social studies teachers have the ability to prepare, save, and retrieve lectures electronically.
3. Social Studies teachers have sufficient capacity to handle the digital security requirements for storing documents, grades, and information related to their students.
4. There are weaknesses in some areas of digital skills and digital knowledge requirements among Social Studies teachers.

SECOND: RECOMMENDATIONS:

The researchers recommend:
1. Conduct educational training courses and workshops in the field of e-learning, while providing appropriate conditions that facilitate its efficient use and application in teaching and learning. This will contribute to developing teachers' performance, increasing their knowledge base, and raising their level of job performance.
2. Emphasize the use of specialists and technicians in the field of networks and educational design, as part of the integrated work team formed by the educational institution.
3. Develop a proposed vision for establishing a center called the "E-Learning Resources Center" and define its role in activating e-learning.

Third: Proposals
In light of the research findings, the researchers propose:
1. The need to prepare and offer periodic training courses for male and female teachers addressing e-learning mechanisms, methods, and tools, and how to employ them in educational situations.
2. Focus on training teachers on the skills and competencies needed to use the institution's educational website before they begin their learning through it and before engaging in work, enabling them to use its tools and interact with each other.
3. Encourage teachers to use e-curricula in teaching across all grades, while holding specialized courses to equip them with the skills to design e-lessons and e-activities.
4. Increase attention to the topic of future foresight, given its role in raising the educational and performance levels of teachers.

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Appendices
Appendix No. (1) Search Tool

No.	Digital Knowledge Requirements	Agree	Neutral	Disagree
1	The ability of the Social Studies teacher to efficiently use Office programs.			
2	The teacher's ability to search web engines for historical and geographical data that suit my teaching needs.			
3	The teacher's ability to detect viruses and deal with them.			
4	The teacher's effectiveness in downloading and deleting files.			
5	The teacher's knowledge of digital laws and regulations and how to deal with them.			
6	The teacher's ability to convert data files from one format to another.			
7	The teacher's ability to keep up with the latest versions of basic educational programs.			
8	The teacher's ability to handle storage units and disk drives.			
9	The teacher's ability to use internet search engines to follow current events in Social Studies topics.			
10	The teacher's ability to interact with digital network sites related to historical and geographical topics.			

No.	Digital Skill Requirements	Agree	Neutral	Disagree
1	The teacher's ability to create e-classes that make Social Studies lessons more deeply understood by students.			
2	The teacher's ability to teach students through the use of interactive electronic media.			
3	The teacher's ability to effectively handle computer peripherals (camera, speakers, microphone, tape drive, scanner, printer) in their various forms.			
4	The teacher's ability to enable students to receive learning materials electronically according to their abilities through visual, audio, or readable formats.			
5	The teacher's ability to use information technologies and computer networks to support educational processes.			
6	The teacher's ability to deal with electronic technologies and connect them to the internet.			
7	The teacher's ability to prepare lectures electronically.			
8	The teacher's ability to store and retrieve lectures electronically.			

9	The teacher's ability to deliver all elements of the educational program (objectives, content, methods, activities, learning resources, and assessment tools) electronically.			
10	The teacher's ability to develop teaching methods through digital technologies to achieve self-interaction.			

No.	Digital Protection Requirements	Agree	Neutral	Disagree
1	The teacher's ability to create passwords to protect information.			
2	The teacher's ability to provide controls and guidelines to protect communications and information.			
3	The teacher's ability to archive lectures and exam results.			
4	The teacher's ability to provide advanced software to protect data from hacking.			
5	The teacher's ability to make backup copies of students' data and information.			
6	The teacher's ability to verify accurate and correct information through electronic sites.			
7	The teacher's ability to respect cultural, ethnic, and sectarian diversity when communicating via digital media.			
8	The teacher's ability to exercise responsibility when publishing topics through digital media.			
9	The teacher's ability to maintain confidentiality of information and data when dealing with people outside the educational work.			
10	The teacher's ability to adhere to professional values when communicating with students via digital media.			