

CONTRIBUTIONS OF SOCIAL WORK IN PROMOTING TO PARENTS DIGITAL CULTURE: FROM A POINT OF VIEW OF FACULTY MEMBERS SPECIALIZING IN SOCIAL WORK AT SAUDI UNIVERSITIES

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Abstract:

The study aimed to determine the contributions of social work in enhancing the digital culture of parents from the point of view of faculty members specialized in social work at a Saudi university. The study belongs to descriptive studies, and used the survey method. A questionnaire was designed as a study tool, consisting of (40) paragraphs, distributed over three axes: (digital knowledge, digital skills, digital trends), and applied to a simple random sample, numbering (25) individuals. The results revealed that there are medium contributions of social work in enhancing the digital culture of parents, with an arithmetic mean of (2.22 out of 3.00). It became clear that the most prominent contributions of social work in enhancing the digital culture of parents were represented in enhancing the digital trends of parents to a high degree; with an arithmetic mean of (2.35 out of 3.00), followed by enhancing the digital knowledge of parents to a medium degree; with an arithmetic mean of (2.24 out of 3.00), and finally came the enhancement of the digital skills of parents to a medium degree; With an arithmetic mean of (2.02 out of 3.00), the results also showed that the most important contributions of social work in enhancing parents' digital knowledge were represented in revealing the risks of misuse of technology, and one of the contributions of social work in enhancing digital skills is increasing parents' electronic self-learning skills. In light of the results, a set of recommendations were formulated, the most important of which are: the necessity of holding training programs for social workers on digital transformation and the use of technology in the areas of professional practice of social work, with the importance of directing more attention to digital culture.

Keywords: Social work, family, digital parenting, digital culture.

INTRODUCTION:

In light of the spread of digital culture in the age of technology and knowledge explosion, and the blending of culture, education, communication and media technology, and the exchange of digital knowledge, experiences and skills in the virtual world, a strong connection has emerged between family members and digital devices such as computers and smartphones in a clear manner, making technology play an important role in the life of the Arab family; as the information and communications technology sector has witnessed a strong launch and a fundamental development in the field of communications, and the observer of the prevailing social conditions is certain that the use of digital revolution technologies and media has begun to take its way towards influencing the social and intellectual structure of human societies, and perhaps Saudi society is one of the societies that have borrowed these means; as the Saudi family has begun to use technology increasingly and steadily; as an inevitable result imposed by the process of interaction between social behaviors and digital technology.

It is also clear that digital culture tools and information and communication technology have become one of the most important basics of Saudi family life, and a prominent feature of the children of the digital age, and the parents' lack of response to digital culture has created a knowledge gap between the generation of parents and children in the use of digital devices; which requires parents to be familiar with the minimum level of knowledge, skills and technological trends that help them face the challenges of the digital culture age.

Due to the importance of digital transformation in the Kingdom's Vision 2030, social work keeps pace with the changes in information technology, and is distinguished by being an advanced profession that seeks to update its

knowledge and methods; To achieve a higher level of science, which helps it apply its practice according to the highest levels of professional competence.

Therefore, we constantly find that there are serious attempts to provide new and useful things; Which helps its practitioners to overcome personal attempts, and rely on semi-agreed upon codified scientific foundations, and with this continuous development in the social work profession, and depending on the distinguished human competencies of social specialists, social work has given importance to this digital transformation; It has witnessed a significant transformation in providing its services to beneficiaries, helping families confront these technologies and their various means, and the importance of possessing the necessary digital skills and knowledge, during the application of the best educational practices for parents.

The study attempted to shed light on the contributions of social work in promoting digital culture to meet the challenges they face as educators, through previous studies, and the researcher's sense of the importance of this topic, and what this study can reach in terms of results and recommendations that can be useful in this field.

Second: The study problem:

Contemporary Arab societies have witnessed a number of rapid transformations and cultural, intellectual and social changes to varying degrees, reflecting the degree of progress achieved by each society, through modern media, digital, communication and information technologies; which led to radical changes in Arab societies, as a result of communication, cultural diffusion and openness to the outside world, keeping pace with the digital age, and receiving parental cultures, including digital culture. (Esteh, 2014: 200). Digital technology and smart devices are playing an increasingly important role in modern family life. The increase and spread of these devices, and their use by children, is increasing significantly, as research indicates that children and adolescents under the age of (18) years constitute about a third of Internet users in various parts of the world. (UNICEF, 2020).

Statistics from the Unified National Platform for the year 2023 AD indicated that the percentage of Internet use in the Kingdom of Saudi Arabia constitutes (96%) of the population, and owning a mobile phone constitutes (97%) of individuals - between citizens and residents - own a mobile phone, and that access to information and communications technology at home constitutes (99%) of families, who have access to the Internet at home. With the impact of digital technologies on the life of the Saudi family, it has become an essential partner for parents in the process of socialization, and in the value guidance of children; This has resulted in some challenges facing parents regarding their children's use of computers, the Internet, mobile phones, etc., in addition to their weak knowledge of how to deal with these digital technologies, and the decline in the ability of parents to take the necessary precautions and measures to protect and prevent their children from some incorrect uses of these technologies, and their loss of control over raising their children based on sound educational foundations. Many recent studies and related reports at the global and local levels confirm the growing psychological, social, mental and physical repercussions on children as a result of the excessive use of these virtual worlds and the results of technology in the digital age, as they become more vulnerable to isolation and depression. Among these studies is the study (Zahedani, 2016), whose results showed that parents are in dire need of education about safe practices for dealing with the Internet. The study (Abdul Wahid, 2020) also aimed to determine the role of the family in achieving digital security for the child in kindergarten, in light of the challenges of the digital revolution. The study concluded that the role of the family in protecting the child from the dangers of displayed digital content, the dangers of the Internet, or changing the child's abnormal behavior has not been achieved. The family also needs more training and qualification with the knowledge and skills of the digital age.

The study (Hamouda et al., 2021) aimed to identify positive trends towards children's use of the Internet, as well as to identify trends among mothers and fathers towards their children's use of the Internet. The results of the study concluded that: parents have unclear attitudes towards their children's use of the Internet, and that there are no differences between fathers and mothers in their attitudes towards their children's use of the Internet.

Regarding the importance of digital culture for parents, a study by Page Jeffery (2020) found that parents balance technological development, the benefits it provides to their children, and the perceived technological risks to their children's normal development. They also try to distinguish between using media to enhance their children's development and using it to disrupt it, due to their accumulated digital knowledge. The study recommended increasing parents' digital culture and the importance of learning and acquiring it. While a study by Al-Masry (2020) concluded that the family is far from the requirements of digital education, due to the lack of knowledge of the requirements of digital education to protect children from falling into the traps of cybercrimes in general, which threatens children's security and exposes them to social and behavioral risks, as a result of the incorrect uses of technology and its applications. This is what the study (Hawala et al., 2018) agreed with regarding the importance of parents having sufficient awareness and acquiring the digital culture that has prevailed in the language of understanding in the current era. They were also able to identify their shortcomings and their cognitive needs that created a gap between them and their children in the field of digital technology. The results of the study (Abu Amer, 2019) revealed a deficiency in parents' awareness of the elements of digital culture from digital knowledge and skills, and the weakness of the information available to parents that helps them understand technology, use it,

interact with it and avoid its risks, and low awareness of the importance of digital culture in the lives of parents and their children. The study recommended the importance of awareness of digital culture and the importance of dialogue with children about the content of the Internet. Likewise, the study of Landley Lee, W., (2018) concluded that parents lacked digital knowledge regarding accessing and using distance learning management systems, and their guiding practices for their children were ineffective, and they suffered from a lack of technical support and a lack of digital training, while parents' awareness constituted an important criterion for the impact of technology on children, as it found that high awareness of digital technologies is among the contextual factors that largely determine children's emerging behaviors as a result of dealing with mobile devices.

While the study (Ashi, 2019) developed strategies that help families confront non-purposeful content, enable children to learn to avoid the negative effects of technology, and benefit from enriching content, the study recommends conducting future studies that address the effectiveness of these restrictions, the general satisfaction and conviction of children with them, and the relationship between the effect of age and gender, and the child's self-control with the extent to which restrictive strategies are followed to access. The study (Jazouli, 2019) concluded that education on the use of digital technology has become one of the new functions of the family, as well as the school in the knowledge society, as this technology has invaded people's lives and affected their relationships, and thus the digital culture of parents becomes a guarantee to reduce its risks to the family entity. This is the same result reached by the study (Johnson, D, 2018), which recommended the need to conduct additional research that studies the impact of parents' and adults' use of smartphones on all aspects of the family; including the parental subsystem of the family system. Farrugia & Lauri (2018) conducted a study that aimed to raise parents' awareness of digital culture and how to manage the risks their children face on the Internet. The results of the study showed that there is a gap between what children do on the Internet and what their parents know about these practices, and that parents do not have clear strategies to prevent risks. The study recommended the importance of digital culture and technology skills and knowledge for parents.

On the other hand, the study of Moreno Lopez, Nidia, et al, (2017) concluded that parents were not aware of the use, risks and benefits of social networks used by their teenage children, and that parents did not have strategies to monitor their children regarding the use of these networks, and thus their need to acquire digital capabilities increased. The study (2016, B. Zaman) showed that parental control is subject to a dynamic and often contradictory nature, as it changes according to situations and context. Parents may allow their children to use devices in restaurants or cars, and they sometimes work as babysitters. Parents also allow their children to use them when the content serves educational purposes. Demographic variables also represent an influential factor in protection, as children aged (3-9) years are more protected in content, and less in larger work, and discussion and dialogue become a method used more by parents. In the same context, Melody & Terras (2016) concluded that parents' use of technology is closely linked to their children's use. Parents often expressed concerns about the nature and extent of their children's use of mobile phones, however, parents themselves often engage in a number of unsafe behaviors online and excessive use of the phone at home.

The study of the results of the Livingstone, S., et al. (2015) study found a difference in the amount of digital culture among parents according to the educational level, as the more educated were more confident in their digital abilities and skills, and thus practiced completely different control behaviors, and the digital culture of parents is characterized by understanding and indirectness, compared to parents with less education. It found that parents' interest in their children's use of digital technologies begins from a young age, and that their digital knowledge is enhanced by the desire to seriously follow up on the content their children are exposed to through technological means.

The study of Sarwar (2016) also confirmed the weakness of parental control over the child, when using digital technologies connected to the Internet, as the child's constant interaction on the Internet exposes him to risks in light of weak parental control; therefore, sufficient awareness must be provided to parents through media awareness, and parents must be educated about these risks, and how to possess digital skills and knowledge, and achieve digital safety and security for children. The study (Al-Azamat, 2018) confirmed the negative impact of communication technology on the upbringing of children, and recommended that parents should regulate their children's use of modern communication technology, monitor the materials they watch, and use protection methods to block inappropriate materials.

In a report by UNICEF entitled The State of the World's Children 2020 "Children in a Digital World", it referred to the increase in the number of child internet users and the need to enhance efforts to protect their data and identities on the Internet. The report explained that (40%) of internet users in Malaysia are children and youth under the age of (24) years. The largest national survey on safety and security in cyberspace for school students in Malaysia reveals that more than (70%) of children report being harassed on the Internet, while (26%) of them have been cyberbullied. (UNICEF, 2020) Therefore, new digital needs have arisen that parents must have; to keep up with developments in technological media, and this requires them to deal with the elements of digital culture and its tools through some requirements that must be available; which helps them guide their children and protect them

from the dangers of the digital environment. (Abu Amer, 2019: 43). Parental upbringing faces major challenges in light of technological openness and the rapid spread of social media sites, which has led to social and cultural crises, the most important of which is the absence of communication within the family, as the space allocated to the family - in which it is supposed to exercise its biological, psychological, social and economic functions towards its members - has gradually decreased. The change in the family structure has led to differences in growth between generations and a lack of communication due to differences in values and attitudes between parents and children. Consequently, family members have become like strangers gathered in one home devoid of family relationships and warmth, which requires training parents to provide them with the most important skills and methods that enable them to perform their educational and guidance role in this area correctly.

Social work is not isolated from the development, change and digital transformation taking place in the world. It is a profession that serves many groups and is practiced in many fields, which makes it one of the professions that face global challenges in dealing with the technological development taking place in the technical and technological field. (Abu Al-Saud, 2020: 704).

Therefore, social work has turned to using technology to keep pace with the developments of the era, to meet the renewed needs of clients, and to work on increasing the capabilities or efficiency of social practitioners to enable them to become qualified social specialists.

Based on the importance of the concept of digital culture, as an urgent necessity imposed by the variables of the digital age that parents are now living, and the importance of social work as a profession that seeks to meet the educational, educational, therapeutic and preventive needs of families, and for all the reasons mentioned above, the necessity of social work playing its prominent role in enhancing the digital culture of parents is evident.

The problem of the current study can be formulated in the form of a main question, which is: "What are the contributions of social work in enhancing the digital culture of parents, from the point of view of faculty members specializing in social work at a Saudi university?"

Third: The importance of the study:

The theoretical and applied importance of the current study can be explained in the following aspects:

Theoretical importance:

1. The scarcity of studies and research in the field of social work and digital parental culture.
2. The importance of this study is highlighted in showing the contributions and value of social work, and it may benefit policy makers and educational decision makers in paying attention to digital culture in Saudi society.
3. The necessity of preparing parents digitally in a manner consistent with the culture of the digital age in order to protect their children and prevent them from the dangers of misuse of technology. This stems from the importance of the role of the family as the first cell in the social structure of the individual, which if it is reformed and built on sound foundations, the entire society will be reformed.
4. The digital age requires parents to continuously develop themselves, be informed of everything new, share with their children, and manage effective dialogues with them. It also requires changing the thinking of parents, especially about how to benefit from technology and protect their children from its dangers, while preserving privacy and cultural constants without being carried away by the tide of globalization as the fashion of the digital age.

Practical significance:

1. The results of the study may contribute to developing plans and programs for social specialists in the field of technology; to help parents, educators and those interested in children's affairs in raising digital children, and protecting them from the dangers of technology.
2. Training parents on modern technology means, as parents were not born in an electronic environment, but they live in the present, and there is no escape from learning how to deal with this new environment for them; to be able to adapt to it, and benefit from the digital age with its challenges in guiding and raising children, and this is a necessary requirement, especially in the digital society in which parents suffer from digital illiteracy.
3. The results of the study may benefit parents, mothers and educators in raising children with the correct upbringing in light of the changes occurring in Saudi society, and keeping pace with changes in the digital reality, as well as benefiting institutions specialized in developing digital culture programs in Saudi society.
4. The biggest challenge facing parents is their ability to raise children as good individuals in their selves, thoughts and feelings, and psychologically and socially compatible. A difficult task that challenges every father and mother, especially in light of what the youth are exposed to in the era of openness and globalization, which was produced by Internet technology. The generation of children is considered the first generation to deal with the challenges of the Internet era with all the changes and interactions imposed by this era that were reflected in various areas of life. Accordingly, the importance of the study emerges by providing a tool that measures the dimensions of parental culture.

Fourth: Study objectives:

The main objective is: "Identifying the contributions of social work in enhancing the digital culture of parents, from the point of view of faculty members specializing in social work", from which a set of sub-objectives emerge:

1. Identifying the contributions of social work in enhancing the digital knowledge of parents, from the point of view of faculty members specializing in social work.
2. Identifying the contributions of social work in enhancing the digital skills of parents from the point of view of faculty members specializing in social work.
3. Identifying the contributions of social work in enhancing the digital trends of parents from the point of view of faculty members specializing in social work.

Fifth: Study questions:

The main question is: "What are the contributions of social work in enhancing the digital culture of parents from the point of view of faculty members specializing in social work?", from which a set of sub-questions emerge:

1. What are the contributions of social work in enhancing the digital knowledge of parents, from the point of view of faculty members specializing in social work?
2. What are the contributions of social work in enhancing the digital skills of parents, from the point of view of faculty members specializing in social work?
3. What are the contributions of social work in enhancing the digital trends of parents, from the point of view of faculty members specializing in social work?

Sixth: Study Concepts:

The current study deals with the following concepts:

1) Social work: It is defined as "a profession based on practice, and a model based on a knowledge base, seeking to promote social change, social cohesion, empowerment and liberation of people, respect for the human being, as well as respect for differences between people, and it is also reinforced by the theory of social work and the human sciences." (IFSW, 2014, p8).

The researcher defines it procedurally as: A humanitarian profession resulting from society, so that it works to promote the digital culture of parents.

2) Reinforcement: It is defined as: "A behavioral state that increases the frequency of a certain behavior that follows it, and reinforcement may be positive or negative. (Al-Taheeha, 1983: 40).

3) Digital culture: It is one of the strategic approaches proposed by experts in light of the complex dynamic digital information environment, and the basic life skill at the present time, as it was defined according to the International Society for Educational Technology (ISTE): "It is an interactive system of strategies, knowledge, skills, standards, rules, controls, ideas and principles, followed in the optimal use and values of digital technologies, and investing them in a smart and safe way, by controlling access to digital content, and producing it through fair availability processes, and moving towards the benefits of modern technologies, and protecting against their dangers, and enhancing knowledge and best practices." <https://www.iste.org/>. Al-Najjar (2019: 16) defines it as: "A set of digital values, knowledge and skills that an individual must be familiar with in light of technological development." Abu Amer (2019) defines it as: A set of digital knowledge, skills and trends that parents must have to help them use devices.

(Abdul-Aleem, 2019: 154) defines it as: "The ability to confidently use computers and electronic services to keep pace with the lives of modern societies and participate in them with confidence. Its essence lies in enabling members of society to use real digital applications for their confidence in completing their work and personal tasks, or their duties and tasks towards society).

Accordingly, based on these definitions, the researcher concludes that digital culture is: laws and controls that organize activity and interaction in the digital world. It develops valuable information and skills in the individual that enable him to set rules that regulate his use of digital technology, while benefiting from it to the maximum extent.

The researcher means by the concept of digital culture procedurally: parents' familiarity with the basic information, skills and trends that enable them to operate electronic devices, deal with their programs, and use the Internet; which makes parental education important and an effective element in responding to the requirements of education in light of the digital age.

Through the previous definitions, we can also identify three aspects of digital culture, which can be explained as follows:

1) Digital knowledge: This is information about digital identity data, ways to maintain personal privacy, identifying the concept of electronic threats and ways to report them, laws and policies to combat electronic threats, and ways to prevent them, ways to distinguish the behavior of those who practice threats and modify their behavior, as well as ways to use smartphone applications (such as Facebook, WhatsApp, YouTube).

2) Digital skills: This involves parents acquiring the skills to install anti-virus programs, create passwords, protect personal information from theft, update protection and parental control programs, run pornography protection programs, adjust privacy settings on social media sites, adjust video chat settings, and use reporting icons when feeling threatened.

3) Digital trends: These are values and ethics when dealing with technology by avoiding the publication of pornographic images, ensuring that children discuss and engage in dialogue about the field of technology and its effects, the safe use of technology, and encouraging children to seek help from adults when exposed to electronic threats.

Seventh: Study methodology and procedures:

Type of study: Descriptive study, this type of study depends on collecting facts and interpreting them to extract their implications. (Hassan, 2011: 46), which enables the researcher to issue generalizations regarding the situation or phenomenon she is studying.

Study methodology: The study relied on the social survey method by sample, for faculty members in the Department of Sociology and Social work, specializing in social work in the College of Social Sciences at a Saudi university, numbering (25) individuals.

Study community and sample: The study community consists of faculty members in the Department of Sociology and Social work, specializing in social work in the College of Social Sciences at a Saudi university in Riyadh, numbering (50) members in the Department of Social work. A simple random sample was taken, consisting of (25) individuals.

Study boundaries:

1) Spatial boundaries: College of Social Sciences, Department of Sociology and Social work, specializing in social work, at a Saudi university in Riyadh.

2) Human boundaries: Faculty members of the College of Social Sciences, Department of Sociology and Social work, specialization in Social work.

3) Time boundaries: The field study was conducted during the period 8/15/1445 to 12/10/1446.

Study tools:

Using the questionnaire as a tool for collecting data in the current study, to achieve its objectives, and answer its questions. The questionnaire was built in light of reviewing the social literature, and previous studies related to the subject of the current study, and in light of the data of the current study.

The questionnaire in its final form consisted of two sections, which are:

-Section One: contains the initial data of the study sample members, represented by: (gender - age - academic rank - precise specialization - number of years of experience).

-Section Two: Contributions of social work in enhancing parents' digital culture: The questionnaire consists of (40) statements distributed over three main axes, where the statements were divided and distributed over the following axes:

- Contributions of social work in enhancing digital knowledge (14) statements.
- Contributions of social work in enhancing digital skills (11) statements.
- Contributions of social work in enhancing parental attitudes (15) statements.

The three-point Likert scale was used to obtain the responses of the study sample members, according to the following degrees of agreement: (yes - to some extent - no), and then expressing this scale quantitatively, by giving each of the previous statements a degree, according to the following: yes (3) degrees, to some extent (2 degrees), no (1 degree).

Validity of the study tool:

The validity of the questionnaire was verified in two ways:

A) The apparent validity of the study tool (the validity of the arbitrators):

To identify the extent of the apparent validity of the questionnaire, and to ensure that it measures what it was designed to measure, the tool was presented to a number of (4) specialized arbitrators to express their opinion on the validity of the tool in terms of linguistic integrity and clarity of the phrases on the one hand, and their connection to the study variables on the other hand. Based on that, some phrases were modified, added and deleted according to a degree of agreement of no less than (90%).

B) Internal consistency validity: The internal consistency validity of the statements was confirmed by applying it to a survey sample of faculty members, numbering (10) from outside the original study sample, where the internal consistency of the questionnaire fields was calculated, using Pearson's correlation coefficient, to calculate the extent of consistency of each questionnaire statement with the total score of the field to which it belongs, and most of the correlation coefficients were significant at a significance level of (0.01), and some of them were significant at a significance level of (0.05), and these coefficients ranged between (0.391-0.915), which shows that the correlation coefficients are significant at the significance level, which expresses the internal consistency validity of the questionnaire.

Stability of the study tool:

To verify the stability of the tool, the test-retest method was used, where the researcher applied the tool to a sample of (10) respondents, then reapplied it again Test-Retest with a time interval of (15) days, and the Spearman correlation coefficient was calculated between the two applications, where the overall stability of the study tool reached (0.873); indicating that the tool as a whole is acceptable.

Eighth: Statistical methods used in data processing:

Statistical methods that achieve the objectives of the study were used, using the statistical program (SPSS), after coding and entering the data, the following statistical methods were used:

1. Pearson's Correlation Coefficient to verify the validity of the tool.
2. Cronbach's Alpha to verify the stability of the tool.
3. Frequencies and percentages to identify the personal and functional characteristics of the study community members.
4. Weighted arithmetic mean (weighted) "Weighted Mean"; to identify the average responses of the study members to each of the axes' phrases.
5. The arithmetic mean "Mean", to know the extent of the study individuals' responses to the main axes being high or low.
6. The standard deviation "Standard Deviation", to know the extent of the study individuals' responses to each statement of the study variables, and to each of the main axes, deviating from their arithmetic mean.

Ninth: Results of the field study and its discussion:

The study aimed to know the contributions of social work in promoting digital culture. The following are the results of the field study that resulted from analyzing the data, discussing and interpreting it, and reaching conclusions related to the subject of the study, as follows:

1) Characteristics of the study sample individuals: Some characteristics of the study sample were determined using frequencies and percentages as follows:

Table. 1 Characteristics of the study sample in terms of age, gender, number of years of experience, academic degree, and specific specialty

No.	Specialization	S	%	Scientific Rank	S	%	Experience	S	%
1	Family and childhood	5	20.0	Demonstrator	2	8.0	Less Than 5	2	5.0
2	Management of Social Institutions	6	24.0	Lecturer	6	24.0	From 5 to Less Than 10	9	36.0
3	Social Planning	2	8.0	Assistant Professor	10	40.0	From 10 to Less Than 15	14	56.0
4	Fields of Social Work	4	16.0	Associate Professor	4	16.0			
5	Social Therapy	8	32.0	Professor	3	12.0			
Total		25	100.0	Total	25	100.0	Total	25	100.0
No.	Age	S	%	Sex	S	%			
1	From 20 to 40	15	60.0	Feminine	10	40.0			
2	From 41 to 50	9	36.0	Male	15	60.0			
3	More Than 50	1	4.0						
Total		25	100.0	Total	25	100.0			

The results of the table above show that (60%) of the majority of the study sample are from the age group (30 to 40 years), and (36%) of the study sample are from the age group (40 to 50 years), while (4%) are from the age group of more than (50) years.

As shown in Table No. (1), (10) of the study sample represent (40%) females, while (15) of the study sample represent (60%) of the total study sample are males.

As shown in the previous table No. (1), (56%) of the study sample represent (10) years of service, while (9) of the study sample represent (36%) of the total study sample have (5 to less than 10) years of service, and (2) of the study sample represent (8) % of the total study sample have (5) years of service.

As the table above shows, (40%) of the study sample members are at the rank of assistant professor, while (24%) of the study sample members are lecturers, followed by (16%) at the rank of associate professor, (12%) at the rank of professor, and (8%) at the rank of teaching assistant. The previous table No. (1) also shows that (32%) came for the specialization of social therapy, while (24%) came for the specialization of social institution management, followed by the specialization of family and childhood at (20%), followed by the

specialization of social work fields at (16%), while the specialization of social planning received (8%) for each of them. All sample members are specialists in social work.

Answer to the main question: What are the contributions of social work in enhancing parents' digital culture? To determine the contributions of social work in enhancing parents' digital culture, the arithmetic mean of these dimensions was calculated to determine the contributions of social work in enhancing parents' digital culture, and Table No. (2) shows the general results of this axis.

Table. 2 Study members' responses to social Work contributions in enhancing parents' digital culture

No.	Dimension	A. Average	S.D	Rank	Degree
1	Enhancing parents' digital knowledge	2.24	0.620	2	Middle
2	Enhancing parents' digital Skills	2.02	0.621	3	Middle
3	Enhancing parents' digital Attitude	2.35	0.629	-	Middle
Contributions of Social Work in Promoting to Parents Digital Culture		2.22	0.607	-	Middle

The results of the table shown above show that there are medium contributions of social Work in enhancing parents' digital culture with an arithmetic mean of (2.22 of 3.00). The results show that the most prominent contributions of social work in enhancing parents' digital culture were represented in enhancing parents' digital trends with a high degree with an arithmetic mean of (2.35 of 3.00), followed by enhancing parents' digital knowledge with a medium degree with an arithmetic mean of (2.24 of 3.00), and finally, enhancing parents' digital skills with a medium degree with an arithmetic mean of (2.02 of 3.00).

Answer to the first sub-question: "What are the contributions of Social Work in enhancing parents' digital knowledge?" To identify the contributions of Social Work in enhancing parents' digital knowledge, the frequencies, percentages, arithmetic means, standard deviations, and ranks were calculated for the responses of the study individuals to the contributions of social work in enhancing parents' digital knowledge on the statements, and the results came as follows:

Table: 3 Study subjects' responses on the contributions of Social Work in enhancing parents' digital knowledge, arranged in descending order of approval averages

NO.	Phrases	S	Degree of Approval			A. Average	S.D	Category	Rank	Degree Judgement
		%	Yes	Neutral	No					
12	The risks of misusing technology	S	14	9	2	2.48	0.653	Yes	1	High
		%	56.0	36.0	8.0					
10	Effective methods of dialogue and discussion with children about the dangers of misuse of technology	S	14	9	2	2.48	0.653	Yes	2	High
		%	56.0	36.0	8.0					
1	Social media impact	S	14	9	2	2.48	0.653	Yes	3	High
		%	56.0	36.0	8.0					
6	How to use different digital devices	S	14	6	5	2.36	0.810	Yes	4	High
		%	56.0	24.0	20.0					
11	Health, psychological and physical effects of misuse of technology	S	14	6	5	2.36	0.810	Yes	5	High
		%	56.0	24.0	20.0					
9	Health, psychological and physical effects of	S	14	6	5	2.36	0.810	Yes	6	High
		%	56.0	24.0	20.0					

	misuse of technology									
3	Electronic knowledge resources that can be used in educational practice	S	11	9	5	2.24	0.779	Neutral	7	Middle
		%	44.0	36.0	20.0					
13	Best Safe Educational Apps	S	11	9	5	2.24	0.779	Neutral	8	Middle
		%	44.0	36.0	20.0					
4	Ways to protect privacy and cyber threats	S	11	9	5	2.24	0.779	Neutral	9	Middle
		%	44.0	36.0	20.0					
2	Steps to update security software	S	11	6	8	2.12	0.881	Neutral	10	Middle
		%	44.0	24.0	32.0					
14	Video game classifications before allowing the child to use them	S	8	9	8	2.00	0.816	Neutral	11	Middle
		%	32.0	36.0	32.0					
8	Procedures for reporting unauthorized behavior to the competent authorities	S	8	9	8	2.00	0.816	Neutral	12	Middle
		%	32.0	36.0	32.0					
7	Procedures for reporting inappropriate content that violates community standards	S	8	9	8	2.00	0.816	Neutral	13	Middle
		%	32.0	36.0	32.0					
5	Electronic security mechanisms (encryption - username - password)	S	8	9	8	2.00	0.816	Neutral	11	Middle
		%	32.0	36.0	32.0					
Overall Average						2.24	0.620	Neutral	Middle	

Table:3 shows that there are medium-level contributions of social work in enhancing parents' digital knowledge, with an arithmetic mean of (2.24 of 3.00), which is an mean that falls in the second category of the three-point scale categories (from 1.68 to 2.34), which is the category that indicates the option (Neutral) on the study tool.

It is clear from the results in the table above that the most prominent features of the contributions of social work in enhancing parents' digital knowledge are represented in statements No. (12, 10, 1), which were arranged in descending order according to the study individuals' agreement with them, and to a high degree, as follows:

1. Statement No. (12), which is: "The risks of misusing technology," came in first place in terms of the study individuals' agreement with it, with a high degree of (2.48 of 3.00). This is consistent with the study of Landley Lee, W., (2018), the study of (Hawala et al., 2018), and the study of Sarwar. (2016)) on the importance

of highlighting the most important negative risks that occur to children from that, and parents must be educated about these risks, and how to possess digital skills and knowledge, and achieve digital safety and security for children.

1. Statement No. (10) which is: "Methods of effective dialogue and discussion with children about the dangers of misuse of technology" came in second place in terms of study members' approval of it, and with a high degree with an arithmetic mean of (2.48 out of 3.00). It was consistent with the study (Abu Amer, 2019), which recommended the importance of awareness of digital culture, and the importance of dialogue with children and continuous discussion about the content of the Internet.

2. Statement No. (1), which is: "The impact of social media" came in third place in terms of study members' approval of it, and with a high degree, with an arithmetic mean of (2.48 out of 3.00).

This is what Landley Lee, W., 2018 agreed with, as its results concluded that parents lacked digital knowledge regarding accessing and using distance learning management systems, and their guidance practices for their children were ineffective, and they suffered from a lack of technical support and digital training. The lack of parents' knowledge regarding the basics of using technology and the importance of being familiar with it, knowledge regarding the rights and responsibilities of safe use of the Internet, and ways to protect the digital user and his safety in light of the constant development of technology tools, may be due to the weak level of digital culture in the era of constantly renewed and changing knowledge of the study sample.

Answer to the second sub-question: "What are the contributions of social work in enhancing parents' digital skills?" To identify the contributions of social work in enhancing parents' digital skills, the frequencies, percentages, arithmetic means, standard deviations, and ranks were calculated for the responses of the study individuals on the contributions of social work in enhancing parents' digital skills to the statements, and the results came as follows:

Table: 4 Study subjects' responses on the contributions of social work in enhancing parents' digital knowledge, arranged in descending order of approval average

NO.	Phrases	S	Degree of Approval			A. Average	S.D	Category	Rank	Degree Judgement
		%	Yes	Neutral	No					
10	Self-learning e-skills	S	14	6	5	2.36	0.810	Yes	1	High
		%	56.0	24.0	20.0					
9	Skills of using social platforms in educational guidance services	S	14	6	5	2.36	0.810	Yes	2	High
		%	56.0	24.0	20.0					
8	Ways to interact with their children through social media	S	14	6	5	2.36	0.810	Yes	3	High
		%	56.0	24.0	20.0					
7	Adjust your social media privacy settings to protect yourself from sharing personal information with others.	S	14	6	5	2.12	0.726	Neutral	4	Middle
		%	32.0	48.0	20.0					
6	Skills in using parental monitoring programs to monitor children's activities on the Internet	S	14	6	5	2.12	0.726	Neutral	5	Middle
		%	32.0	48.0	20.0					
11		S	11	3	11	2.00	0.957	Neutral	6	Middle

	Restrict access to the electronic devices online store	%	44.0	12.0	44.0					
3	Digital Device Safety Software Skills	S	8	6	11	1.88	0.881	Neutral	7	Middle
		%	32.0	24.0	44.0					
2	Adjust privacy and anti-hacking settings for computer programs	S	8	6	11	1.88	0.881	Neutral	8	Middle
		%	32.0	24.0	44.0					
4	Skills in using porn blocking software management techniques	S	8	6	11	1.88	0.881	Neutral	9	Middle
		%	32.0	24.0	44.0					
1	Operating electronic devices, updating devices, and updating security software	S	8	3	14	1.76	0.926	Neutral	10	Middle
		%	32.0	12.0	56.0					
5	Skills of using firewall software to protect personal information	S	5	3	17	1.52	0.823	No	11	Low
		%	20.0	12.0	68.0					
Overall Average						2.02	0.621	Neutral	Middle	

The table above shows that there are medium contributions of social work in enhancing parents' digital skills with an arithmetic mean of (2.02 out of 3.00), which is an average that falls in the second category of the three-point scale categories (from 1.68 to 2.34), which is the category that indicates a somewhat optional option on the study tool. The results of Table No. (4) show that the most prominent features of social work contributions in enhancing parents' digital skills are represented in statements No. (10, 9, 8) that were arranged in descending order according to the study individuals' approval of them, and to a high degree, as follows:

1) Statement No. (10) which is: "Electronic self-learning skills" came in first place in terms of the study members' approval of it and with a high degree with an arithmetic mean of (2.36 out of 3.00).

2) Statement No. (9) which is: "Skills of using social platforms in educational guidance services" came in second place in terms of the study members' approval of it and with a high degree with an arithmetic mean of (2.36 out of 3.00).

3) Statement No. (8) which is: "Ways of interacting with their children through social media" came in third place in terms of the study members' approval of it and with a high degree with an arithmetic mean of (2.36 out of 3.00). The results of the study (Farrugia & Lauri, 2018) showed that there is a gap between what children do on the Internet and what their parents know about these practices, and that parents do not have clear strategies to prevent risks. This result is consistent with both the study of ((Farrugia & Lauri, 2018, and the study of (Abu Amer, 2019), as its results revealed a deficiency in parents' awareness of the elements of digital culture, including digital knowledge and skills, their use, interaction with them, and avoiding their risks, and a low awareness of the importance of digital skills culture in the lives of parents and their children. It recommended that parents should be aware of the importance of the role of technology in the lives of their children, as this awareness was not accompanied by sufficient attempts to provide themselves with the necessary digital skills

and requirements to keep pace with their children in technological proficiency. The results also agreed with the study of (Ashi, 2019), as it indicated that there are families of indifference, which do not care about setting rules governing children's access to content, which is the pattern of analysis and synthesis as an alternative to the previous two patterns, so that the family is more selective in its choice of content and more aware and critical of what is displayed via electronic devices.

Answer to the third question: "What are the contributions of social work in enhancing parents' digital trends?"

To identify the contributions of social work in enhancing parents' digital trends, the frequencies, percentages, arithmetic means, standard deviations, and ranks were calculated for the responses of the study members on the contributions of social work in enhancing parents' digital trends to the statements, and the results came as follows:

Table No. (5) Responses of study members on the contributions of social work in enhancing parents' digital trends, arranged in descending order according to the averages of agreement

NO.	Phrases	S	Degree of Approval			A. Average	S.D	Category	Rank	Degree Judgement
		%	Yes	Neutral	No					
10	Avoid posting family photos without family members' permission	S	17	6	2	2.60	0.645	Yes	1	High
		%	68.0	24.0	8.0					
6	Avoid posting inappropriate or obscene content	S	17	6	2	2.60	0.645	Yes	2	High
		%	68.0	24.0	8.0					
5	Respect for intellectual property rights	S	14	9	2	2.48	0.653	Yes	3	High
		%	56.0	36.0	8.0					
2	Commitment to digital etiquette and in communicating with others via social media	S	14	9	2	2.48	0.653	Yes	4	High
		%	56.0	36.0	8.0					
1	Ensure confidentiality of family information before any electronic practice	S	11	12	2	2.36	0.638	Yes	5	High
		%	44.0	48.0	8.0					
15	Conscious selection of age-appropriate video games and software	S	14	6	5	2.36	0.810	Yes	6	High
		%	56.0	24.0	20.0					
14	The need to balance the time parents spend on the Internet with the time they spend doing other duties	S	14	6	5	2.36	0.810	Yes	7	High
		%	56.0	24.0	20.0					
9	Respect different cultures and the privacy of others	S	14	6	5	2.36	0.810	Yes	8	High
		%	56.0	24.0	20.0					

8	Commit to entering secure sites, and avoid suspicious sites.	S	14	6	5	2.36	0.810	Yes	9	High
		%	56.0	24.0	20.0					
7	Do not send spam emails	S	14	6	5	2.36	0.810	Yes	10	High
		%	56.0	24.0	20.0					
4	Verify digital content before sharing it on social networks	S	14	6	5	2.36	0.810	Yes	11	High
		%	56.0	24.0	20.0					
3	Ensure the safety and preservation of devices and their contents	S	14	6	5	2.36	0.810	Yes	12	High
		%	56.0	24.0	20.0					
11	Refuse to respond to emails requesting personal information.	S	14	3	8	2.24	0.926	Neutral	13	Middle
		%	56.0	12.0	32.0					
12	Pay attention to the content of software and application agreements before agreeing.	S	11	6	8	2.12	0.881	Neutral	14	Middle
		%	44.0	24.0	32.0					
13	Be sure to use licensed software without allowing others to copy it.	S	8	6	11	1.88	0.881	Neutral	15	Middle
		%	32.0	24.0	44.0					
Overall Average						2.35	0.629	Neutral	Middle	

It is clear from the table above that there are high contributions of social work in enhancing parents' digital trends with an arithmetic mean of (2.35 out of 3.00), which is an average that falls in the third category of the three-point scale (from 2.35 to 3.00), which is the category that indicates the option (yes) on the study tool. The results in Table No. (5) show that the most prominent features of social work contributions in enhancing parents' digital trends are represented in statements No. (10, 6, 5) that were arranged in descending order according to the study individuals' approval of them, and with a high degree, as follows:

1) Statement No. (10) which is: "Avoid publishing family photos without the permission of family members", came in first place in terms of the study members' approval of it, and with a high degree, with an arithmetic mean of (2.60 out of 3.00).

2) Statement No. (6) which is: "Avoid publishing inappropriate and immoral content" came in second place in terms of the study members' approval of it, and with a high degree, with an arithmetic mean of (2.60 out of 3.00).

3) Statement No. (5) which is: "Respecting intellectual property rights" came in third place in terms of the study members' approval of it, and with a high degree, with an arithmetic mean of (2.48 out of 3.00).

These results also agreed with the results of the study (Al-Masry, 2020 AD), which showed that the family is far from the requirements of digital education, as it gives free rein to its members; Especially males and females alike in using technology without any controls or supervision, due to lack of awareness of the risks it causes them on the one hand, and lack of family awareness, or lack of knowledge of the requirements of digital trends towards protecting children from falling into the trap of cybercrimes in general.

Tenth: Recommendations:

Based on the results of the current study, and in light of what the theoretical framework revealed about the inadequacy of the role of parents in dealing with the digital revolution witnessed by the current era, which was emphasized by many studies, and in light of the specificities of Saudi culture, the following recommendations can be presented:

1. Increasing the activation of the role of social work in enhancing the digital culture of parents and directing more attention to digital culture.
2. Including digital culture and applications in university curricula.
3. Building and presenting digital parenting education programs, through websites on the Internet for easy access to them.
4. Benefiting from international expertise in preparing a proposed vision for digital parenting education programs for Arab and Islamic societies.
5. Conducting more educational studies on the needs of parents in the digital age.
6. The necessity of holding training programs for social workers on digital transformation and the use of technologies in the areas of professional practice of social work.
7. Spreading the culture of digital transformation in all areas of social work, with amending the regulations of professional social work practice institutions to include the necessity of social workers using modern technological methods in providing service and dealing with the public.
8. Preparing educational and educational institutions, especially adult education institutions, for training and educational programs that develop parents' awareness of all aspects of digital culture in the age of technology.
9. Holding training courses for parents to provide them with digital culture skills and their applications in Socialization.

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