Journal of Statistics Applications & Probability
An International Journal

http://dx.doi.org/10.18576/jsap/120306

Digital Citizenship Values Among Rural Youth: A Field Study

N. Safouh, A. Gadallah, M. Abdo Al-haq, D. Mesalam, R. Khedr, and T. Abu-Esooud*

Department of Agricultural Extension and Rural Society, Faculty of Agriculture for Girls, Al-Azhar University, Cairo, Egypt

Received: 6 Nov. 2024, Revised: 22 Dec. 2024, Accepted: 7 Feb. 2025
Published online: 1 May 2025

Abstract: This paper investigates the values of digital citizenship among rural youth in relation to their Internet usage, focusing on several objectives, including the extent of Internet use, exposure to social media, trust in online content, and the motivations behind Internet engagement. It also assesses the levels of three specific digital citizenship values—self-respect, protection of self and others, and education of self and others—as well as overall digital citizenship values. The study involved a random sample of 367 rural youth aged 20 to 35, with data collected through personal interviews during October and November 2024. Statistical analyses revealed that approximately 79% of participants exhibited low to medium awareness of digital citizenship concepts. Significant differences in digital citizenship values were found based on gender, family type, and employment status, with males and those from nuclear families showing higher values. Additionally, age, education, and daily Internet usage positively contributed to the variation in overall digital citizenship values among rural youth.

Keywords: Digital Citizenship Values - Rural Youth - Information Network, The Internet.

1 Introduction

Contemporary societies have witnessed many diverse challenges that have not been witnessed in any other era of progress and development in information and communications technology, which finally culminated in the information network, the Internet, which has invaded all areas of human economic, social and cultural life, and has become an integral part and essential component of the life of the individual and society. Their use of it is almost daily and their reliance on it has become discontinuous. Al-Nadir (Al-Zubaidi, 2024, p. 238), and with the increasing use of the Internet and its accessories and the emergence of new electronic media and social networking sites, the world has transformed into a digital world that has become known as the global village, characterized by quick and easy access to information sources. And its use resulted in the formation of space and virtual groups that formed a new framework for social relations and human interaction that transcended the barrier of time and space, creating an impact that cannot be overlooked (Darwish, 2019, p. 12).

This imposed changes in the ways and means by which people express their ideas and viewpoints, as well as social changes that resulted in behaviors that varied between positive and negative if exploited optimally, and risks and consequences if misused, as Abdel Aziz (2016, p. 431) pointed out.The Internet and communication technology provide a world of possibilities, especially for children and youth, which clearly contribute to broadening their horizons, helping to shape their identities and enhancing their participation. They are the segment that uses this technology the most, and their lives have become an open book for everyone, each of them knows.Details of the lives of others. In return, they may be exposed to many risks, such as the details of their private lives being hacked and stolen, being bullied online, or being persuaded to commit intellectual and moral deviations. Alien practices have infiltrated their society and values, appearing in the behaviors of these young people and their culture, the source of which is unknown, which poses a threat to their values of citizenship (Tawalbeh, 2017, p. 291).

The tremendous and growing progress in the use of the Internet has also led to the rapid spread of constructive and destructive ideas, and even influenced the course of events at the regional and international levels, and this is confirmed

* Corresponding author e-mail: nohasafoh@gmail.com

by the study of “Abdul Rahman, Ali” (2020, p. 1484) that technical means have attracted large segments of different age groups, especially young people, and this polarization has been accompanied by a degree of misuse, moral confusion, and a decline in positive standards of behavior.

Accordingly, the need has emerged to reformulate a new concept of citizenship that is compatible with its widespread use. This new concept is known as “digital citizenship,” as it has taken new forms and images that are consistent with the demands of the digital age in which we live, and which is linked to the extent of legitimacy and efficiency that underpin the optimal and responsible use of that technology in the current era, within a legal and ethical environment (Al-Sulaihat et al., 2018, p. 19). Digital citizenship helps intellectual fortification and spreads the culture and etiquette of dealing with digital applications by setting safe standards and controls for dealing with digital technology, and taking into account the ethics and responsibilities related to digital dealing (Hamid, 2023, p. 1679).

The rapid progress in information and communications technology has a major impact on citizenship and cultural identity, which paved the way for interest in digital citizenship and made moving towards it a major goal and a global demand and working to develop applications that support it (Al-Sammadi, 2017, p. 175). Interest in digital citizenship and its concept appeared in the twenty-first century at the local and global levels, when many countries, such as Britain, the United States, and Canada, included topics related to digital citizenship within the framework of school curricula, and many conferences and seminars were held for it because it is a lifeline for countries and societies from the dangers of the digital invasion that the current era is experiencing.Because of its importance in preserving digital identity, the identity of countries, their inherent values, rules of behavior, and aspects of relationships, and so that younger generations do not fall victim to digital control, in light of the low culture of use and rational employment of it, the lack of awareness of communication skills, the ethical handling of these networks and benefiting from them, and the awareness of the magnitude of the risks and challenges behind the details, images, and sound, and what may expose them to danger (Al-Zahrani, 2019, pp. 393-422). Therefore, achieving digital citizenship becomes an urgent necessity for contemporary life, as it concerns all individuals of all ages, and without achieving digital citizenship it is not possible to provide the element of competence necessary for electronic participation, which has become one of the most prominent pillars of the contemporary global system (AladagII, Çiftci, 2017, pp. 171-184).

Many studies have confirmed that simply setting standards for acceptable digital use is not enough, but rather the correct values and behaviors related to that must be instilled (Hala El-Gazzar, 2014, p. 388). Ribble (2014) indicated that the values of digital citizenship include three main values: respect, knowledge, or education and protection. (Ribble, 2014, PP 135-143) Achieving and disseminating the values of digital citizenship within the family and society has become an urgent and inevitable necessity for contemporary life, especially among young people, as they are the true wealth of the nation, as digital citizenship helps build and develop their personality in mental, emotional, moral, social, and political terms (Boushal and Baida, 2021, p. 1). Therefore, Al-Akkad (2017, p. 5) emphasizes the need to enable them to employ the requirements of digital citizenship in education. Given that Egyptian society is not immune to the rapid global technological development in the field of information and communications that we live in at the present time, as digital technology has become an integral part of our daily lives and most of its details, whether in school, work, completing tasks, or expressing relationships and daily interactions, this research therefore deals with revealing the values of digital citizenship for rural youth in light of the use of the information network, the Internet. In light of what the contemporary world is going through of moral confusion, declining positive standards of behavior, increasing feelings of alienation in societies, and the spread of violent conflicts, extremism, bullying, racism, blackmail, electronic sexual harassment, fraud, spreading rumours, defaming reputations, identity theft, growing unemployment, disparate living standards for peoples, and worsening environmental problems and other challenges facing citizenship (Al-Aqeel, 2014, pp. 96-99).These challenges were accompanied by a knowledge explosion and a digital communications revolution, and the digital applications and various devices that the latter produced that facilitated the speed of access, communication, and interaction with unknown digital individuals who may pose a threat to them in thought and behavior, with the youth and me having an overwhelming desire to browse unknown sites.In light of the inability to monitor the younger generations and what is being seen, followed or heard, they adopt different ideas, values and behaviors that contradict the teachings, values and morals of religion and conflict with the constants of life. Statistics indicate an increase in the number of Internet users recently, which has exceeded three billion users, and the number of Internet users in Egypt increased to 85.8 million users when the Internet penetration rate reached 72.2%, and Egypt has become home to 45.40 million social media users, equivalent to 40% of the total population (Central Agency for Public Mobilization and Statistics, 2024).In addition to the increasing rate of children and youth using these devices, which may reach eight hours a day, these long times and irrational use of technology, in light of their low awareness of digital citizenship, leads to serious behavioral problems. (Hollandsworth, et. al., 2011, P 4) It affects the personality of the younger generations and their moral and scientific formation, which led some of them to “digital addiction.” Some also rebelled against the values, moral rules, and basic principles that regulate the affairs of human life, as it enabled them to live in an open digital society with which various new concepts emerged.

This requires studying the values of digital citizenship for rural youth in light of the use of the Internet information network as one of the basic social structures in building society, so that practicing the values of citizenship through these

networks does not deviate from the general value framework that establishes that structure, and thus we are faced with a process of consolidation, or rather a process of strengthening, values that differ according to contextual data and social, political, cultural, religious, and other goals. Although the change in values has been general in recent years, the change in the values of digital citizenship in light of the use of the information network, the Internet, appears more on the aspect of rural youth due to the presence of tributaries from inside and outside trying to influence those values and change them and move to other values. Some young people cling to the old values and others adopt the contemporary digital values.

2 Research objectives:

This research mainly aims to: study the values of digital citizenship for rural youth in light of the use of the Internet, in accordance with the following sub-objectives:

1. Identifying the extent to which rural youth use the Internet information network in terms of (number of hours of use of the Internet information network at one time, extent of exposure to social networking sites, extent of confidence in what the Internet information network offers, preferred topics when using the Internet information network).
2. Identifying the motives behind rural youth's use of the Internet.
3. Determining the level of the three digital citizenship values studied (respecting oneself and others, protecting oneself and others, and educating oneself and others) and the overall digital citizenship values for rural youth in light of the use of the Internet.
4. Determining the bilateral relationships between the independent variables studied, which are: (gender, age, number of years of education, current position on study, work status, profession, type of family, monthly income of the family, family size, number of hours of Internet use per day, extent of exposure to social networking sites, extent of confidence in what the information network displays on the Internet) And between the degrees of the three digital citizenship values studied (respecting oneself and others, protecting oneself and others, and educating oneself and others) and the overall digital citizenship values for rural youth in light of the use of the Internet.
5. Determine the multiple correlations and regressions between the independent variables studied together and between the degrees of the three digital citizenship values studied (respecting oneself and others, protecting oneself and others, and educating oneself and others) and the overall digital citizenship values for rural youth in light of the use of the Internet.

3 Practical importance:

Given the importance of the values of digital citizenship in directing the behavior of individuals in the digital society and judging their actions as right and wrong, and because youth represent a party in any issue related to the processes of change, development, and social interaction within all social trends in all human societies, it comes The importance of this research in terms of it being a kind of participation in continuous and ongoing scientific contributions in this important and vital field, which is the values of digital citizenship for rural youth in light of the use of the information network, the Internet. Accordingly, the importance of this research is represented in two basic aspects: the theoretical aspect and the applied aspect:

1. Theoretical importance: The theoretical importance of the research is represented in:
   (a) It is considered a continuation of some aspects of previous studies that addressed the issue of digital citizenship values for young people in light of the use of the Internet.
   (b) An attempt to shed light on the importance of digital citizenship values for rural youth in order to enrich the theoretical aspect of this topic and give a complete view of the values of digital citizenship for rural youth in light of the contemporary digital society.
   (c) The Arab Library is still in dire need of filling the existing gap in the field of research on the subject of digital citizenship values in general and among young people, especially in the Egyptian countryside.
2. Practical importance: The application of the current research comes from:
   (a) Trying to draw a clear picture of some of the values of digital citizenship that exist in society in general and among young people in particular, especially in the countryside.
   (b) The research clarifies the values of digital citizenship widespread among the young people surveyed, and the extent to which there is a difference among young people in adhering to those values, depending on their economic, social, and communication characteristics.
   (c) Reaching a set of findings, recommendations and proposals that serve institutions related to youth in an attempt to support positive digital citizenship values that contribute to the development of society as a whole in general, and get rid of citizenship values and weaken the resolve to achieve development, whether at the level of the rural community or at the level of society as a whole.

Research hypotheses: To achieve the research objectives, the following research hypotheses were developed:

1. There is a correlation between the quantitative independent variables studied, which are: (age, number of years of education, monthly family income, family size, number of hours of Internet use per day, extent of exposure to social networking sites) And between the degrees of the three digital citizenship values studied (respecting oneself and others, protecting oneself and others, and educating oneself and others) and the overall digital citizenship values for rural youth in light of the use of the Internet.
2. There are significant differences between the average scores of the three digital citizenship values studied (respecting oneself and others, protecting oneself and others, and educating oneself and others) and the overall digital citizenship values of rural youth in light of the use of the Internet information network according to the variables: (gender, current position on study, work status, profession, status of the family in which he resides, type of family, extent of confidence in what the Internet information network displays).
3. There is a multiple correlation between the quantitative independent variables studied together and the degrees of the three digital citizenship values studied (respecting oneself and others, protecting oneself and others, and educating oneself and others) and the overall digital citizenship values of rural youth in light of the use of the Internet.
4. Each of the quantitative independent variables studied makes a unique significant contribution to explaining the variation occurring in the degrees of the three digital citizenship values studied (respecting oneself and others, protecting oneself and others, and educating oneself and others) and the overall digital citizenship values of rural youth in light of the use of the Internet.

4 Theoretical framework:

Previous studies: Scientific research requires the need to shed light on the studies and research conducted in a certain field, considering that the future is nothing but an extension of the past and the present. The following is a review of the most important studies: ”Jones, Mitchell”:(2016) The study was targeted Identifying digital citizenship among young people. The questionnaire was used to collect data on a sample of (979) individuals within the age group (11-17) years of school students in the United States. The study reached several results, including: Defining digital citizenship as a combination of respectful and kind behavior in dealing with others and practicing civic activities, such as sharing skills and helping others. Other young people. The results also showed a high degree of digital respect while using technological means, a high degree of digital participation for young people, and a low degree of exposure of young people participating in the digital society to negative effects such as digital invasion of privacy. Choi targeted study (2015):Developing a tool to measure digital citizenship among young people in order to educate democratic citizenship. The scale included four dimensions: ethics, digital culture, critical protection, and political and social participation. The study was conducted on a sample of (508) Male and female students at Western University. Confirmatory factor analysis was used to study the relationship between digital citizenship, Internet self-efficacy, and Internet anxiety. The study concluded that there is a statistically significant relationship between ethics, digital culture, critical protection, and political and social participation and between competence and anxiety.

The study ”AL-Zahrani” (2015) aimed to: identify the approach to digital citizenship by studying the factors that affect participation and involvement in online communities among students of higher education. It used a quantitative approach. The study was conducted on a sample of (174) students from the College of Education at King Abdulaziz University in the Kingdom of Saudi Arabia. Data was collected using A questionnaire included three axes: attitude toward the Internet, computer self-efficacy, and digital citizenship. The study reached several results, including: that students have good levels of Internet, computer self-efficacy, and digital citizenship in terms of self-esteem and others in online communities among higher education students. Al-Sayed’s study (2016) aimed to: identify the role of social media in spreading the culture of digital citizenship among university students, identify the concept of digital citizenship among university students, and identify the differences among university students with regard to digital citizenship. The study population consisted of male and female students at Benha University who study in the theoretical colleges (Arts, Law, and Education) and the scientific colleges (Science, Engineering, Veterinary Medicine, and Commerce). The study was conducted on a sample. By chance, it amounted to (151) male and female students. Among the most prominent findings of the study: female students in scientific colleges are more likely to use social networking sites. A percentage of (91.4%) of male and female university students agreed that they do not know the meaning of digital citizenship, whether male or female, and there is no difference between students in scientific colleges and theoretical colleges. A percentage of (45.4%) of male and female university students demanded that censorship be imposed on the use of new media. The “Al-Sammadi” study (2017) aimed to identify the perceptions of Qassim University students towards digital citizenship in Saudi Arabia. A descriptive approach was used. The study was conducted on a simple random sample of (374) male and female students at Qassim University. The researcher relied on the questionnaire as a tool for collecting information and data. The study reached a set of results, the most important of which are: The perceptions of Qassim University students towards digital citizenship and

ways to activate it in educational institutions were moderate, and there were no statistically significant differences due to the college variable and the gender variable, and there were statistically significant differences due to the number of hours of daily use in favor of more than three hours. The study by Al-Masry and Hassan (2017) aimed to identify the level of digital citizenship among a sample of Palestine University students from their point of view, and to reveal whether there are statistically significant differences between the average ratings of the sample members due to the gender variable. The descriptive approach was used, and the study was conducted on a sample of (300) male and female students, and a questionnaire consisting of From (9) areas, the results showed that the overall estimate of the level of digital citizenship among the sample members from their point of view was at a relative weight of (71%). It also showed that there were no statistically significant differences between the average estimates of the study sample members due to the gender variable. The study "Al-Sulaihat, et al." (2018) aimed to identify the degree of awareness of the concept of digital citizenship among undergraduate students at the Faculty of Educational Sciences at the University of Jordan. A descriptive approach and a questionnaire were used to collect data, and the study was conducted on a sample of 230 male and female students. The study reached a set of results, the most important of which is: that students' awareness of strangers is expressed Digital citizenship was average, as the students realize the importance of not talking online, and they have the ability to deal with anyone who tries to harm them online. They have a good level of participation in the online community, and there are no statistically significant differences in the students' estimates of the concept of digital citizenship due to the variable of gender, place of residence, degree of Internet use, and age. The study of "Mahdi" (2018) aimed to reveal the levels of awareness of digital citizenship among users of social networking sites among Al-Aqsa University students. The descriptive approach was used on a sample of (700) male and female students from Al-Aqsa University, aged between 18 to 22 years and who have an account on social networking sites. The questionnaire was used and the results showed: that The level of awareness of digital citizenship in general reached (76.08%), i.e. above average. There was also a difference in the level of awareness of digital citizenship indicators in some dimensions among users of social networks depending on the social network used, the gender of the student, the level of knowledge and skill in the Internet, and the level of acceptance of dealing with the Internet.

Al-Omari's study (2020) aimed to identify the degree of awareness of Jordanian university students about the concept of digital citizenship and its relationship to its axes. The descriptive analytical method was used, and a random sample of (100) Jordanian undergraduate and graduate students was chosen. It was also adopted The questionnaire was used as a tool for collecting data and was distributed electronically to the study sample. The study reached several results, the most important of which are: that the degree of awareness of the concept of digital citizenship was high among the students. There is no high correlation between the degree of awareness of the concept of digital citizenship and the axes of digital citizenship. The study of "Mustafa" (2021) aimed to identify the extent of the Arab public's awareness of digital citizenship in terms of its concept and its most prominent axes. The survey method and questionnaire were used to collect information from 1071 available items from 21 Arab countries. The results concluded that there was a large percentage of the sample, amounting to 41.4%, who were ignorant of the term digital citizenship, compared to the same percentage for those who had knowledge. Prior to this, the majority of the sample members are committed to the laws and ethical controls in their electronic participation. They also confirmed their awareness of digital rights and responsibilities, and that they protect themselves from the risks of digital technology, as well as taking special measures to protect information and enhance electronic security. The study by Al-Zubaidi et al. (2024) aimed to reveal the impact of some factors on awareness of digital citizenship among Saudi university students. It also sought to shed light on the horizons and opportunities for enhancing it in light of the Kingdom's Vision 2030. The descriptive analytical approach and the questionnaire were used as a tool to collect data from a stratified random sample consisting of (304) male and female students from Saudi universities. The results of the study showed: There is a positive, statistically significant relationship between students' awareness Digital citizenship, attitudes towards using the Internet and self-efficacy in using the Internet. While the results of the study showed that there was no statistically significant correlation between awareness of digital citizenship and hours of daily use of the Internet, it became clear that self-efficacy in using the Internet among students had a stronger predictive effect on awareness of digital citizenship compared to attitudes toward the Internet. As for the role of social media networks in consolidating the values of digital citizenship, the study was conducted by "Al-Harbi" (2016): which aimed to identify the degree to which social media networks contribute to enhancing the concept of digital citizenship from the point of view of female students at Imam Muhammad bin Saud Islamic University in Riyadh. The study concluded that the website Snap Chat and Twitter contribute to enhancing The concept of digital citizenship from the point of view of female students at Imam Muhammad bin Saud Islamic University. The two sites also added technological skills to the female students, namely speed of publication and expression, freedom to express opinions, and speed of communication with the outside world.

The study by Safrar (2017) aimed to identify the role of social media networks in consolidating the values of citizenship from the point of view of Omani university youth. The study concluded that social media networks enhance, through what they publish through their applications and in their various types, the value of brotherhood among citizens. The study showed that among the most prominent social media networks and applications that work to Consolidating the values of citizenship from the point of view of Omani university youth is Twitter and Facebook, followed by WhatsApp.

Social media networks and applications also work to enhance and consolidate most of the values of citizenship, most notably loyalty to the homeland, defending it, and the right to political participation and election. The study by "Abu Al-Majd, Al-Yousef" (2018) aimed to identify the role of social media networks and ways to employ them in enhancing the dimensions of digital citizenship among students of the College of Education, King Faisal University. It was applied to a sample of 356 male and female students from the College of Education at King Faisal University. The results showed that a high percentage of the sample agreed that social media networks have A role in enhancing the dimensions of digital citizenship among them. The results also showed that students' opinions sometimes vary regarding the dimensions of digital citizenship circulating on social media sites, and that there are statistically significant differences between the responses of sample members regarding the dimensions of digital citizenship due to the gender variable in favor of males. Al-Saidi's study (2019) aimed to reveal the role of social media networks in enhancing the dimensions of citizenship among youth in the Sultanate of Oman. The study sample amounted to (188) young men and women who were randomly selected. The study reached several results, including: The level of the role of social media networks in enhancing the dimensions of citizenship among youth was at a significant level in the total axes The study showed that the arithmetic mean was (3.98), and the results indicated that there were no statistically significant differences at the significance level (0.05) between males and females in the general average. As for the "Abu Hussein" study (2022): which aimed to reveal the role of social networking sites in developing the values of digital citizenship among students at private Jordanian universities. The study used the descriptive survey method and a questionnaire to collect data. The study sample consisted of (502) male and female students who were selected by a simple random method. The most important results of the study were that the role of sites Social communication in developing the values of digital citizenship among students at private Jordanian universities came at a high level, and there were no statistically significant differences between the averages of the study sample members due to the gender variable, and there were statistically significant differences due to the academic degree variable and in favor of the bachelor's degree category, and there were no statistically significant differences due to the variables of the number of accounts on social networking sites and the college.

It is clear from the previous presentation that the information network, the Internet, has revolutionized all aspects of life and has taken control of the lives of many individuals, occupying much of their time and concerns, transforming them into working to fulfill many of their life's tasks and fulfilling many of their needs. They have also reached the point of opening up to social media networks, to form a large number of charity, whether from individuals close to them or far from them. The result is that technology today has become a society within which individuals live. They spend most of their relationships through it, and here the question remains: Do individuals understand their duties and responsibilities in light of the use of the information network, the Internet? Therefore, the research came to try to identify the values of digital citizenship among users of the Internet, especially the rural youth group.In an effort to spread the values of digital citizenship among members of society, which has become an urgent necessity, so that our schools and universities include programs and projects in parallel with civil society and media institutions to enhance the protection of our societies from the increasing negative effects of technology while ensuring optimal benefit from it.

5 Research method

First: Scientific terminology and procedural concepts:
B- Search terms:
Digital citizenship It is defined as: digital behavior based on treating others with respect and not violating their privacy or harming their feelings, in addition to participating in the digital community and making social contributions such as helping others in solving certain problems or sharing skills with others. (Jens, Mitchell, 2015, pp. 2063-2079) It is an enabling force for the integration of civil, cultural and social society, and has become part of who we all are, as the digital citizen combines digital fluency skills with the knowledge and disposition to participate in society as an active, lifelong learner. (Netsafe, 2016) It is defined as a form of social identity shared by all members of society, regardless of gender, race, religion, or lifestyle. It includes a number of rights and duties, and it is a set of rules, controls, standards, ideas, and principles followed in the optimal use of the technology that the citizen needs. (Wang, Xing, 2018, pp. 186-199) It is defined as a set of rules, controls, technical and social standards, customs, ideas, and principles followed in the optimal and correct use of technology, and making safe and responsible choices via the Internet, which citizens, young and old, need to maintain the moral rules regulating human life in order to contribute to the progress of the nation (Mahdi, 2018, p. 18). Digital citizenship is defined as an individual's possession of a set of technical skills that enable him to participate in the digital society while adhering to the standards of correct behavior through the virtual environment, and his keenness to acquire more academic and digital experiences that contribute to strengthening his deep understanding of the humanitarian, cultural and social issues that the virtual environment addresses, and also adheres to the legal framework. And its own ethics through the use of information in a safe, legal and responsible manner, which leads to the formation of positive and desirable attitudes towards it in a way that supports cooperation and curiosity for more lifelong learning,

to achieve the desired productivity (Abdel Qader, Abdel Qader, 2022, p. 588). It is also defined as codified values and norms that clarify the standards of acceptable behavior for using modern digital technologies. It is a set of principles that govern transactions in the digital environment, as it forms a basis for all citizens, old and young, and defines the acceptable behavioral standards that are supposed to be followed while using technology. So that the digital citizen can identify appropriate and inappropriate behavior while using this technology in order to achieve the maximum benefit from it (Al-Ghamdi, Al-Zahrani, 2023, pp. 331-364). It is defined as a set of principles that contribute to preparing individuals who interact with society at various levels to live in the digital age. (Hussainy, Jamalullah, 2021, PP49- 61).

Values of digital citizenship:

It is defined as the set of values that a citizen adopts while dealing with digital technologies, which reflects his ability to bear responsibility for his dealings with digital resources and technologies, and obliges him to self-censor while dealing with their various media (Tawalbeh, 2017, p. 296). It is also known as a set of technical and social skills that help an individual interact with others using digital tools and resources such as the computer in its various forms, and make him successful in harnessing technology, communication skills, and modern electronic digital businesses and using them to provide a set of ethics, beliefs, ideas, controls, behaviors, laws, and traditions. And the standards, acquired nationalism, which are mainly related to commitment to duties and fulfillment of rights, participation in political and civil life, defining various social responsibilities, promoting and raising awareness of the individual, loyalty of the citizen to his country, and a sense of social, religious, cultural, and political belonging, so that these values revolve around the public interest that achieves social construction through the integration, cooperation, and participation of young people who use the Internet information network (Al-Salami, 2021, p. 520). A set of rules, laws, controls, standards, principles, and norms of appropriate and responsible behavior that an individual adheres to through the virtual environment: to help him reach the maximum levels of proper use of technology (Abdel Qader, Abdel Qader, 2022, p. 588).

Digital Citizen:

He is the individual who uses the Internet in an orderly and effective manner. He is an individual with morals, who reflects on his actions and their consequences, and is aware of the risks and benefits inherent in easy access to information. The individual is classified as a digital citizen when he is proficient in computer use skills, possesses knowledge of the Internet, and can access it via computers and smartphones (Al-Qahtani, 2017, p. 60). It is also known that he is the person who grew up in the era of digital technology, and has become part of the digital society, and has the ability to deal with and comprehend this technology, and how to use digital technologies to accomplish his tasks and functions, in addition to his behaviors, actions, and habits, through which he can deal appropriately with the technology itself or with the people using this technology. He is the person who understands the values of digital technology and uses it to search and seek to find opportunities to implement. And have an impact. Among the specifications that a digital citizen must have are: a commitment to intellectual honesty, respecting cultures and communities in the virtual environment, preserving personal information, managing the time he spends using technology, protecting himself from corrupt beliefs that spread through the media, and standing against cyberbullying (Kimmel, 2019, p. 18).

Research method:

First: The geographical area: This research was conducted in Gharbia Governorate, which consists of eight centers: Tanta, Mahalla al-Kubra, Kafr al-Zayat, Basyoun, Zefti, al-Santa, Qatour, and Samannoud, and the Tanta center was chosen randomly. Hence, the village of Mahallat Marhoum was chosen as the largest village in terms of population.

Second: The human field: The total number of rural youth of both sexes in the village was limited to 15,866 (8,519 males, 7,347 females) (Information and Decision Support Center in Gharbiyah Governorate, 2024), and using the Karsiji and Morgan equation, the sample size was 367 rural youth, and accordingly this number was distributed according to the percentage of representation of all males and females in the overall research, so it was (197 males, 170 females). A random sample of rural youth was selected, provided that they were in the age group (20-35 years). The Krejcie and Morgan equation (1970) was used, so the sample size reached 367 rural youth. Accordingly, this number was distributed according to the percentage of representation of both males and females in the overall research, so it was (197) males, and (170) females.

Third: Time domain: Data was collected through personal interviews with members of the studied sample during the months of October and November 2024. **Fourth: Research variables and how to measure them:**

A- Measuring independent variables:

The research variables were measured and processed for statistical analysis purposes as follows:

1. **Gender:** This means that the respondent is male or female, and it was measured on a scale consisting of two categories. The coding numbers were given as 2 and 1, respectively. The model for gender was male.
2. **Age:** This means the number of years of the respondent's life from the time of birth until the date of data collection. It is expressed in a numerical value. The average age was 31.27 years, with a standard deviation of 4,938 years.
3. **Number of years of education:** This means the number of years of formal education that the respondent obtained at the time of data collection. The average number of years of education was 98.11 years, with a standard deviation of 3,241 years.

4. **The current position regarding the study:** This means whether the subject is still in the study or has finished the study, and it was measured with a scale composed of the previous two categories. The coding numbers were given as 2 and 1, respectively. The pattern for the current position on studying was I finished studying.
5. **Work status:** This means that the subject is working or not working at the time of data collection It was measured with a nominal scale consisting of the previous two categories. The coding numbers (2, 1) were given, respectively. The pattern of the practical case was that it works.
6. **Profession:** It means the type and nature of the work that the male/female respondent does as a means of earning a living and which is considered the primary source of his/her income. It was measured on a nominal scale consisting of five categories: farmer, craft work, self-employment, private sector employee, government employee, and the coding numbers were given (1, 2, 3, 4, 5) respectively. The model for the profession was a private sector employee.
7. **The status of the family in which the respondent resides:** This means whether the male/female respondent resides in a family that enjoys the presence of both parents, the death of one of the parents, the travel of one of the parents, or the separation of the parents. The coding numbers (1, 2, 3, 4) were given, respectively. The pattern for the condition of the family in which the respondent resides was the presence of parents together.
8. **Family type:** This means the pattern of residence of the subject, male or female, and whether he or she is in a simple family consisting of only two generations, or an extended family consisting of more than two generations. It was measured with a nominal scale consisting of the previous two categories. The coding numbers were given to them as 2 and 1, respectively. The typical family type was the simple family.
9. **Monthly family income:** This means the amount of financial resources the respondent's family receives during the month, estimated in Egyptian pounds, whether income from work or any income from other sources, at the time of data collection, and it is expressed in absolute numbers. The average monthly household income was 32.3046 pounds, with a standard deviation of 170.1191 pounds.
10. **The number of hours of using the information network (the Internet) per day:** This means the time spent by the male/female respondent using the information network (the Internet) during the day, estimated in hours.
11. **The extent of exposure to social networking sites:** It means the extent of the subject's exposure to various social networking sites. It was measured on a scale consisting of (10) statements. The response categories were (always, sometimes, rarely, never), and grades were given (4, 3, 2, 1) respectively.
12. **Motives for using the Internet:** This means the purpose of the subject's use of the Internet, and it was measured with a scale consisting of (13) statements. The response categories were (yes, no), and scores were given (1, 2) respectively.
13. **The extent of trust in what the Internet information network offers:** It means the extent of the feeling of safety and reassurance in the accuracy and efficiency of the information provided by the Internet information network, and it was measured on a nominal scale consisting of 3 categories, which are: I trust to a great degree, I trust to some extent, I do not trust at all, and the coding numbers were given (3, 2, 1) respectively.
14. **Preferred topics when using the information network, the Internet:** This means the field that the respondent prefers when using the information network, the Internet. It was measured with (8) statements, and the response categories were (yes, no). The categories were given grades (2, 1) respectively.

Dependent variable:

– **Knowledge of the concept of digital citizenship:** It means the extent of the respondent's awareness of the concept of digital citizenship, and it was measured by asking the male/female respondent about the concept of digital citizenship by choosing between (8) responses. The responses were given the differential numbers 1, 2, 3, 4, 5, 6, 7, 8, respectively.
– **Characteristics of a digital citizen:** It means the characteristics that must be available in a digital citizen, and it was measured by asking the male/female respondent about the concept of digital citizenship by choosing between (12) responses. The responses were given the discriminating numbers 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, respectively.
– **Digital Citizenship Values:** They mean the set of rules, standards, principles, ethics, and norms of appropriate behavior that rural youth follow, such as respecting oneself and others, the value of educating oneself and others, and the value of protecting oneself and others through the digital environment in light of their use of the information network, the Internet. It was measured by (54) statements divided into three, namely: the value of respecting oneself and others, numbering (17) statements, the value of protecting oneself and others, numbering (20) statements, and the value of educating oneself. And the others, numbering (17) phrases,. The response categories were (agree, somewhat, disagree). The categories were given grades (3, 2, 1) respectively, then the degree of reliability of the Digital Citizenship Values Scale was estimated using the (Alpha) coefficient, and it was found to be 0.834, 0.857, 0.832, respectively, which is a value that indicates the validity of the scale. The theoretical value of the total values of digital citizenship among rural youth in light of the use of the Internet information network ranged between (54-162 degrees). A matrix of simple correlation coefficients was calculated between the three value measures. Using the reliability equation, the degree of reliability of the overall measure of the degree of digital citizenship values among rural youth in light of the use of the information network was reached Internet 949, which are degrees of stability whose results can be reassured, and allow the three values to be combined into one measure for research purposes.

Accordingly, the scores for each of the three values were summed to express the total score for the values of digital citizenship among rural youth in light of the use of the Internet. The arithmetic mean for the Digital Citizenship Values Scale was 34.29, 40.37, 34.01, and 108.66 degrees, with a standard deviation of 8.094, 9.529, 8.083, and 25.333.

Fifth: The methodology used, statistical analysis methods, and statistical hypotheses:

1.The method used: The descriptive method and the analytical method were used.
2.Methods for statistical analysis: Frequencies, percentages, arithmetic mean, standard deviation, Cronbach's alpha coefficient, simple correlation (Yeberson), choosing "T", choosing "F", multiple correlation coefficient, and standard partial regression were used in analyzing the data.
3.Statistical hypotheses: The research hypotheses were set in their zero form so that they could be tested.

Description of the characteristics of the research sample:
Table (1) presents a description of the personal, social, economic and communication characteristics of the respondents. It is clear from the results of Table (1) that: More than half of the rural youth (53.7%) are male, more than a third of the rural youth (37.1%) are in the middle age group (26-29 years), and nearly two-thirds of the rural youth (61.9%) have the number of years of their education (9-15) years, and about two-thirds of the rural youth (64%) have finished school, and about two-thirds of the rural youth (66.8%) They work, and about two-fifths of rural youth (42.9%) are private sector employees, and nearly two-thirds of rural youth (62.1%) reside in families where both parents are present, and more than half of rural youth (51.8%) reside in simple families, and more than a third of rural youth (38.7%) have an average monthly income for their families (2,500 - less than 3,600) pounds, and about two-fifths of rural youth (44.1%) reside in medium-sized families. It ranges between (6-7) individuals, and finally, nearly two-thirds of rural youth (61%) trust to some extent what the information network offers on the Internet.

6 Results and discussion:

First: 1- The number of hours that rural youth use the Internet per day:
Table (2) displays the distribution of rural youth according to the number of hours they use the Internet per day. It is clear from the table data that (31.1%) of rural youth use the Internet. Information on the Internet per day for an average of less than 4 hours. (49.6%) of rural youth use the Internet for an average of four to six hours per day. (19.3%) of them use it for more than 6 hours per day. This result is consistent with the study (Al-Sulami, 2021, p. 525), which explained that modern digital devices represent a huge leap in the communication structure and patterns of social influence in human societies, and have become one of the most important means of achieving human communication, cognitive exploration, and societal discussion.

2- Extent of exposure to social networking sites:
Table (3) displays the distribution of rural youth according to the extent of exposure to social networking sites. It is clear from the table data that "Facebook" came at the top of those sites with a arithmetical average of (3.19) degrees due to the ease of use and the continuous development that occurs with it, while "Snapchat" came last with a arithmetical average of (1.71) degrees.

This result is consistent with the result of Munser's (2018) study, which found that Facebook is the most used social networking site by the young people in the study sample.

3- Preferred topics when using the Internet:
Table (4) displays the distribution of rural youth according to the preferred topics when using the Internet, and the results indicate that "social" topics came at the forefront with a percentage of (86.1The prevalence of social topics as the favorite topics among rural youth can be explained by the fact that they are an integral part of the society in which they live. They influence and are affected by the social topics that they encounter when using the Internet, or they seek to convey them to the audience of the websites in the hope of finding some solutions, or for electronic solidarity with them.

4- Rural youth's motivations for using the Internet: Table (5) displays the distribution of rural youth according to the motivations for using the Internet. It is clear from the table data that at the forefront of those motivations was "trying everything new in the world of communication" with a rate of (56.4%). This may be due to the fact that more than a third of rural youth (37.1%) In the middle age group (26-29) years, this age group is more likely to use modern means of communication, while the last of these motives was "expressing my opinions freely" by (15.8%).

The results indicate that for more than half of rural youth, their primary motivation for using the Internet is to experience everything new in the world of communication, which reflects the importance of these networks as a major source in trying everything new in the world of communication for rural youth. This may be due to the curiosity and curiosity that characterize youth at that stage.

Table 1: Distribution of rural youth according to their studied characteristics.

Independent Variables	Number	Percentage (%)	Independent Variables	Number	Percentage (%)
1- Gender			**7-The condition of the family in which the respondent is located**		
Male	197	53.7	Having parents together	228	62.1
Female	170	46.3	Death of a parent	39	10.6
Total	367	100	Parent travel	88	24
			Parental separation	12	3.3
			the total	367	100
2- Age			**8- Family type**		
(under 26 years old)	104	28.3	Simple	190	51.8
(26-29 years old)	136	37.1	Extended/compound	177	48.2
(30 years and over)	127	34.6 34.6	the total	367	100
the total	367	100	**9-Family monthly income**		
3- Number of years of education			Low (less than 2,400 pounds)	95	25.9
(under 9 years)	10	2.7	Average (2500-less than 3600 pounds)	142	38.7
			High (3700 pounds or more)	130	35.4
(9-15 years old)	227	61.9	the total	367	100
(16 years and over)	130	35.4	**10-Family size**		
the total	367	100	Small (less than 6 people)	85	23.2
4-Current position of the study			Medium (6-7 persons)	162	44.1
			Large (8 people or more)	120	32.7
I'm still studying			the total	367	100
I finished studying	235	64	**11-The extent of trust in what the Internet offers**		
the total	367	100	I trust a lot	106	28.9
5-Practical situation			I trust to some extent	224	61
He works	245	66.8	I don't trust	37	10.1
It doesn't work	122	33.2	the total	367	100
the total	367	100			
6-Occupation (n=240)					
He works in agriculture	37	15.1			
verbatim	46	18.8			
Freelance work	29	11.8			
Private sector employee	105	42.9			
Government sector employee	28	11.4			
the total	245	100			

Table 2: Distribution of rural youth according to the number of hours of use of the Internet per day

Number of hours of Internet use per day	Number of Individuals	Percentage of Individuals (%)
(less than 4) hours	114	31.1
(4-6) hours	182	49.6
(More than 6) hours	71	19.3
the total	367	100

Table 3: Distribution of rural youth according to the extent of exposure to social networking sites

The site	always		sometimes		rarely		No		Arithmetic mean
	Number	%	Number	%	Number	%	Number	%	
Facebook	209	56.9	65	17.7	48	13.1	45	12.3	3.19
Instagram	173	47.1	84	22.9	70	19.1	40	10.9	3.06
YouTube	142	38.7	110	30	80	21.8	35	9.5	2.98
Tik Tok	155	42.2	72	19.6	65	18	75	20.2	2.84
Electronic news sites	133	36.2	77	21	87	23.7	70	19.1	2.75
Press news sites	112	30.5	92	25.1	73	19.9	90	24.5	2.62
Telegram	119	32.4	49	13.4	94	25.6	105	28.6	2.50
Official news sites	50	13.6	80	21.8	49	13.4	188	51.2	1.98
Twitter	45	12.3	60	16.3	50	13.6	212	57.8	1.83
Snapchat	43	11.7	34	9.3	65	17.7	225	61.3	1.71

Table 4: Distribution of rural youth according to motivations for using the Internet.

Phrases	Yes		No		Ranking
	Repetition	%	Repetition	%	
Experience everything new in the world of communication	207	56.4	160	43.6	1
Searching for companionship	86	23.4	281	76.6	11
Communicate with others	130	35.4	237	64.6	7
Express my opinions freely	58	15.8	309	84.2	13
Helping you avoid others	80	21.8	287	78.2	12
Get information	193	52.6	174	47.4	2
Occupy free time	184	50.1	183	49.9	3
Expressing feelings and behaviors that I actually miss	139	37.9	228	62.1	6
Assistance in completing job tasks	176	48	191	52	4
Curiosity and love of learning about local and international developments	118	32.2	249	67.8	8
Allows me to choose from topics	148	40.3	219	59.7	5
Desire for appreciation and education	115	31.3	252	68.7	9
Forget about worries and problems	105	28.6	262	71.4	10

Table 5: Distribution of rural youth according to their knowledge of the concept of digital citizenship

Phrases	Yes		no		Ranking
	Number	%	Number	%	
Rules used to guide the individual towards the benefits of technology	265	72.2	102	27.8	1
Awareness and knowledge of digital technology	250	68.1	117	31.9	2
The individual's interaction with others in the electronic community	241	65.7	126	34.3	3
Images of behavior practiced by an individual associated with his or her use of technology	240	65.4	127	34.6	4
Optimal and positive use of technology	233	63.5	134	36.5	5
Social and ethical standards for the responsible use of technology	217	59.1	150	40.9	6
Using technology while ensuring the individual's security and safety	197	53.7	170	46.3	7
Preparing the individual and protecting him from the risks of dealing with technology	191	52	176	48	8
Behavior based on treating others with respect, and not pluralistic privacy	183	49.9	184	50.1	9
Electronic exchange of information	182	49.6	185	50.4	10
Urging the individual to adhere to the necessary laws in the digital society	181	49.3	186	50.7	11
Smart dealing with technology	179	48.8	188	51.2	12
Values that an individual adopts while dealing with technology	163	44.4	204	55.6	13
Appropriate behaviors that must be applied to live safely in the digital society	162	44.1	205	55.9	14
Handle digital data responsibly	156	42.5	211	57.5	15

Table 6: Rural youth's level of knowledge of the concept of digital citizenship

Category	Number of Individuals	Percentage of Individuals (%)
Low (15 - 20) degrees	130	35.4
Average (21-24) degrees	161	43.9
High (25-30) degrees	76	20.7
the total	367	100

Secondly: 1-The concept of digital citizenship:

A- Percentages of the distribution of scores of rural youth's responses to statements of knowledge of the concept of digital citizenship:

Table (6) displays the distribution of rural youth according to their knowledge of the concept of digital citizenship, It is clear from the table data that these responses, according to percentage, were at the forefront: the rules used to guide the individual towards the benefits of technology, with a percentage of 72.2%, while the last of these statements came: dealing with digital data in a responsible manner, with a percentage of 42.5%.

B- The level of rural youth's knowledge of the concept of digital citizenship:

Table (7) displays the level of knowledge of rural youth about the concept of digital citizenship, and it is clear that 35.4% of rural youth are at the low level, 43.9% are at the medium level, and 20.7% are at the high level.

The results indicate that about four-fifths of rural youth (79.3%) have a level of knowledge about the concept of digital citizenship between low and medium. This result agreed with a study (p p 122- 142 Abdullatif, Azza Gameil, 2020), which showed that rural youth have an insufficient level of knowledge about the concept of digital citizenship.

Table 7: Distribution of rural youth according to their knowledge of digital citizen specifications

Phrases	Yes		no		Ranking
	Number	%	Number	%	
Teaching the cultures of societies in the digital environment	226	61.6	141	38.4	1
Uses technology to participate in various activities	225	61.3	142	38.7	2
Positive communication with others through technological means	205	55.9	162	44.1	3
Ability to use information and communications technology	187	51	180	49	4
Managing time spent using technology	179	48.8	188	51.2	5
Demonstrates ethical behavior in his use of technology	176	48	191	52	6
Commitment to intellectual honesty	176	48	191	52	6M
Privacy education in the digital society	174	47.4	193	52.6	7
Enjoy freedom of expression in the digital society	173	47.1	194	52.9	8
Understand the human and cultural issues related to technology	153	41.7	214	58.3	9
Legal safe use and responsibility towards technological information	144	39.2	223	60.8	10
Stand up against cyberbullying	142	38.7	225	61.3	11

Table 8: Level of rural youth according to their knowledge of digital citizen specifications

Category	Number of Individuals	Percentage of Individuals (%)
Low (12-16) degrees	140	38.1
Average (17-19) grades	164	44.7
High (20-24) degrees	63	17.2
the total	367	100

2- Specifications of the digital citizen:

A- Percentage distribution of scores for rural youth's responses to the statements of knowledge of digital citizen specifications:

Table (8) displays the distribution of rural youth according to their knowledge of digital citizen specifications. It is clear from the table data that these responses according to percentage came first: teaching the cultures of societies in the digital environment with a percentage of 61.3%, while the last of these statements came: standing against online bullying with a percentage of 38.7%.

B- The level of rural youth's knowledge of the specifications of the digital citizen:

Table (9) displays the level of rural youth's knowledge of digital citizen specifications, and it is clear that 38.1% of rural youth are at the low level, 44.7% are at the medium level, and 17.2% are at the high level.

The results indicate that four-fifths of rural youth (82.8%) have a level of knowledge of the characteristics of a digital citizen between low and medium.

Third: Values of digital citizenship:

1- The value of respecting oneself and others:

A- Percentages of the distribution of scores for rural youth's responses to statements about the value of respect for oneself and others in light of the use of the Internet: By reviewing rural youth's responses to statements about the value of respect for oneself and others in light of the use of the Internet, it becomes clear From the data in Table (10), these responses, according to the arithmetic average, came first: The information network, the Internet, contributed to my acceptance of others, regardless of color, class, or gender, with an arithmetic average of 2.56 degrees. While the last of these phrases stated: I am accustomed to providing reliable and correct information to others with an average score of 1.73.

B- The level of value of respect for oneself and others for rural youth in light of the use of the Internet:

Table (11) displays the value level of respect for oneself and others for rural youth in light of the use of the Internet. It is clear from it that 38.1% of the female respondents are at the low level, 40.1% are at the medium level, and 21.8% are at the high level.

The results indicate that four-fifths of rural youth (78.2%), the level of value of respect for oneself and others for rural youth in light of the use of the Internet, is between low and medium.

2- The value of protecting oneself and others:

A- Percentages of the distribution of scores for rural youth's responses to statements about the value of protecting oneself and others in light of the use of the Internet: By reviewing the responses of rural youth to statements about the value of protecting oneself and others in light of the use of the Internet, it is clear from the data in Table (12) that those responses, according to the arithmetic mean, came first: You guided me. I do not disclose my passwords to anyone with an

Table 9: Percentages of the distribution of scores of rural youth's responses to statements about the value of respect for oneself and others in light of the use of the Internet

Phrases	Degree of influence						Arithmetic mean
	To a great extent		To a moderate degree		To a small degree		
	Number	%	Number	%	Number	%	Number
The Internet has contributed to my acceptance of others, regardless of color, class, or gender	276	75.2	21	5.7	70	19.1	2.26
I became aware of the danger of hacking other people's information online	231	62.9	48	13.1	88	24	2.39
The Internet has directed me to verify the sources of information before sharing it with others	218	59.4	33	9	116	31.6	2.28
She instructed me to avoid talking to people I don't know	168	45.8	68	18.5	131	35.7	2.10
She taught me to ask others' permission before using or copying their photos	168	45.8	60	16.3	139	37.9	2.08
I have established a commitment to the usage policies for digital websites issued by specialized sources	175	47.7	34	9.3	158	43	2.06
The Internet has accustomed me to teaching others about their opinions and feelings in the digital environment	157	42.8	67	18.2	143	39	2.04
You taught me not to disturb others via electronic programs	178	48.5	23	6.3	166	45.2	2.03
It helped me consider social controls when using technology	154	42	61	16.6	152	41.4	2.01
The Internet increases my general knowledge	158	43	52	14.2	157	42.8	2
It helped me learn digital rules and adhere to them	161	43.9	29	7.9	177	48.2	1.96
I have established a commitment to good behavior standards	135	36.8	50	13.6	182	49.6	1.87
It helped me not to offend others	135	36.8	34	9.3	198	53.9	1.83
She encouraged me to commit to observing digital rights and responsibilities	132	36	33	9	202	55	1.81
She encouraged me to be honest in my words and actions when communicating with others through the digital space	118	32.1	63	17.2	186	50.7	1.81
The level of confidence of others in dealing with me has increased	126	34.3	29	7.9	212	57.8	1.77
I am accustomed to providing reliable and correct information to others	117	31.9	33	9	217	59.1	1.73

Table 10: The level of value of respect for oneself and others for rural youth in light of the use of the Internet

Category	Number of Individuals	Percentage of Individuals (%)
Low (17 - 28) degrees	140	38.1
Average (29-39) degrees	147	40.1
High (40 - 51) degrees	80	21.8
the total	367	100

average score of 2.55. While the last of these phrases stated: You guided me on the correct way to sit when using digital devices, with a mathematical average of 1.74 degrees.

B- The level of value of protecting oneself and others for rural youth in light of the use of the Internet:
Table (13) displays the level of value of protecting oneself and others for rural youth in light of the use of the Internet. It is clear from it that 28.6% of rural youth are at the low level, 48.8% are at the medium level, and 22.6% are at the high level.

The results indicate that four-fifths of rural youth (77.4%), the level of value of protecting oneself and others for rural youth in light of the use of the Internet, is between low and medium.

3- The value of educating oneself and others:

A- Percentages of the distribution of scores for rural youth's responses to statements about the value of educating oneself and others in light of the use of the Internet: By reviewing the responses of female respondents to rural youth to statements about the value of educating oneself and others in light of using the Internet, it is clear from the data in Table (14) that these responses, according to the arithmetic mean, came in Introduction: It helped me use technology to communicate with my friends, with an average score of 2.53. While the last of these phrases stated: It helped me organize my time and set a daily schedule for my work with an average score of 1.72.

B- The level of value of educating oneself and others for rural youth in light of the use of the Internet:
Table (15) displays the level of value of educating oneself and others for rural youth in light of the use of the Internet. It is clear from it that 35.4% of the female respondents are at the low level, 45.8% are at the medium level, and 18.8% are at the high level.

The results indicate that four-fifths of rural youth (81.2%), the level of value of educating oneself and others for rural youth in light of the use of the Internet is between low and medium. **4- The level of overall digital citizenship values for rural youth in light of the use of the Internet:**
Table (16) displays the level of overall digital citizenship values for rural youth in light of the use of the Internet. It is clear from it that 31.6% of rural youth are at the low level, 48.2% are at the medium level, and 20.2% are at the high level.

The results indicate that four-fifths of rural youth (79.8%), the level of overall digital citizenship values of rural youth in light of the use of the Internet information network, is between low and medium. This result is consistent with the result

Table 11: Percentages of the distribution of scores of rural youth's responses to statements about the value of protecting oneself and others in light of the use of the Internet

Phrases	Degree of influence						Arithmetic mean
	To a great extent		To a moderate degree		To a small degree		
	Number	%	Number	%	Number	%	Number
She instructed me not to disclose my passwords to anyone	276	75.2	18	4.9	73	19.9	2.55
I was instructed not to disclose my personal data to anyone else over the Internet	231	62.9	51	13.9	85	23.2	2.40
She guided me not to use my personal data as a password on the Internet	231	62.9	45	12.3	91	24.8	2.38
She directed me to set strong passwords	218	59.4	33	9	116	31.6	2.28
It helped educate me to copy all important files to another safe place	168	45.8	68	18.5	131	35.7	2.10
It helped me make others aware of the danger of spreading the events of their daily lives through social media	168	45.8	60	16.3	139	37.9	2.08
I am encouraged to read the privacy statement before installing any new software	178	48.5	34	9.3	155	42.2	2.06
She guided me to constantly update the antivirus programs installed on the device	175	47.7	34	9.3	158	43	2.05
It helped me make others aware of the negatives of using the Internet	157	42.8	68	18.5	142	38.7	2.04
Keep me away from using hacking software and unsafe software	178	48.5	23	6.3	166	45.2	2.03
It helped me make others aware of the laws related to digital crimes	154	42	61	16.6	152	41.4	2.01
I have enhanced my use of website filtering tools and search engines	161	43.9	29	7.9	177	48.2	1.96
It contributed to my awareness of the laws and penalties for cybercrime	135	36.8	50	13.6	182	49.6	1.87
She directed me to perform regular maintenance on all family members' devices to remove unnecessary programs and files	135	36.8	34	9.3	198	53.9	1.83
It helped me communicate with the parent company when I felt threatened or impersonated	118	32.2	64	17.4	185	50.4	1.82
She directed me to take breaks while using digital devices	132	36	33	9	202	55	1.81
You encourage me to verify any information before publishing it	132	36	25	6.8	210	57.2	1.79
It helped me spread the culture of safe use of the Internet in society	126	34.3	29	7.9	212	57.8	1.77
She guided me on the correct way to hold digital devices	125	34	30	8.2	212	57.8	1.76
She guided me on the correct way to sit when using digital devices	117	31.9	38	10.3	212	57.8	1.74

Table 12: The level of value of protecting oneself and others for rural youth in light of the use of the Internet

Category	Number of Individuals	Percentage of Individuals (%)
Low (20 - 33) degrees	105	28.6
Average (34-46) degrees	179	48.8
High (47 - 60) degrees	83	22.6
the total	367	100

Table 13: Percentage distribution of scores for rural youth's responses to statements about the value of educating oneself and others in light of the use of the Internet

Phrases	Degree of influence						Arithmetic mean
	To a great extent		To a moderate degree		To a small degree		
	Number	%	Number	%	Number	%	Number
It helped me use technology to communicate with my friends	269	73.3	25	6.8	73	19.9	2.53
It helped me share information with others online	227	61.8	48	13.1	92	25.1	2.37
It gained me the knowledge to create an email for each member of my family	218	59.4	33	9	116	31.6	2.28
She encouraged me to build social relationships with community members	164	44.7	72	19.6	131	35.7	2.09
She encouraged me to shop online and buy from online stores	168	45.8	60	16.3	139	37.9	2.08
I gained skill in paying bills and transferring money	178	48.5	23	6.3	166	45.2	2.03
It contributed to my awareness of the basics of online buying and selling	175	47.7	34	9.3	158	43	2.05
She taught me to use the Internet consciously and responsibly	152	41.4	72	19.6	143	39	2.02
It contributed to raising my level of foreign languages	152	41.4	63	17.2	152	41.4	2
I enhanced my knowledge of how to exchange information electronically	158	43.1	32	8.7	177	48.2	1.95
It contributed to developing my culture of self-learning to obtain information	135	36.8	50	13.6	182	49.6	1.87
It helped me transfer my technology experiences to others easily and conveniently	135	36.8	37	10.1	195	53.1	1.84
It gained me the knowledge needed to use e-commerce	118	32.2	64	17.4	185	50.4	1.82
I gained the skill to solve the problems I face through the Internet	128	34.9	36	9.8	203	55.3	1.80
It increased my motivation towards reading, writing, and browsing the Internet	132	36	25	6.8	210	57.2	1.79
It helped me make others aware of not spreading rumors in society	126	34.3	29	7.9	212	57.8	1.77
She helped me organize my time and set a daily schedule for my work	114	31.1	36	9.8	217	59.1	1.72

Table 14: The level of value of educating oneself and others for rural youth in light of the use of the Internet:

Category	Number of Individuals	Percentage of Individuals (%)
Low (17 - 28) degrees	**130**	**35.4**
Average (29-39) degrees	**168**	**45.8**
High (40 - 51) degrees	**69**	**18.8**
the total	**367**	**100**

Table 15: Level of overall digital citizenship values in light of the use of the Internet

Category	Number of Individuals	Percentage of Individuals (%)
Low (54 - 90) degrees	116	31.6
Average (91-125) degrees	177	48.2
High (126 - 162) degrees	74	20.2
the total	367	100

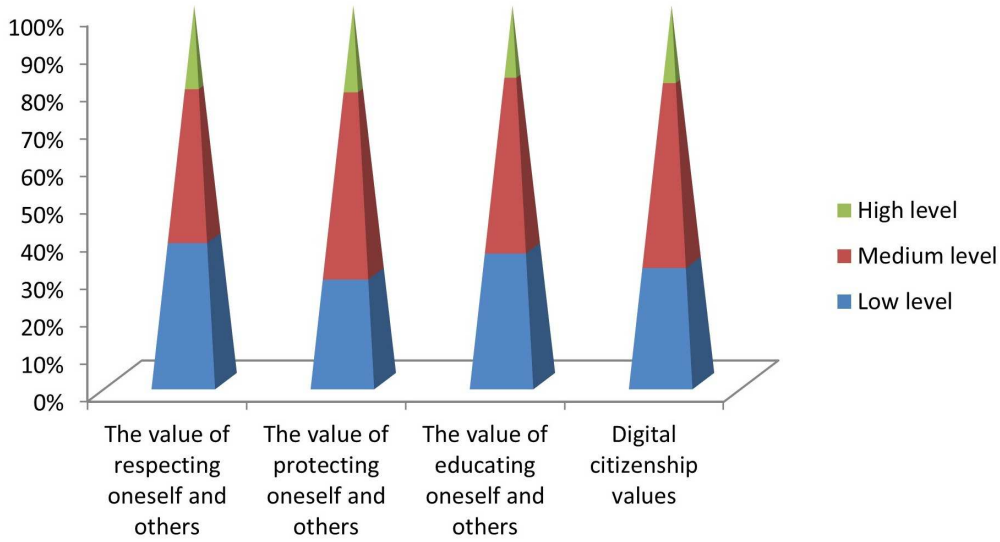

Fig. 1: The level of the three digital citizenship values studied (the value of respecting oneself and others, the value of protecting oneself and others, the value of educating oneself and others) and the overall digital citizenship values for rural youth in light of the use of the Internet.

of Al-Rifai's study (2021), which explained that the increased use of the Internet and social networking sites in a negative way caused an imbalance and a digital citizenship crisis within Egyptian society.

Third: Simple correlations (Pearson) between the quantitative independent variables studied and the degree of the three digital citizenship values studied and the overall digital citizenship values for rural youth in light of the use of the Internet:

A- The value of respecting oneself and others:

To determine the factors associated between the studied quantitative independent variables and the degree of value of self-respect and others for rural youth in light of the use of the Internet, the first statistical hypothesis was tested: "There is no significant correlation between: (age, number of years of education, monthly family income, family size, number of hours of use of the Internet in Today, the extent of exposure to social networking sites) and the degree of high self-esteem and others for rural youth in light of the use of the information network (the Internet), and to test the validity of this hypothesis, the simple correlation coefficient (Pearson) was used. The results of Table (17) show the presence of a positive and statistically significant correlation at the 01.0 level between: age, number of years of education, number of hours of use of the Internet per day, and the degree of value of respect for oneself and others for rural youth in light of the use of the Internet, where the values of the simple correlation coefficient reached 167.0, 318.0, and 0.425, respectively. It is also clear that there is a negative and statistically significant correlation at the 01.0 level between: family size and the degree of value of educating oneself and others for rural youth in light of the use of the Internet information network, where the value of the simple correlation coefficient reached -247.0, respectively.

However, it was not found that there is a significant correlation between: the monthly income of the family, the extent of exposure to social networking sites and the degree of value of respect for oneself and others for rural youth in light of the use of the Internet. Therefore, we can partially reject the first statistical hypothesis and partially accept the research hypothesis.

B- The value of protecting oneself and others: To determine the factors associated between the studied quantitative independent variables and the degree of value of protecting oneself and others for rural youth in light of the use of the

Table 16: Values of simple correlation coefficients (Pearson) between the quantitative independent variables studied and the degree of the three digital citizenship values studied and the overall digital citizenship values for rural youth in light of the use of the Internet.

Independent Variables	The value of respecting oneself and others	The value of protecting oneself and others	The value of educating oneself and others	Total digital citizenship values
	Values of simple correlation coefficients			
Age	0.167 **	0.178 **	0.183 **	0.177 **
Number of years of education	0.318 **	0.392 **	0.424 **	0.405 **
Family monthly income	0.052	0.083	0.070	0.070
Family size	-0.247**	-0.254**	-0.240**	-0.251**
Number of hours of Internet use per day	0.384**	0.423**	0.488**	0.425 **
Extent of exposure to social networking sites	0.021	0.011	0.009	0.014

** At a significance level of 0.01 * At a significance level of 0.05

Internet. The first statistical hypothesis was tested: "There is no significant correlation between: (age, number of years of education, monthly family income, family size, number of hours of use of the Internet per day, extent of exposure to social networking sites)" and the degree of peak protection of self and others for rural youth in light of use of the Internet. To test the validity of this hypothesis, the simple correlation coefficient (Pearson) was used. The results of Table (17) show the presence of a positive and statistically significant correlation at the 0.01 level between: age, number of years of education, number of hours of use of the Internet per day, and the degree of value of protecting oneself and others for rural youth in light of the use of the Internet. The values of the simple correlation coefficient reached 0.178, 0.392, and 0.384, respectively.It is also clear that there is a negative and statistically significant correlation at the 0.01 level between family size and the degree of value of protecting oneself and others for rural youth in light of the use of the Internet information network, where the value of the simple correlation coefficient reached -0.254, respectively. However, it was not found that there is a significant correlation between: the monthly income of the family, the extent of exposure to social networking sites and the degree of value of protecting oneself and others for rural youth in light of the use of the Internet. Therefore, we can partially reject the first statistical hypothesis and partially accept the research hypothesis.

C- The value of educating oneself and others: To determine the factors associated between the studied quantitative independent variables and the degree of value of educating oneself and others for rural youth in light of the use of the Internet. The first statistical hypothesis was tested: "There is no significant correlation between: (age, number of years of education, monthly family income, family size, number of hours of use of the information network) The Internet today, the extent of exposure to social networking sites) and the degree of value of educating oneself and others for rural youth in light of the use of the Internet information network. To test the validity of this hypothesis, the simple correlation coefficient (Pearson) was used. The results of Table (17) show the presence of a positive and statistically significant correlation at the 0. 01 level between: age, number of years of education, number of hours of use of the Internet per day, and the degree of value of educating oneself and others for rural youth in light of the use of the Internet, where the values of the simple correlation coefficient reached0.183, 0.424, and 0.423 Ranking: It is also clear that there is a negative and statistically significant correlation at the 0.01 level between family size and the value of educating oneself and others for rural youth in light of the use of the Internet, where the value of the simple correlation coefficient reached -0.240, respectively. However, it was not found that there is a significant correlation between: the monthly income of the family, the extent of exposure to social networking sites and the degree of value of educating oneself and others for rural youth in light of the use of the Internet. Therefore, we can partially reject the first statistical hypothesis and partially accept the research hypothesis.

D- Total digital citizenship values: To determine the factors associated between the studied quantitative independent variables and the degree of overall digital citizenship values for rural youth in light of the use of the Internet. The first statistical hypothesis was tested: "There is no significant correlation between: (age, number of years of education, monthly family income, family size, number of hours of use of the Internet in Today, the extent of exposure to social networking sites and the degree of overall digital citizenship values of rural youth in light of the use of the information network (the Internet), and to test the validity of this hypothesis, the simple correlation coefficient (Pearson) was used. The results of Table (17) show the presence of a positive and statistically significant correlation at the 0.01 level between: age, number of years of education, number of hours of use of the Internet information network per day, and the degree of overall digital citizenship values for rural youth in light of the use of the Internet information network, where the values of the simple correlation coefficient reached 0.177 , 0. 405, and 0.448 Ranking: It is also clear that there is a negative and statistically significant correlation at the 0.01 level between family size and the degree of overall digital citizenship values for rural youth in light of the use of the Internet. The value of the simple correlation coefficient was -0.251, respectively. However,

it was not found that there is a significant correlation between: monthly family income, exposure to social networking sites, and the degree of overall digital citizenship values for rural youth in light of the use of the Internet. Therefore, we can partially reject the first statistical hypothesis and partially accept the research hypothesis. This result is consistent with the studies of: Al-Zahrani (2015), Salem (2019), and Al-Zubaidi (2024), which showed the existence of a positive, statistically significant relationship between awareness of digital citizenship and the intensity of exposure to digital devices (rate of daily use of the Internet), also according to educational level (Noor, 2023). While Munser's study (2018) found a statistically significant relationship between the use of social networking sites and the promotion of digital citizenship values.

- "T" test to test the significance of the differences in the average scores of the three digital citizenship values studied and the total digital citizenship values of rural youth in light of the use of the Internet information network when classifying them on the basis of: (gender, current position on study, work status, family type):

To determine the significance of the differences between the average scores of the three studied digital citizenship values and the overall digital citizenship values of rural youth in light of the use of the Internet information network when classifying them on the basis of: (gender, current position of study, practical status, family type), the second statistical hypothesis was tested: "There are no significant differences between the average scores of the three studied digital citizenship values and the overall digital citizenship values of rural youth in light of the use of The Internet information network when classified on the basis of: (current position on study, work status, family type)." To test the validity of this hypothesis, a "t-test" was used to test the significance of the differences between the average scores of the three digital citizenship values studied and the total digital citizenship values of rural youth in light of the use of the Internet information network when classified on the basis of each of (type, current study position, work status, family type).

1- The value of respecting oneself and others:

–Gender:

The results of Table (18) show that the average scores for the value of respect for oneself and others for rural youth in light of the use of the Internet information network reached (35.28, 33.14) degrees for the male and female respondents, respectively, and the calculated "t" value reached (2.55), which is a statistically significant value at the 0.05 level, which indicates the presence of significant differences between rural youth in light of the use of the Internet. Internet information in the average scores of the value of respect for oneself and others according to gender in favor of male respondents. Therefore, we can partially reject the second null hypothesis and accept the research hypothesis.

–The current position of the study:

The results of Table (18) show that the average scores for the value of respect for oneself and others for rural youth in light of the use of the Internet information network reached (35.11, 33.82) degrees for the respondents who are still in school and those who have finished studying, respectively, and the calculated "t" value reached (1.50), which is a value that is not statistically significant at any probability level, which indicates that there are no differences. Significant differences among rural youth in light of the use of the Internet information network in the average scores for the value of respect for oneself and others, according to the current position of the study. Therefore, we can partially accept the second null hypothesis and reject the research hypothesis.

–Practical status:

The results of Table (18) show that the average scores for the value of respect for oneself and others for rural youth in light of the use of the Internet information network reached (35.33, 32.20) degrees for the respondents who work and those who do not work, respectively, and the calculated "t" value reached (3.54), which is a statistically significant value at the 0.01 level, which indicates the presence of significant differences between rural youth in light of The use of the Internet information network in the average scores of the value of respect for oneself and others according to the practical situation for the benefit of the respondents who work. Therefore, we can partially reject the second null hypothesis and accept the research hypothesis.

–Family type:

The results of Table (18) show that the average scores for the value of respect for oneself and others for rural youth in light of the use of the Internet information network reached (35.57, 32.91) degrees for the respondents residing in nuclear and extended families, respectively, and the calculated "t" value reached (3.18), which is a significant value. Statistically at the 0.01 level, which indicates that there are significant differences between rural youth in light of the use of the Internet information network in the average scores of the value of respect for oneself and others according to family type, in favor of respondents residing in nuclear families. Therefore, we can partially reject the second null hypothesis and accept the research hypothesis.

2- The value of protecting oneself and others:

Table 17: Results of the "t" test to test the significance of differences in the average scores of digital citizenship values when classified on the basis of: (gender, current position on study, work status, family type)

Classification Variable		(Groups)	Arithmetic mean	Standard deviation	t-Value
Respect for self and others	Gender	Males	35.28	8.40	2.55*
		Females	33.14	7.59	
	Current position of the study	She is still studying	35.11	9.06	1.50
		I finished studying	33.82	7.48	
	Practical situation	He works	35.33	8.92	3.54**
		It doesn't work	32.20	5.57	
	Family type	Nuclear family	35.57	8.55	3.18**
		Extended family	32.91	7.36	
Protecting oneself and others	Gender	Males	41.76	10.28	3.03**
		Females	35.77	8.33	
	Current position of the study	She is still studying	41	10.01	1.39
		I finished studying	40.02	9.25	
	Practical situation	He works	41.93	10.53	3.75**
		It doesn't work	37.78	6.40	
	Family type	Nuclear family	42.19	10.50	3.87**
		Extended family	38.42	7.93	
Educating oneself and others	Gender	Males	35.22	8.71	3.15**
		Females	32.59	7.06	
	Current position of the study	She is still studying	34.46	8.44	0.94
		I finished studying	33.75	7.88	
	Practical situation	He works	35.11	8.99	3.78**
		It doesn't work	31.79	5.28	
	Family type	Nuclear family	35.58	8.91	3.96**
		Extended family	32.31	6.71	
Total digital citizenship values	Gender	Males	112.26	26.9	2.96**
		Females	104.50	22.63	
	Current position of the study	She is still studying	110.58	27.13	0.81
		I finished studying	107.59	24.26	
	Practical situation	He works	112.10	28.05	3.75**
		It doesn't work	101.76	26.81	
	Family type	Nuclear family	113.35	27.76	3.73**
		Extended family	103.64	21.68	

** At a significance level of 0.01 * At a significance level of 0.05

–Gender:

The results of Table (18) show that the average scores for the value of protecting oneself and others for rural youth in light of the use of the Internet information network reached (41.76, 38.77) degrees for the male and female respondents, respectively, and the calculated "t" value reached (3.03), which is a statistically significant value at the 0.01 level, which indicates the presence of significant differences between rural youth in light of the use of the Internet. Internet information in the average scores of the value of protecting oneself and others according to gender in favor of male respondents. Therefore, we can partially reject the second null hypothesis and accept the research hypothesis.

–The current position of the study:

The results of Table (18) show that the average scores for the value of protecting oneself and others for rural youth in light of the use of the Internet information network reached (41.00, 40.02) degrees for the respondents who are still in school and those who have finished studying, respectively, and the calculated "t" value reached (1.39), which is a value that is not statistically significant at any probability level, which indicates that there are no differences. Significant among rural youth in light of the use of the Internet information network in the average scores of the value of protecting oneself and others according to the current position of the study. Therefore, we can partially accept the second null hypothesis and reject the research hypothesis.

–Practical status:

The results of Table (18) show that the average scores for the value of protecting oneself and others for rural youth in light of the use of the Internet information network reached (41.67, 37.78) degrees for the respondents who work and those who do not work, respectively, and the calculated "t" value reached (3.75), which is a statistically significant value at the 0.01 level, which indicates the presence of significant differences between rural youth in light of The use of the Internet information network in the average scores of the value of protecting oneself and others according to

the practical situation for the benefit of the respondents who work. Therefore, we can partially reject the second null hypothesis and accept the research hypothesis.

–Family type:

The results of Table (18) show that the average scores for the value of protecting oneself and others for rural youth in light of the use of the Internet information network reached (42.19, 38.42) degrees for the respondents residing in nuclear and extended families, respectively, and the calculated "t" value reached (3.87), which is a statistically significant value at the 0.01 level, which indicates the presence of significant differences between rural youth in light of The use of the Internet information network in the average scores of the value of protecting oneself and others according to the type of family in favor of respondents residing in nuclear families. Therefore, we can partially reject the second null hypothesis and accept the research hypothesis.

3- Values of teaching oneself and others:

–Gender:

The results of Table (18) show that the average scores for the value of educating oneself and others for rural youth in light of the use of the Internet information network reached (35.22, 32.59) degrees for the male and female respondents, respectively, and the calculated "t" value reached (3.14), which is a statistically significant value at the 0.01 level, which indicates the presence of significant differences between rural youth in light of the use of the Internet. Internet information in average scores on the value of educating oneself and others according to gender in favor of male respondents. Therefore, we can partially reject the second null hypothesis and accept the research hypothesis.

–The current position of the study:

The results of Table (18) show that the average scores for the value of educating oneself and others for rural youth in light of the use of the Internet information network reached (34.46, 33.75) degrees for the respondents who are still in school and those who have finished studying, respectively, and the calculated "t" value reached (0.94), which is a value that is not statistically significant at any probability level, which indicates that there are no differences. Significant among rural youth in light of the use of the Internet information network in the average scores of the value of educating oneself and others according to the current position of the study. Therefore, we can partially accept the second null hypothesis and reject the research hypothesis.

–Practical status:

The results of Table (18) show that the average scores for the value of educating oneself and others for rural youth in light of the use of the Internet information network reached (35.11, 31.79) degrees for the respondents who work and those who do not work, respectively, and the calculated "t" value reached (3.78), which is a statistically significant value at the 0.01 level, which indicates the presence of significant differences between rural youth in light of The use of the Internet information network in the average scores of the value of educating oneself and others according to the practical situation for the benefit of the respondents who work. Therefore, we can partially reject the second null hypothesis and accept the research hypothesis.

–Family type:

The results of Table (18) show that the average scores for the value of educating oneself and others for rural youth in light of the use of the Internet information network reached (35.58, 32.31) degrees for the respondents residing in nuclear and extended families, respectively, and the calculated "t" value reached (3.95), which is a statistically significant value at the 0.01 level, which indicates the presence of significant differences between rural youth in light of The use of the Internet information network in the average scores of the value of educating oneself and others according to family type for the benefit of respondents residing in nuclear families. Therefore, we can partially reject the second null hypothesis and accept the research hypothesis.

4- Overall digital citizenship values:

– Gender:

The results of Table (18) show that the average scores for the overall digital citizenship values for rural youth in light of the use of the Internet information network reached (112.26, 104.50) degrees for the male and female respondents, respectively, and the calculated "t" value reached (2.96), which is a statistically significant value at the 0.01 level, which indicates the presence of significant differences between rural youth in light of the use of the Internet. Internet information in the average scores of total digital citizenship values according to gender in favor of male respondents. Therefore, we can partially reject the second null hypothesis and accept the research hypothesis. This result can be explained by the fact that males are more likely to use social networking sites and have more free time than females, and thus their digital awareness increases by knowing the impact and role of the information network, the Internet, in their digital citizenship values.

–The current position of the study:

The results of Table (18) show that the average scores for digital citizenship values for a college for rural youth in

light of the use of the Internet information network reached (110.58, 107.59) scores for the respondents who are still in school and those who have finished studying, respectively, and the calculated "t" value was (0.81), which is a value that is not statistically significant at any probability level, which indicates that there are no differences. Significant differences among rural youth in light of the use of the Internet information network in the average scores of total digital citizenship values according to the current position of the study. Therefore, we can partially accept the second null hypothesis and reject the research hypothesis.

–Practical status:

The results of Table (18) show that the average scores for the overall digital citizenship values among rural youth in light of the use of the Internet information network reached (112.10, 101.76) degrees for the respondents who work and those who do not work, respectively, and the calculated "t" value reached (3.75), which is a statistically significant value at the 0.01 level, which indicates the presence of significant differences between rural youth in light of The use of the Internet information network in the average scores of the overall digital citizenship values according to the practical situation for the benefit of the respondents who work. Therefore, we can partially reject the second null hypothesis and accept the research hypothesis. This result can be explained by the ease with which working rural youth use the information network, the Internet, because it provides them with features and services that they benefit from in their work and thus increases their awareness and develops their citizenship values through developing the skills and behaviors of using digital technology in the optimal way.

–Family type:

The results of Table (18) show that the average score for the overall digital citizenship values among rural youth in light of the use of the Internet information network reached (113.35, 103.64) degrees for the respondents residing in nuclear and extended families, respectively, and the calculated "t" value reached (3.73), which is a statistically significant value at the 0.01 level, which indicates the presence of significant differences between rural youth in In light of the use of the Internet information network, the average scores of digital citizenship values according to family type in favor of respondents residing in nuclear families. Therefore, we can partially reject the second null hypothesis and accept the research hypothesis.

"F" test to test the significance of the differences between the average scores of the three digital citizenship values studied and the overall digital citizenship values in light of the use of the Internet information network when classifying on the basis of: occupation, the status of the family in which the respondent resides, and the extent of trust in what the information network exposes to the Internet.

To determine the differences between the average scores of the three digital citizenship values studied and the overall digital citizenship values in light of the use of the Internet information network when classifying on the basis of: occupation, the status of the family in which the respondent resides, and the extent of trust in what the information network exposes to the Internet. The third research hypothesis was formulated, and to verify the validity of this hypothesis, the following null statistical hypothesis was formulated: Classification on the basis of: occupation, the status of the family in which the respondent resides, and the extent of trust in what the information network exposes to the Internet. To test the validity of this hypothesis, the "F" test was used to test the significance of the differences between the average scores of the three digital citizenship values studied and the total digital citizenship values in light of the information network's use of the Internet. When classifying on the basis of each of: occupation, the status of the family in which the respondent resides, the extent of trust in what the information network exposes to the Internet.

1-The value of respecting oneself and others:

–Profession:

The results of Table (19) show that the average scores for the value of respect for oneself and others for rural youth in light of the use of the Internet information network according to professional status (works in agriculture, craftsman, self-employed, private sector employee, government employee) reached 33.46, 35.07, 35.57, 37.70, 37.79, respectively. The calculated P value was 4.79, which is statistically significant at the 0.01 level. Which indicates that there are significant differences between rural youth in light of the use of the Internet information network in the average scores of the value of respect for oneself and others according to professional status in favor of those who work as government employees.

–The condition of the family in which the respondent is located:

The results of Table (19) show that the average scores for the value of respect for oneself and others for rural youth in light of the use of the Internet information network according to the state of the family in which the respondent is located (presence of parents together, death of one parent, travel of one parent, separation of parents) reached 35.50, 34.26, 35.18, and 34.08, respectively. The calculated P value was 0.30, which is not significant Statistically at any probability level, which indicates that there are no significant differences among rural youth in light of the use of the Internet information network in the average scores of the value of respect for oneself and others depending on the situation of the family in which the respondent is located.

–The extent of trust in what the information network displays on the Internet:

The results of Table (19) show that the average scores for the value of respect for oneself and others for rural youth in light of the use of the Internet, according to the extent of trust in what the Internet offers (I trust to a great extent, I trust to some extent, I do not trust at all) reached 33.95, 34.39, and 34.19, respectively. The calculated P value was 0.06, which is not statistically significant That is, a probability level, which indicates that there are no significant differences between rural youth in light of the use of the Internet information network in the average scores of the value of respect for oneself and others, depending on the extent of confidence in what the Internet information network displays.

2-The value of protecting oneself and others:

–Profession:

The results of Table (19) show that the average scores for the value of protecting oneself and others for rural youth in light of the use of the Internet information network according to professional status (works in agriculture, craftsman, self-employed, private sector employee, government employee) reached 39.22, 41.21, 42.05, 44.74, 44.93, respectively. The calculated P value was 5.69, which is a statistically significant value at the0.01, which indicates that there are significant differences between rural youth in light of the use of the Internet information network in the average scores of the value of protecting oneself and others according to professional status. For the benefit of those who work as government employees.

–The condition of the family in which the respondent is located:

The results of Table (19) show that the average scores for the value of protecting oneself and others for rural youth in light of the use of the Internet information network according to the state of the family in which the respondent is located (presence of parents together, death of one parent, travel of one parent, separation of parents) reached 42.33, 40.34, 41.21, and 40.14, respectively. The calculated P value was 0.31, which is not significant Statistically at any probability level, which indicates that there are no significant differences between the average scores for the value of protecting oneself and others depending on the condition of the family in which the respondent is located.

–The extent of trust in what the information network displays on the Internet:

The results of Table (19) show that the average scores for the value of protecting oneself and others for rural youth in light of the use of the Internet information network according to the extent of trust in what the Internet information network displays (I trust to a great extent, I trust to some extent, I do not trust at all) reached 39.41, 40.49, and 40.47, respectively. The calculated P value was 0.21, which is not statistically significant That is, a probability level, which indicates that there are no significant differences between rural youth in light of the use of the Internet information network in the average scores of the value of protecting oneself and others according to the extent of confidence in what the Internet information network displays.

3-The value of educating oneself and others:

–Profession:

The results of Table (19) show that the average scores for the value of educating oneself and others for rural youth in light of the use of the Internet information network according to professional status (works in agriculture, craftsman, self-employed, private sector employee, government employee) reached 33.00, 34.52, 35.51, 37.74, 38.11, respectively. The calculated P value was 5.98, which is a statistically significant value at the level of 0.01, which indicates that there are significant differences between rural youth in light of the use of the Internet information network in the average scores of the value of educating oneself and others according to professional status. For the benefit of those who work as government employees.

–The condition of the family in which the respondent is located:

The results of Table (19) show that the average scores for the value of educating oneself and others for rural youth in light of the use of the Internet information network according to the state of the family in which the respondent is located (presence of parents together, death of one parent, travel of one parent, separation of parents) reached 35.50, 33.97, 35.08, and 33.76, respectively. The calculated P value was 0.44, which is not significant Statistically at any probability level, which indicates that there are no significant differences between rural youth in light of the use of the Internet information network in the average scores of the value of educating oneself and others depending on the situation of the family in which the respondent is located.

–The extent of trust in what the information network displays on the Internet:

The results of Table (19) show that the average scores for the value of educating oneself and others for rural youth in light of the use of the Internet, according to the extent of trust in what the Internet offers (I trust to a great extent, I trust to some extent, I do not trust at all) reached 33.30, 34.06, and 34.14, respectively. The calculated P value was 0.16, which is not statistically significant at any level Probabilistic, which indicates that there are no significant differences between rural youth in light of the use of the Internet information network in the average scores of the value of educating oneself and others according to the extent of confidence in what the Internet information network displays.

Table 18: The results of the "F" test to test the significance of the differences between the average scores of the three digital citizenship values studied and the total digital citizenship values in light of the use of the Internet information network when classified on the basis of each of: Occupation, the status of the family in which the respondent resides, and the extent of confidence in what the information network exposes to the Internet

Values	Independent Variables	Groups	Mean	Standard Deviation	F Value
Respect for self and others	Profession	He works in agriculture	33.46	8.65	4.79**
		verbatim	35.07	7.49	
		Freelance work	35.75	8.51	
		Private sector employee	37.70	10.51	
		Government employee	37.79	8.14	
	The condition of the family in which the respondent resides	Having parents together	35.50	4.96	0.30
		Death of a parent	34.26	7.59	
		Parent travel	35.18	7.15	
		Parental separation	34.08	8.58	
	The extent of trust in what the information network displays on the Internet	I trust a lot	33.95	8.52	0.06
		I trust to some extent	34.39	8.42	
		I don't trust at all	34.19	7.26	
Protecting oneself and others	Profession	He works in agriculture	39.22	10.23	5.69**
		verbatim	41.21	8.12	
		Freelance work	42.05	9.76	
		Private sector employee	44.74	11.63	
		Government employee	44.93	10.74	
	The condition of the family in which the respondent resides	Having parents together	42.33	7.72	0.31
		Death of a parent	40.34	8.87	
		Parent travel	41.21	9.11	
		Parental separation	40.14	10.12	
	The extent of trust in what the information network displays on the Internet	I trust a lot	39.41	9.51	0.21
		I trust to some extent	40.49	9.10	
		I don't trust at all	40.47	8.54	
Educating oneself and others	Profession	He works in agriculture	33	8.66	5.98**
		verbatim	34.52	7.17	
		Freelance work	35.51	8.44	
		Private sector employee	37.74	9.95	
		Government employee	38.11	9.98	
	The condition of the family in which the respondent resides	Having parents together	35.50	6.26	0.44
		Death of a parent	33.97	7.32	
		Parent travel	35.08	7.73	
		Parental separation	33.76	8.51	
	The extent of trust in what the information network displays on the Internet	I trust a lot	33.30	8.14	0.16
		I trust to some extent	34.06	8.44	
		I don't trust at all	34.14	7.32	
Total digital citizenship values	Profession	He works in agriculture	105.68	27.29	5.66**
		verbatim	110.79	22.33	
		Freelance work	113.14	26.04	
		Private sector employee	120.17	31.04	
		Government employee	120.82	27.17	
	The condition of the family in which the respondent resides	Having parents together	113.33	18.24	0.35
		Death of a parent	108.57	22.92	
		Parent travel	111.46	23.74	
		Parental separation	107.98	26.38	
	The extent of trust in what the information network displays on the Internet	I trust a lot	106.65	25.97	0.13
		I trust to some extent	108.93	26.42	
		I don't trust at all	108.80	22.84	

** At a significance level of 0.01 * At a significance level of 0.05

4- Total digital citizenship values:

–Profession:
The results of Table (19) show that the average scores for the overall digital citizenship values for rural youth in light of the use of the Internet information network according to professional status (works in agriculture, craftsman, self-employed, private sector employee, government employee) reached 105.68, 110.79, 113.14, 120.17, 120.82, respectively. The calculated P value was 5.66, which is a statistically significant value at Level 0.01, which indicates that there are significant differences between rural youth in light of the use of the Internet information network in the average scores of the total values of digital citizenship according to professional status. For the benefit of those who work as government employees.

–The condition of the family in which the respondent is located:
The results of Table (19) show that the average scores for the overall digital citizenship values for rural youth in light of the use of the Internet information network according to the state of the family in which the respondent is located (presence of parents together, death of one parent, travel of one parent, separation of parents) reached 113.33, 108.57, 111.46, 107.98, respectively. The calculated P value was 0.35, which is not significant Statistically at any probability level, which indicates that there are no significant differences among rural youth in light of the use of the Internet information network in the average scores of the overall digital citizenship values according to the state of the family in which the respondent is located.

–The extent of trust in what the information network displays on the Internet:
The results of Table (19) show that the average scores for the overall digital citizenship values for rural youth in light of the use of the Internet, according to the extent of trust in what the Internet offers (I trust to a great extent, I trust to a certain extent, I do not trust at all) reached 106.65, 108.93, and 108.80, respectively. The calculated P value was 0.13, which is not statistically significant at any level Probabilistic, which indicates that there are no significant differences among rural youth in light of the use of the Internet information network in the average scores of the total digital citizenship values according to the extent of trust in what the Internet information network displays.

Fourth: Multiple correlational and regression relationships between the quantitative independent variables studied and the degree of the three digital citizenship values studied and the overall digital citizenship values for rural youth in light of the use of the Internet:

A- The value of respecting oneself and others: To determine the multiple correlations between the quantitative independent variables studied and the degree of value of self-respect and others for rural youth in light of the use of the Internet. The third research hypothesis was formulated, and to verify the validity of this hypothesis, the following null statistical hypothesis was formulated: "There is no multiple correlational relationship between the quantitative independent variables studied together (age, The number of years of education, the monthly income of the family, the size of the family, the number of hours of use of the information network per day, the extent of exposure to social networking sites) and the degree of the value of respect for oneself and others for rural youth in light of the use of the Internet. To test the validity of this hypothesis, a multiple correlation coefficient was used between the quantitative independent variables studied and the degree of the value of respect for oneself and others for rural youth in light of the use of the Internet.

The results of Table (20) show that the variables (age, number of years of education, monthly family income, family size, number of hours of use of the information network per day, and extent of exposure to social networking sites) combined are related to the degree of value of self-respect and others for rural youth in light of the use of the information network (the Internet) with a multiple correlation coefficient of 0.553, and the calculated P value was 26.38, which is statistically significant at the level of 0.01. Which indicates the existence of a significant multiple correlation between the quantitative independent variables studied together and the degree of value of respect for oneself and others for rural youth in light of the use of the Internet. The coefficient of determination indicates that the independent variables together explain 30.5% of the variance in the degree of value of respect for oneself and others for rural youth in light of the use of the Internet. Therefore, we can partially accept the third null hypothesis and reject the research hypothesis.

B- The value of protecting oneself and others:
To determine the multiple correlations between the quantitative independent variables studied and the degree of value of protecting oneself and others for rural youth in light of the use of the Internet. The third research hypothesis was formulated, and to verify the validity of this hypothesis, the following null statistical hypothesis was formulated: "There is no multiple correlation between the quantitative independent variables studied together (age, number of years of education, monthly family income, family size, number of hours of use of the information network per day, extent of exposure to social networking sites) and the degree of value of protecting oneself and others for rural youth in light of the use of the information network and the Internet." To test the validity of this hypothesis, the multiple correlation coefficient was used between the quantitative independent variables studied and the degree of value of protecting oneself and others for rural youth in light of the use of the Internet. The results of Table (20) show that the variables (age, number of years of

Table 19: Values of the standard partial regression coefficients between the quantitative independent variables studied combined and between the degree of the three digital citizenship values studied and the overall digital citizenship values for rural youth in light of the use of the Internet

Independent variables	The value of respecting oneself and others		The value of protecting oneself and others		The value of educating oneself and others		Total digital citizenship values	
	Regression Coefficient Values	Standard Partial Regression Coefficient Values	Regression Coefficient Values	Standard Partial Regression Coefficient Values	Regression Coefficient Values	Standard Partial Regression Coefficient Values	Regression Coefficient Values	Standard Partial Regression Coefficient Values
Age	0.142**	0.141**	0.145**	0.152**	0.143**	0.144**	0.145**	0.147**
Number of years of education	0.310**	0.309**	0.313**	0.312**	0.342**	0.341**	0.326**	0.325**
Family monthly income	0.002		0.030		0.015		0.017	
Family size	-0.220**	-0.224**	-0.225**	-0.232**	-0.208**	-0.211**	-0.211**	-0.224**
Number of hours of Internet use per day	0.283**	0.281**	0.311**	0.310**	0.339**	0.338**	0.318**	0.316**
Extent of exposure to social networking sites	0.032		0.033		0.026		0.028	
Multiple correlation coefficient R values	0.553	0.552	0.586	0.584	0.611	0.610	0.591	0.590
Coefficient of determination R 2 values	0.305	0.304	0.343	0.342	0.373	0.372	0.350	0.349
F value	26.38**	39.59**	31.33**	46.94**	35.74**	53.71**	32.27**	48.45**

** At a significance level of 0.01 * At a significance level of 0.05

education, monthly family income, family size, number of hours of use of the information network per day, and extent of exposure to social networking sites) combined are related to the degree of value of protecting oneself and others for rural youth in light of the use of the information network (the Internet) with a multiple correlation coefficient of 0.586, and the calculated F value was 31.33, which is statistically significant at the 0.01 level. Which indicates the presence of a significant multiple correlation Between the quantitative independent variables studied together and the degree of value of protecting oneself and others for rural youth in light of the use of the Internet. The coefficient of determination indicates that the independent variables together explain 34.3% of the variance in the degree of value of protecting oneself and others for rural youth in light of the use of the Internet. Therefore, we can partially accept the third null hypothesis and reject the research hypothesis.

C- The value of educating oneself and others:

To determine the multiple correlations between the quantitative independent variables studied and the degree of value of educating oneself and others for rural youth in light of the use of the Internet. The third research hypothesis was formulated, and to verify the validity of this hypothesis, the following null statistical hypothesis was formulated: "There is no multiple correlational relationship between the quantitative independent variables studied together." (Age, number of years of education, monthly family income, family size, number of hours of use of the information network per day, extent of exposure to social networking sites) and the degree of value of educating oneself and others for rural youth in light of the use of the Internet. To test the validity of this hypothesis, a multiple correlation coefficient was used between the quantitative independent variables studied and the degree of value of educating oneself and others for rural youth in light of the use of the Internet. The results of Table (20) show that the variables (age, number of years of education, monthly family income, family size, number of hours of use of the information network per day, and extent of exposure to social networking sites) combined are related to the degree of value of educating oneself and others for rural youth in light of the use of the information network (the Internet) with a multiple correlation coefficient of 0.611, and the calculated F value was 35.74, which is statistically significant at the 0.01 level. Which indicates the presence of multiple correlations Significant significance between the quantitative independent variables studied together and the degree of value of educating oneself and others for rural youth in light of the use of the Internet. The coefficient of determination indicates that the independent variables together explain 37.3% of the variance in the value of educating oneself and others for rural youth in light of the use of the Internet. Therefore, we can partially accept the third null hypothesis and reject the research hypothesis.

D- Total digital citizenship values:

To determine the multiple correlations between the quantitative independent variables studied and the degree of overall digital citizenship values for rural youth in light of the use of the Internet. The third research hypothesis was formulated, and to verify the validity of this hypothesis, the following null statistical hypothesis was formulated: "There is no multiple correlational relationship between the quantitative independent variables studied together." per day, the extent of exposure to social networking sites) and the degree of total digital citizenship values for rural youth in light of the use of the Internet. To test the validity of this hypothesis, a multiple correlation coefficient was used between the quantitative independent variables studied and the degree of total digital citizenship values for rural youth in light of the use of the Internet. The results of Table (20) show that the variables (age, number of years of education, monthly family income, family size, number of hours of use of the information network per day, and extent of exposure to social networking sites) combined

are related to the degree of overall digital citizenship values of rural youth in light of the use of the information network (the Internet) with a multiple correlation coefficient of 0.591, and the calculated F value was 32.27, which is statistically significant at the level of 0.01. Which indicates the presence of a significant multiple correlation Between the quantitative independent variables studied together and the degree of overall digital citizenship values for rural youth in light of the use of the Internet. The coefficient of determination indicates that the independent variables together explain 35.0% of the variance in the degree of total digital citizenship values for rural youth in light of the use of the Internet. Therefore, we can partially accept the third null hypothesis and reject the research hypothesis.

(B): The relative contribution of the quantitative independent variables studied in explaining the variation in the degree of the three digital citizenship values studied and the overall digital citizenship values for rural youth in light of the use of the Internet:

1. **The value of respecting oneself and others:**
   To determine the relative contribution of the quantitative independent variables studied in explaining the variation in the degree of value of respect for oneself and others for rural youth in light of the use of the Internet. The fourth research hypothesis was formulated, and to verify the validity of this hypothesis, the following null statistical hypothesis was formulated: "None of the quantitative independent variables studied makes a unique significant contribution." In explaining the variation in the degree of value of respect for oneself and others for rural youth in light of the use of the Internet. To verify the validity of this hypothesis, a standard partial regression analysis was conducted. The results of Table (20) show that the variables of age, number of years of education, family size, and number of hours of use of the Internet per day are related to the degree of value of self-respect and others for rural youth in light of the use of the Internet, with a multiple correlation coefficient of 552, and the calculated P value was 39.59, which is statistically significant at the 0.01 level. Hence, it can be concluded that there is a multiple correlation between the four independent variables combined and a value score Respect for oneself and others for rural youth in light of the use of the Internet. The coefficient of determination indicates that the independent variables together explain 30.4% of the variance in the degree of value of respect for oneself and others for rural youth in light of the use of the Internet. When reviewing the relative importance of the independent variables according to the absolute value of the standard partial regression coefficient, it becomes clear that the variable number of years of education reached 0.309 and ranks first in terms of impact on the degree of value of respect for oneself and others for rural youth in light of the use of the Internet. The variable number of hours of Internet use per day was: 0.281 and ranks second. The family size variable reached -0.224 and ranks third, and the age variable reached 0.141 and ranks fourth and last. Accordingly, we can partially reject the fourth statistical hypothesis and accept the research hypothesis.
2. **The value of protecting oneself and others:**
   To determine the relative contribution of the quantitative independent variables studied in explaining the variation in the degree of value of protecting oneself and others for rural youth in light of the use of the Internet. The fourth research hypothesis was formulated, and to verify the validity of this hypothesis, the following null statistical hypothesis was formulated: "None of the quantitative independent variables studied makes a unique significant contribution." In explaining the variation in the degree of value of protecting oneself and others for rural youth in light of the use of the Internet. To verify the validity of this hypothesis, a standard partial regression analysis was conducted. The results of Table (20) show that the variables of age, number of years of education, family size, and number of hours of use of the Internet per day are related to the degree of value of protecting oneself and others for rural youth in light of the use of the Internet, with a multiple correlation coefficient of 0.584, and the calculated P value was 46.94, which is statistically significant at the 0.01 level. Hence, it can be concluded that there is a multiple correlation between the four independent variables combined and a value score Protecting oneself and others for rural youth in light of the use of the Internet. The coefficient of determination indicates that the independent variables together explain 34.2% of the variance in the degree of value of protecting oneself and others for rural youth in light of the use of the Internet. When reviewing the relative importance of the independent variables according to the absolute value of the standard partial regression coefficient, it becomes clear that the variable number of years of education reached 0.312 and ranks first in terms of impact on the degree of value of protecting oneself and others for rural youth in light of the use of the Internet. The variable number of hours of Internet use per day was: 0.310 and ranks second. The family size variable reached -0.232 and ranks third, and the age variable reached -0.152 and ranks fourth and last. Accordingly, we can partially reject the fourth statistical hypothesis and accept the research hypothesis.
3. **The value of educating oneself and others:**
   To determine the relative contribution of the quantitative independent variables studied in explaining the variation in the degree of value of educating oneself and others for rural youth in light of the use of the Internet. The fourth research hypothesis was formulated, and to verify the validity of this hypothesis, the following null statistical hypothesis was formulated: "None of the quantitative independent variables studied makes a unique significant contribution." In explaining the variation in the degree of value of educating oneself and others for rural youth in

light of the use of the Internet. To verify the validity of this hypothesis, a standard partial regression analysis was conducted. The results of Table (20) show that the variables of age, number of years of education, family size, and number of hours of use of the Internet per day are related to the degree of the value of educating oneself and others for rural youth in light of the use of the Internet, with a multiple correlation coefficient of 0.610, and the calculated P value was 53.71, which is statistically significant at the 0.01 level. Hence, it can be concluded that there is a multiple correlation between the four independent variables combined and a value score Educating oneself and others for rural youth in light of the use of the Internet. The coefficient of determination indicates that the independent variables together explain 37.2% of the variance in the degree of the value of educating oneself and others for rural youth in light of the use of the Internet. When reviewing the relative importance of the independent variables according to the absolute value of the standard partial regression coefficient, it becomes clear that the variable number of years of education reached 0.341 and ranks first in terms of impact on the degree of value of educating oneself and others for rural youth in light of the use of the Internet. The variable number of hours of Internet use per day was: 0.338 and ranks second. The family size variable reached -0.341 and ranks third, and the age variable reached -0.144 and ranks fourth and last. Accordingly, we can partially reject the fourth statistical hypothesis and accept the research hypothesis.

4. **Overall digital citizenship values:**
To determine the relative contribution of the quantitative independent variables studied in explaining the variation in the degree of overall digital citizenship values for rural youth in light of the use of the Internet. The fourth research hypothesis was formulated, and to verify the validity of this hypothesis, the following null statistical hypothesis was formulated: “None of the quantitative independent variables studied makes a unique significant contribution to Explaining the variation in the degree of overall digital citizenship values for rural youth in light of the use of the Internet. To verify the validity of this hypothesis, a standard partial regression analysis was conducted. The results of Table (20) show that the variables of age, number of years of education, family size, and number of hours of use of the information network per day are related to the degree of overall digital citizenship values of rural youth in light of the use of the information network, the Internet, with a multiple correlation coefficient of 0.590, and the calculated F value was 48.45, which is statistically significant at the level of 0.01. Hence, it can be concluded that there is a multiple correlation between the four independent variables combined and the degree of overall digital citizenship values For rural youth in light of the use of the Internet, the coefficient of determination indicates that the independent variables together explain 34.9% of the variance in the degree of digital citizenship values. When reviewing the relative importance of the independent variables according to the absolute value of the standard partial regression coefficient, it becomes clear that the variable number of years of education reached 0.325 and ranks first in terms of impact on the degree of overall digital citizenship values for rural youth in light of the use of the Internet. The variable number of hours of Internet use per day was: 0.316 and ranks second. The family size variable reached -0.224 and ranks third, and the age variable reached -0.147 and ranks fourth and last. Accordingly, we can partially reject the fourth statistical hypothesis and accept the research hypothesis. This result can be explained due to the formation of their understanding, awareness and awareness of the values and concepts of digital citizenship in light of the use of the Internet. This is in addition to the important role of the information network in facilitating the delivery of sound awareness and clarifying the safe ways to use it and ways to protect oneself from electronic threats. Directing individuals’ behavior towards managing risks across the Internet, and directing them towards using best practices and appropriate tools to protect the person and others in the digital society. In addition to its role in introducing young people to different global cultures and how to communicate with them and learn about cultural diversity among peoples to build social relationships They are based on respect for freedoms, differences and diversity, which has contributed to consolidating positive behavior in the process of effective communication and learning and thus consolidating the values of digital citizenship among young people.

7 Recommendations:

Based on the results of the research, and in light of the requirements for achieving the research objectives, the research concluded with the following recommendations:

1. The results showed that about four-fifths of rural youth (79.3%), their level of knowledge about the concept of digital citizenship is between low and medium. Therefore, the research recommends the necessity of spreading the culture of the concept of digital citizenship among rural youth.
2. The results showed that about four-fifths of rural youth (82.8%) had a level of knowledge of digital citizen specifications between low and medium. Therefore, the research recommends the necessity of disseminating the characteristics of the digital citizen among rural youth by activating the media role through its various means.

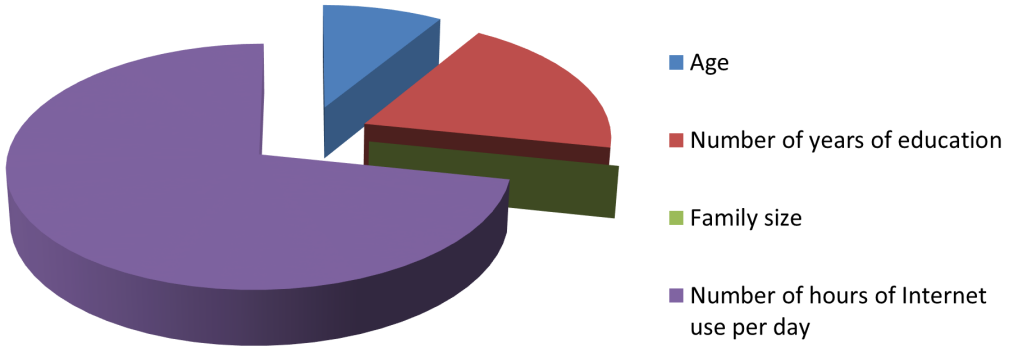

Fig. 2: The relative contribution of the quantitative independent variables studied in explaining the variation in the degree of the three digital citizenship values studied and the overall digital citizenship values for rural youth in light of the use of the Internet.

3.About four-fifths of rural youth (79.8%) have a level of overall digital citizenship values between low and medium levels. Therefore, the research recommends the necessity of enhancing awareness of the values of digital citizenship, and introducing its elements, themes, standards, and practice in light of the use of the Internet.
4.The number of years of education makes a unique significant contribution to explaining the variation in the degree of overall digital citizenship values for rural youth in light of the use of the Internet information network, and in a positive direction. Therefore, the research recommends the need to pay attention to education by activating the role of educational institutions such as schools and universities, by integrating the topics of digital citizenship values into the curricula in which they are taught, because of its great importance in strengthening and strengthening their digital citizenship values.
5.Conducting further studies and research that address the values of digital citizenship in light of the use of the Internet in geographical areas other than the research area to enrich and strengthen the results reached.

References

[1] Ibrahim, Muhammad Saad, (2011), Development Media, Dar Al-Kutub Al-Ilmiyya for Publishing and Distribution, Cairo.
[2] Abu Al-Majd, Maha Abdullah Al-Sayed, Ibrahim Youssef Al-Yousef, (2018), Social Media Networks and Ways to Employ Them in Enhancing the Dimensions of Digital Citizenship among Students of the College of Education, King Faisal University, Educational Journal, College of Education, King Faisal University, Saudi Arabia.
[3] Abu Jabal, Mustafa Abdel Wahab Ahmed, Yasser Ali Abdel Ghani Al Badrashini, (2022), A proposed vision for a course in digital citizenship for students of the Faculty of Education, Al-Azhar University, Education Magazine, Faculty of Education in Cairo, Al-Azhar University, Part 4, Issue 193, January.
[4] Abu Hussein, Alaa Salah Abdel Raouf, (2022), The Role of Social Media Sites in Developing Digital Citizenship Values, Master's Thesis, Faculty of Educational Sciences, Middle East University, Jordan.
[5] Al-Aboud, Abdullah, (2011), Citizenship Values among Youth and Their Contribution to Strengthening Preventive Security, Naif Arab University for Security Sciences, Riyadh.
[6] Al-Jazzar, Hala Hassan bin Saad, (2014), The role of the educational institution in instilling the values of digital citizenship: A proposed vision, Arab Studies in Education and Psychology, Arab Educators Association, Banha, No. 56.
[7] Central Agency for Public Mobilization and Statistics, 2024.
[8] https://www.capmas.gov.eg.
[9] Al-Harbi, Wafa Awaida, (2016), The degree to which social media networks contribute to enhancing the concept of digital citizenship from the point of view of female students at King Muhammad bin Saud Islamic University in Riyadh, International Educational Journal, King Muhammad bin Saud Islamic University, Saudi Arabia, Volume 5, Issue 4.
[10] Al-Rifai, Safaa Ali, (2021), Digital Citizenship and Changing Values in Egyptian Society: A Descriptive Study Applied to the Faculty of Education, Alexandria University, Journal of the Faculty of Arts, Fayoum University, Volume 13, Issue 2.
[11] Al-Zubaidi, Muhammad Ali, (2024), Awareness of digital citizenship among students at Saudi universities (influencing factors and prospects for attributing it in light of the Kingdom's Vision 2030), Journal of Arts, Literature, Humanities and Social Sciences, Emirates College of Educational and Psychological Sciences, United Arab Emirates, Volume 99, Issue 99, January.

[12] Al-Zubaidi, Muhammad, Saud Saad Al-Baqmi, Muhammad Jaber Asiri, Al-Hassan Yahya Al-Manakhara, Muhammad Ibrahim Al-Matrafi, (2024), Awareness of digital citizenship among Saudi university students, influencing factors and prospects for enhancing it in light of the Kingdom's Vision 2030, Journal of Arts, Literature, Humanities and Social Sciences, Volume 99, Issue 99, January.
[13] Al-Zahrani, Mujab Ahmed Mujab, (2019), The school's contribution to achieving digital citizenship among its students in light of contemporary challenges, Educational Journal, Volume 68, Issue 68.
[14] Al-Saidi, Muhammad bin Muslim bin Saeed, (2019), The role of social networks in enhancing the dimensions of citizenship, Journal of the College of Education, Eid Al-Shams University, Part 3.
[15] Al-Salami, Abdel-Wahab Mastour, (2021), The impact of social networking sites in promoting the values of digital citizenship among Saudi youth: A field study on a sample of youth from the city of Jeddah, Egyptian Journal of Media Research, Faculty of Information, Cairo University, Volume 76, Issue 76, July.
[16] Al-Sulaihat, Rawan Youssef, Rawan Fayyad Al-Fallouh, Khaled Ali Al-Sarhan, (2018), the degree of awareness of the concept of digital citizenship among bachelor's level students at the Faculty of Educational Sciences at the University of Jordan. Journal of Educational Sciences, Volume (45), Issue 3.
[17] Al-Sayed, Muhammad, (2016), The role of new media in promoting digital citizenship among university students, Middle East Public Relations Research Journal, No. 12.
[18] Al-Sammadi, Hind Samaan Ibrahim, (2017), Qassim University students' perceptions towards digital citizenship and ways to activate it in educational institutions: a field study on a sample of Qassim University students, Journal of Studies and Research, Arab Journal in Humanities and Social Sciences, University of Djelfa, Algeria, Volume 9, Issue 27
[19] Al-Akkad, Thaera Adnan, (2017), Envisioning a proposal to empower teachers in Palestinian Ministry of Education schools towards employing digital citizenship requirements in education, Al-Azhar University, Palestine.
[20] -Al-Aqeel, Isat Ibrahim, (2014), Citizenship in Islamic Educational Thought, Dar Al-Yazouri, Jordan.
[21] Al-Omari, Rabi Ahmed, (2020), The degree of awareness of Jordanian university students about the concept of digital citizenship and its relationship to its topics. Master's thesis, Faculty of Educational Sciences, Middle East University, Jordan.
[22] Al-Ghamdi, Nada Abdullah Hamdan, Muhammad Saeed Majhoud Al-Zahrani, (2023), Digital Citizenship Values Included in the Early Childhood Self-Education Curriculum: An Analytical Study, Journal of Arab Studies in Education and Psychology, Volume 145, Issue 2.
[23] Al-Qahtani, Amal Safar, (2017), The extent to which digital citizenship values are included in the educational technology course from the viewpoint of faculty members, Journal of the Islamic University for Educational and Psychological Studies, Volume 26, Issue 6.
[24] Al-Masry, Marwan Walid and Shaat Akram Hassan (2017): The level of digital citizenship among a sample of Palestine University students from their point of view, Palestine University Journal for Research and Studies, University of Palestine, Gaza, Volume 7, Issue 2.
[25] Al-Youssef, Youssef Ibrahim, Maha Abdullah Al-Sayyid Abu Al-Majd, (2018), Social media networks and ways to employ them in enhancing the dimensions of digital citizenship among students of the Faculty of Education, King Faisal University, Educational Journal, Faculty of Education, Sohag University, Volume 56, Issue 56, December.
[26] Boushal, Roumisa, Rania Beida, (2021), Practicing Digital Citizenship via New Media Platforms in Algeria: A Field Study on a Sample of Student YouTube Users in the Department of Media and Communication Sciences, Master's Thesis, Faculty of Humanities and Social Sciences, University of Jijel, University of Mohamed Seddik Ben Yahia, Jijel, Algeria.
[27] Hamid, Muhammad Ahmed Othman, Obstacles to university students' awareness of the dimensions of digital citizenship and the requirements for confronting them, Journal of the Faculty of Education, Mansoura University, Issue 123, July 2023.
[28] Darwish, Muhammad Ahmed, (2009), Globalization and Citizenship, World of Books, Cairo.
[29] Salem, Doaa Fathi Salem, (2019), The reality of digital citizenship among Saudi university youth in light of contemporary challenges, King Abdulaziz University as a model, Scientific Journal of Journalism Research, Cairo University, Volume 17, Issue 1.
[30] Safrar, Abdullah bin Muhammad bin Bakhit, (2017), The role of social networking in consolidating citizenship values from the point of view of Omani university youth, Master's thesis, Faculty of Information, Middle East University, Palestine.
[31] Abdel Rahman, Naglaa Ahmed Amin, Hiyam Abdel Rahim Ahmed Ali, (2020), The role of mobile phone applications in promoting the values of digital citizenship among male and female students in some Egyptian universities: A field study, Scientific Journal of the Faculty of Kindergarten, Port Said University, Issue 17, first July - late December.
[32] Abdel Aziz, Abdel Ati Halqan Ahmed, (2016), Teaching digital citizenship in Egyptian and European schools: a comparative study, Educational Journal, Faculty of Education, Sohag University, Part 44.
[33] Abdel Qader, Essam Mohamed, Maha Mohamed Ahmed Abdel Qader, (2022), A proposed vision based on the values of digital citizenship in enhancing national political identity among Egyptian university students, Journal of Education, Faculty of Education in Cairo, Al-Azhar University, Part 3, Issue 196, October.
[34] Tawalbeh, Hadi, (2017), Digital Citizenship in National and Civic Education Textbooks: An Analytical Study, Jordanian Journal of Educational Sciences, Irbid, Yarmouk University, Volume 13, Issue 3.
[35] Kimmel, Zainab Mahmoud, (2019), The degree of awareness of the values of digital citizenship and their practice among students in the upper basic stage in Jenin Governorate, Master's thesis, College of Graduate Studies, An-Najah National University, Nablus, Palestine.
[36] Mostafa, Batoul Al-Sayed, (2021), The extent of the Arab public's awareness of digital citizenship, Al-Fath Journal for Psychological and Educational Studies, Mohamed Boudiaf University, Al-Masala, Algeria, Volume 5, Issue 1.

[37] Manser, Khaled Manser, (2018), The role of social networking sites in promoting citizenship values among Algerian youth, PhD dissertation, Faculty of Media and Communication Sciences, University of Batna, Algeria.
[38] Mahdi, Hassan Rabhi, (2018), Awareness of digital citizenship among social media users and its relationship to some variables, International Journal of Learning Management Systems, Volume 6, Issue 1.
[39] Nour, Souad Abdel Karim, (2023), The role of faculty members in developing digital citizenship among female students at the College of Basic Education in the State of Kuwait, Journal of Educational Studies and Research, Volume 3, Issue 8.
[40] Al-Abdullatif, Ahlam Mohammed, Gameil, Azza Ali, (2020), Exploring Students' Knowledge and Practice of Digital Citizenship in Higher Education, International Journal of Emerging Technologies in Learning (iJET), Vo 15, No 19.
[41] Aladağii S., Çiftci, S., (2017), An investigation of the relationship between digital citizenship levels of pre-service primary school teachers and their democratic values. European Journal of Education Studies, Vo 3, No 6.
[42] Al-Zahrani, A., (2015), Toward Digital Citizenship: Examining Factors Affecting Participation and Involvement in the Internet Society among Higher Education. International Education Studies, Vo 8, No 12, pp 203-217.
[43] Choi, Moonsun, (2015), Development of a Scale to Measure Digital Citizenship among Young Adults for Democratic Citizenship Education.
[44] Hollandsworth, Randy; Dowdy, Lena; Donovan, Judy, (2011), Digital Citizenship in K-12: It Takes Village, Tech Trends: Linking Research and Practice to Improve Learning, Vo55, No4.
[45] Hussainy Syed Sadullah , Jamalullah, Syed, (2021), A study on factors affecting digital citizenship among college faculties in India. PUPIL International Journal of Teaching Education and Learning, Vo 4, No3.
[46] Jones, Lisa, Mitchell Kimberly,(2016), Defining and measuring youth digital citizenship. New media & society, Vo 18, No9.
[47] Netsafe, (2016), From literacy to fluency to citizenship: Digital Citizenship in Education, New Zealand: Netsafe.org.nz.
[48] Ribble, Mike, (2014), Digital Citizenship: Using Technology Appropriately.
[49] Wang Xianhui, Wanli Xing, (2018), Exploring the influence of parental involvement and socioeconomic status on teen digital citizenship, A path modeling approach, Journal of Educational Technology & Society, Vo 21, No1.