
Saudi Children Abroad and the Effectiveness of E-Learning

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Abstract

Saudi children travel with their parents abroad and enroll in schools and as they interact with foreign cultures, their own native culture will be affected in favor of the dominant culture disconnecting with theirs. Culture, in this case, points to language, religion, and identity of their native country. Once they come back to their native country, the experience is expected to be powerful and allow the individual to grow as well as provide mobility for social action and civic engagement. A Saudi scholar has pointed out that online learning has actually opened up opportunities for Saudi students who are now able to question the traditional methods of education (Alenezi, 2012). With E-learning, students do not have to stay physically in their native countries and not to travel abroad. If they are living abroad, the students can enrol in school in their native country and this will enable them to learn about their culture even away from their home country.

The purpose of this research is to review, analyze and investigate children who have been abroad and are not familiar with their native cultures when return. It will attempt to answer the reason why it is important for young children to connect with their culture. The methodology employed questionnaires as a data collection method to express the participants' experiences and perception of e-learning.

Findings in this research revealed that there are many people living abroad who have enrolled their children in schools abroad that do not teach about their native culture. In conclusion, recommendations for more time allocation for the study have and the inclusion of a larger number of people for purpose of data collection. Further research has also been recommended.

Keywords: Cultural Identity Lesson, E-Learning Impact, Motivation for Virtual School.

1. Chapter One: Introduction

1.1 Introduction:

The main objectives of this research is to sensitize the impact that e-learning has on spreading culture and how to attract targeted children to involve in. The research tries to answer the reason what cultures they should exposed to and how these exposure has affected both positively and negatively their native culture in addition to evaluate different ways to motivate parents to allow their children join E-learning. In this study, it is clearly explained in the role played by virtual schools in promoting cultures. If an Arabian learner abroad enrolls for apposition in a virtual school in Saudi, then the individual will be exposed to subjects that are linked to culture in Saudi. These subjects may include, language, religion and culture identity (Al-Khalifa, 2009). Being exposed to one's culture is important as one will be able to create an identity with their culture. In addition,

The methodology will be by conducting a survey. The survey will use open and closed-ended questionnaires. The sample will be divided into quotas depending on age, sex, economic status, education background and geographical location abroad. The survey will be focused on the three research questions

The expected findings of this survey explained in-depth how children are connected to their native culture being abroad. The survey will highlight the role that virtual schools and e-learning will play in promoting and maintaining native cultures among school going children abroad. Ways of motivating the adoption of virtual school will be defined clearly and also explain the importance of being connected to one's native culture. The findings of this survey will be shared publicly and the positive ones promoted and encouraged to be adopted.

1.2 Problem Statement:

Culture is an important aspect of a person well being. Culture can be lost if it is not practiced and passed on from one generation to another. With changing times, people

from different cultures are interacting because of the internet, work, and education among other factors. E-learning has been viewed as a potential factor to influence and allows the spread of culture among school going children living abroad. With the massive adoption of learning in countries across the globe interaction and communication has been made more efficient.

1.3 Study Purpose:

This research proposal, therefore, seeks to find ways of connecting these students to their culture to ensure that their cultural identity is preserved. The adoption of e-Learning in education, especially for students outside their countries has many benefits and thus considered as a solution to re-engage the learners to their culture. The adoption of e-learning will enable the introduction of courses or subjects related to religion, language, and identity of the home country that will be provided in the virtual schools (Titarenko and Little, 2017).

1.4 Research Objectives:

- To explain the importance of being connected to native culture while being abroad for a while with young children.
- To elaborate on how virtual schools promote culture among students living abroad.
- To evaluate ways of motivating customers to join virtual learning.

1.5 Research Questions /Hypothesis:

- What are the cultural effects on children (in school age) when going abroad for a while and why is it important to be connected with their native culture?
- How can E-learning be used to promote culture in students living abroad?
- How can customers be motivated to join the virtual learning?

1.6 Research Hypothesis:

Virtual learning offers an opportunity for students (1 – 12 level) studying abroad to learn about their culture and to connect with other members from their native cultures. In addition, they must be motivated for them to join the virtual learning by several

regulations and services applied by the virtual school.

1.7 Study Importance:

There are many reasons as to why someone will choose to study, leave and work abroad. Moving to a new culture has its benefits as one is able to interact with people from different cultures and even learn about their religion, language and how they do things. People working abroad can have their children enroll in schools that are in their native country. This will enable the children to be taught about their native culture which will enable them to interact freely with their peers once they return to their native countries. E-learning is important as it does not require learners to be physically in school and this has cut cost for people living in remote areas and abroad.

1.8 Limitations of the Study:

The study was allocated limited time to carry out the survey and come up with conclusions and findings. Another limitation to the study is that there are very few studies that have been conducted and published on the subject hence limiting points of reference. Different time zones and geographical location between the researcher and the participants posed as a challenge to the survey.

2. Chapter Two: Literature Review

2.1 Introduction:

Children studying away from their native countries and cultures find it difficult adapting to the their native environment and culture after a while. The challenges are different among international students (kinninmont, 2017). This chapter will look at the literary works that have been conducted on this topic and identify the gaps in this research. This section will give a general overview of the cultural effects on Saudi Arabia children who study abroad and the importance linked to their connectedness with their native culture.

The section will address the reasons that force the children and their parents to move to other countries. In addition, the effects of going to study abroad on the school going

children. The children are forced to learn and adopt another language especially those that are in non-Arabic speaking countries. Children who study abroad have an upper hand on many issues as compared to those that have not studied abroad.

2.2 Preview of Previous Studies:

2.2.1 Vision 2030 and the Preserving of Saudi Citizen's Culture and Habits:

Saudi Arabia's economy is propped mainly by oil which accounts for 30- 40 percent of the GDP. In the (Kingdom of Saudi Arabia, 2016) Saudi Arabia is willing to enforce Islam teachings and way of life. All these are based on all the laws, decisions, actions and goals. The kingdom is inspired by the Islamic values that advocate for hard work. The kingdom will apply these principles to the realization of the vision 2030. The kingdom prides itself in the rich historical, cultural, Arabic and Islamic religion. The vision 2030 recognizes the value of preserving the culture and creating the identity of the Saudi Arabian citizens. Moreover, diversification is appreciated. As a way of ensuring the preservation of the native culture, the vision aims at encouraging social development and encouraging the use of Arabic language and practice of the Islamic religion and Arabic culture and values. Cultural events will be promoted to showcases the rich culture and heritage of the kingdom. This will also act as a way of providing a guide for the preparation of future generations.

From the vision 2030 plan, (zayat, 2018), has written that the Saudi Commission of tourism and national heritage supports the preservation of history and culture by licensing to establish a museum of the history of science and technology in Islam. It will be the first museum in Saudi Arabia to house scientific and technology in Islam. The museum is expected to hose artifacts that represent the rich culture of Saudi Arabia since time immemorial. A national center is expected to be set up in line with the vision 2030, where history information, media both print and broadcast will be stored to highlight the culture of the kingdom. The center will act as a record department that has access to citizens and visitors. In the center, a museum with ancient information and equipment being made available. There is hope that this

center will also act as a tourist attraction. The vision 2030 will play a great part in preserving the culture of Saudi Arabia.

2.2.2 Purpose of People Going Abroad with their Children:

Going abroad is a choice many make due to many reasons. People go abroad with their children because of work on government or private sectors. Looking for work outside home country is important since one is able to get out of their comfort zone. This enables one to become more competent in unfamiliar environments and helps them appreciate the change. People travel as a way of building confidence to explore opportunities in the world. There are many obstacles that one faces when they are away from home but they help in accepting challenges and being a good decision maker. Some people travel because of the nature of their work. Despite having the internet that has made the world a global village, some work assignments require one to be on site physically. Living away from home creates cultural sensitivity and aids in clearing certain dominant misconceptions and stereotypes. Traveling and working abroad opens a person to competitive edges (greenheart travel, 2019). Going abroad is a choice many people make to better their lives.

2.2.3 Advantages of Teaching Children in Foreign Schools Abroad:

(Smith, 2013) in the beneficial and consequences of the effects of studying abroad, highlights that studying abroad comes with many advantages. The most common advantage is that enrolling in a school away from ones' native home provides a chance to learn a new language and culture. (as will, n.d.) directs interest to the language where he says that one cannot learn and polish skills of a language when they do not interact or live in an environment that has people speaking in that language. Living and studying in a country like China force a student to get motivated in learning the language for effective communication. This is because of interest but mainly because of constant reinforcement. Many of the student deep love interest in the culture and historical progress of the country. Once a foreign student learns about the culture and history, they are in a better position in a work setting. This is so because they have a

bicultural ability. Studying away from home also makes the students more motivated and increases their willingness to adapt and accept change.

Travel opportunities and absorbing other cultures are yet another advantage of studying away from one's home country. Students go to places with exotic cultures and this maybe is frightening but also enlightening. Having an open mind enables the student to absorb the new culture by slowing getting indulged in their beliefs, values, and mindsets. This opportunity enables the student to compare and contrast their native culture from the exotic culture. In turn, they are able to understand their own culture.

When people from different cultures come together with a common goal, a lot is exchanged. There is a chance to meet new people who have different experiences and beliefs as an international student. This coming together enables the linking of cultures and which creates a bridge that enables students to value and have a sense about their native cultures. Students who have the experience in studying abroad carry along the exotic beliefs and value an incorporate them into their own culture once they return back home. In research by (crhanova, 2007) students that attended school abroad showed a better understanding of their native cultures biases and values. Studying abroad has a great impact on the students' future. When faced with the opportunity, asking for recommendation and reviews from other students who have been abroad being very crucial (tamas, n.d.).

Students who have undertaken their studies abroad are exposed to an international perspective on their area of study. This will be very important when they return home and apply for a job in their area of study or any other field. The employer is likely to choose a candidate who has knowledge of the international perspective. (is abroad, n.d) research showed that 25% of the student's who studied abroad had higher starting salaries and 97% of them obtained work within twelve months after graduating as compared to 49% of the students that did not study abroad. This opens up opportunities for improvement in the organization. The student has experience and

the ability to work with people from diverse backgrounds and different cultures since they have been in a foreign culture throughout their study and gained exposure (global Penn state, n.d).

Experiencing a different style of teaching is another advantage. Countries have a different style of providing education and may vary from country to country. Some schools use the authority style where an instructor or professor in the center of authority and is responsible for giving long lectures. In this style, rules are set and students are expected to take down notes so as an away of reference. Another style is the facilitation style where students develop critical thinking and analytics guided by the professor who insists on self-learning. Keen attention on student-professor relations is given. On the other hand, the delegator style involves the professor sharing out the task to be performed by students. This style has greatly impacted the engagement levels of students in class since they are involved in making lectures happen (shulsinger, 2017). In conclusion, international studies help in networking and broaden international connections. Students who study abroad have the privileged to experience high quality education.

2.2.4 The Effects of Going Abroad on Children (Language Religion Native and Social):

Among the many effects of going abroad is learning of the language of the country they go. Language is a vital tool that facilitates communication. Being in an environment that there are no people speaking the native language affects communication efficiency abilities. (Sato, 2014, pp. 28-41) notes that students who were not native developed actively in speaking and writing in English, which was not their native language. The students, however, did not get proficiency in English because of their short stay in the English speaking country. Learning a second language is makes one create identities that are in favor of their interactions. This also helps in making the learners become aware of the pragmatics and analysis. (Collentine, 2009, pp. 218-233) identified that a large number of researchers have

conducted research on the effects of the learning environment in the learning of a language. The research was aimed at explaining the benefits of studying abroad when it comes to language. A study by (Kinging, 2008, pp. 1-124) and (Isabelli-García, 2006, pp. 231-158) shows that students who find it easy to interact and form relationships with native speakers are more likely to adapt and learn the native language. This happens because there are constant interaction and a chance to improve and practice is provided.

Learning an extra language has an impact on the learning process of those studying abroad. The impacts are positive according to (Allen & Herron, 2003, pp. 370-385) who notes that international students who stay with native host families had progressed linguistic knowledge and their identity was formed as compared to students who stayed in school hostels. Just like students in international schools are exposed to many languages, so is studying abroad. The language of instruction forces students to learn the language so that they are not left out when instructions are passed (Pinar, 2016, pp. 83-94).

Some schools abroad offer classes, courses, and subjects in the native language. The challenge with offering such classes is the lack of instructors who are fluent in the language. For instance, if a Saudi student enrolls in a school in China, the language of instruction is most likely English or Chinese. These two languages are new to the student since, in their native country, Arabic is the language that the majority speak. The student has a responsibility of making effort to learn the language. Finding a teacher in China who is good and fluent in Arabic is not easy.

2.2.5 Solutions Already Applied Before:

Recommendations have been put forward towards preserving of native culture, religion and language. Enrolling students in school that teaches, native language, having a private native culture tutor, studying in the native country and interacting with people from the native country. Change in the traditional social structure and globalization have made the passing of culture hard. Schools are being encouraged to

encourage the immersion of native languages and culture in schools to enhance and promote cultural values. Exposing children to learn their academic subject in their native language is a step away from forming a connection and creating an identity. Using a native language as a main language of instruction will motivate learning of native languages to prevent one from feeling segregated. The Cultural organization has been approached and requested to provide education to children. This has been successful for some families unlike in families where parents choose to teach the values to the children. When parents take up the task of enforcing culture on children, they are faced with rejection and the children tend to feel like their parents are subjecting them to ancient practices that they consider unreasonable. Publishing books in native languages is yet another factor that has been used to promote culture. These works are used as a way of passing history and a means of educating and entertaining. The environment in which a student is exposed to is another factor that has been successful in promoting and preserving certain cultural values. For instance, you will find most people abroad choose to live in certain cities because there are people from their native country there (hybrid parenting, 2014). The interaction between people who share cultures will eventually spark the use of the native language and practice religious practices. It does not require technology to pass cultural values, and language effectively.

2.3 The Revolution of Information Technology in the Kingdom:

2.3.1 Saudi Vision and IT:

The kingdom of Saudi Arabia is characterized by its Islamic religion. In Saudi Arabia, cultural institutions have been formed to help in the preservation of Saudis culture (Saudi Arabian cultural mission). Modern and digital infrastructure is a key requirement in advancing industrial activities that will help in maintaining the countries GDP. Saudi aims at developing and making extensions to the broadband systems available. Improving the rules imposed on telecoms as well as form partnerships with the telecom operators with an aim of improving the

telecommunication infrastructure (kingdom of Saudi Arabia). These advanced technologies will ensure that the institutions of higher learning in Saudi Arabia have virtual learning centers and also appreciate e-learning. Digital technology modifies culture by changing interpersonal relationships and what connects people. In most cases, native people appreciate and adopt new technology and change it to suit their cultural beliefs and practices. With new technology, information has become very accessible and there is instant feedback unlike it was before new technology was born (Combi, 2016). Technology has improved the spread of culture among students and also created room for forming relationships and interactions. Technology has been a key element in promoting culture and is more reliable than the ancient methods of passing on cultural values, beliefs and practices.

Saudis vision of increasing employment to its citizens will see to it that the number of those moving to other countries to look for employment has been reduced. Saudi Arabia is working towards bridging the digital divide in the kingdom. This is going to be possible because fourteen virtual schools have been set up already. Those who do not have literacy skills in computers and technology will have a chance to learn. It is in the spirit of vision 2030 that the Saudi kingdom is focusing on making education accessible by all citizens. Steps towards these realizations have been taken by putting up virtual centers that will allow interaction of students and teachers from different cities in Saudi Arabia and the rest of the world.

The vision 2030 aims at maintaining and protecting Islamic values, developing human resources improving cultural aspects and education (United Nations, 2018). This has already started where museums have been proposed and in some set up with the aim of promoting and preserving Saudi Arabia's culture. Saudi Arabia's vision 2030 supports innovation where government portals will be accessed online, manufacture self-driven cars and in the education sector.

2.3.2 The Visit of Mohammed Bin Salman to the USA and the Initiative of Virtual School with Cisco:

As part of the government's digital developments, Cisco initiated the smart city projects nine months after it was piloted. Riyadh will be the home to the smart city. The partnership between Cisco and the Saudi Arabian government has seen the rolling out of innovation in different sectors among them health, education and city Wi-Fi. It is also from this partnership that virtual education was proposed as a solution to enabling access of education to students in remote areas without them having to travel and attend school physically. Virtual learning has addressed the issue of shortage of teacher teaching various subjects.

Prince Mohammed bin Salman visited the US to sell his idea of modernizing Saudi Arabia. Crowned Prince said in an interview with (Vick, 2018), during his US tour that Saudi Arabia will bring out the best talents that will enable a student to adapt swiftly in a foreign land that is away from their native country.

2.3.3 The Virtual School and E-learning:

Parents moving abroad with children comes with an equal share of challenges among them finding a good school for their children. Culture change is yet another challenge since they have to adapt to this new culture and language. This poses a great threat to the child's native culture, religion, and language. Parents try a number of things to ensure their children stay connected to their native culture by moving to a neighborhood that has people who speak and practice the same culture (build abroad, 2017). Some parents go as far as enrolling their children in virtual schools with the aim of preserving and enriching native culture. Culture is part of education, technology, and language. Viewpoints in culture are used along in the interaction process, language, classwork and creating an identity of an individual. This is however faced with the challenge of having IT illiterate and unfamiliar online systems that will make virtual schools a success (Goodfellow & Lamy, 2011, pp. 1-248).

Virtual schools play a key role in connecting students and teachers across the globe.

Bringing teachers and students from different schools in the world gives a good experience to both worlds. It is difficult to create a good connection between these groups of people because they do not know each other. However, bringing people with common things like the same course and have similar backgrounds and experiences will make the experience viable. Virtual schools build a bridge created by geographical space (Trucano, 2017). One important thing about virtual schools is that students can attend classes from the comfort of their homes or visit existing schools. Within these characteristics of virtual schools, one can enroll for classes in a school that is in their native country. With doing so, they will be exposed to their native cultures, from interacting with students and teachers that share their culture. Virtual school is a good solution to promote culture in students living abroad.

For there to be effective E-learning, there must be access to a number of tools that facilitate effectiveness. These tools include the necessary infrastructure, suitable environment and implementation of the e-learning program. Studies conducted on the influence of E-learning by (Boyle & Wallace, 2011) indicate that there is a connecting aspect of E-learning if it is adopted by native speakers. People are connected on cultural, work and social lines. Virtual schools and E-learning are playing a great role in passing cultural values to students abroad as well as in preserving culture.

2.4 The Motivation for Children and Their Parents to Attend the Virtual School:

2.4.1 Difficulties that Face Students Attend E-learning:

Technology has been incorporated in the education system and this has seen rapid changes. It is unfair to deny that e-learning and virtual schools have brought so many students together and made education affordable by cutting cost on the fees. Moreover, E-learning too has faults that cannot be denied.

Handling of online software poses a challenge to instructors and students. This is because it is a new technological innovation for the parties. Hence, training of instructors is critical in ensuring there is effective learning taking place. Having skills

to address basic issues that may arise like changing passwords and including a new student in the course on the last minute basis is important. Instructors are required to portray an understanding of programs, motivate learners, have computer experience and be intelligent. Students too should be taken through computer literacy training so that they can be able to follow on the course requirements. (Taylor, 2002) notes that for effective academics should be compatible with modern technology. Training instructors is a solution that will help in the realization of effective and efficient online teaching (Islam, Beer & Slack, 2015).

Learning styles are different in students. Some students learn from interacting with others, writing down notes and listening to lectures and some through presentations made in classes (Song & Oh, 2011). This issue has not been addressed in online learning sessions since there is no close interaction between the instructor and the students. Hence all students are treated the same. E-learning environments are faced with the challenge of identifying different learning styles that are effective with different students. Understanding the range of a virtual class is very important in understanding what works best for a particular student (Donahue & Glodstein, 2013).

Online learning is accessible to students from all over the globe who are from different backgrounds, have different educational needs and also are from different cultures. Therefore, with learning institutions and instructors using different platforms to pass instructions, these platforms do not pay attention to the needs of an individual, their culture and background. However, recommendations have been brought forward where it has been recommended that studies should pay attention to the use of other technologies and not just one. Online learning environments have strategies to make sure that the different cultures, backgrounds, and individual differences are catered for. What has not been addressed and need to be looked into according (Islam, Beer & Slack, 2015) is how the course materials and course plan are put together to enable that all these differences are looked into. Students find it difficult to use other styles of learning. This should be put into consideration when students enroll in online

courses. If this aspect is not looked into, there is a possibility that learning will not take place.

Teaching ability and skills are yet another challenge that faces e-learning. A good instructor is expected to understand the teaching styles preferred by different students and hence develop and design course learning materials to satisfy these needs. Different guiding and teaching ways are necessary for e-learning especially during online assessments, group, and individual interactions. Skills in handling online teaching are important alongside how content has been designed. (Islam, Beer & Slack, 2015) suggests that it take more than ICT skills to become an online instructor. Pedagogy is what is required. (Loveless, 2011) states that for online learning to be more successful, understanding and correctly interpreting students written work, understanding their content and understanding individual and group differences is important and not only learning the different online teaching styles. An effective online instructor is required to have pedagogical, managerial, social and mechanical abilities.

Time management is a great challenge facing student and instructors on e-learning courses. Instructors are required to be online to monitor if students upload their assignments, give feedback and have control over discussions (Mayes, Luebeck, Ku & korkmaz, 2011) and (Nandi, Hamilton & Harland, 2012). This online presence is important in making sure that learners do not disconnect from the course due to unanswered questions or no feedback claims. Students are also required to be active online so that they can be updated when tasks are posted. Adhering to the strict deadlines set by instructors for submission of assignments also requires proper time management skills from the students.

2.4.2 How to Market this Solution if it is a Profitable Project by Fees and to Attract People if it is a Governmental Project (Without Fees):

Marketing the virtual schools to parents and encourage them to enroll their students for classes and courses is a solution that will see them train their children on essential

things that affect the life of their children. Parents are different and hence when marketing one has to give an option of virtual schools that are available in both public and private schools. K-12 is a virtual school available in both private and public schools. It offers personalized information for students (k12, n.d.). With busy work schedules, parents face a hard time being able to monitor what their children get involved in.

Using the interactivity to lure students in enrolling for online classes is essential (CAE, n.d.). E-learning complements physical schools and hence introducing blended learning where information for a class is accessed both from the internet and through lectures offered face to face by lecturers. Use of interactive and active activities when carrying out online classes is a good way to market for enrolment. Research done by (Johnson & Johnson, 2014) shows that face to face interaction is more effective than online interactions. This might be true and has been addressed by the introduction of video chat feature on online platforms. Bring out the cost-saving importance of online learning for native languages while abroad. Families living abroad have to part with a lot of money if they need their children to have native cultural studies. It is also a hustle getting tutors who are conversant with their culture. Enrolling for e-learning classes will cut down cost and minimize the hustle of looking for a good tutor.

There is material available online on different culture and in different languages. The students can be enrolled in virtual schools that have certified instructors who are natives and share the same culture and languages. Students who do not take up native subjects while studying abroad are required to take the subjects when they return back to their native countries. many schools that use monolingual language in schools, for example, a country like Saudi Arabia, Arabic language is the language used in school and also the same that is spoken by the citizens. A student who has been abroad on returning to their native country will have to enroll for language courses since language creates an identity to a particular group of people. Taking cultural studies will help in the interaction of the students who were abroad with those that took studies in the native country.

3. Chapter Three: Methodology

3.1 Introduction:

In this chapter, the methodology of the research will be discussed in addition to data collecting, sampling and the study's period to collect necessary data that are used to complete this research and answer its questions. Quantitative method has been used to achieve results using SPSS. The results' analysis will be mentioned in the following chapter.

3.2 Statistics and Categories of Saudis' Children Abroad:

Globalization is opening borders that have never been open to many people before. In addition, Saudi vision 2030 drives The Kingdom to take advantages of its assets. These advantages can be considered as economic, demographic, geographic, cultural and social. These will help Kingdom to take a leading position over the world. One of these strengths is manpower and to achieve the objectives of this ambitious vision, nation must be opened to other culture and involves in globalization. As a result, Kingdom depends on its nation to reflects these objectives and cooperate with friend's country in different fields and purposes.

From here, the importance of going abroad raises in different ways. Ministry of Education offered opportunities for Academic study in many universities around the world. On the other hand, Ministry of Foreign Affairs enhances its ability to build mutual relationships with other countries to display the greatest picture of the Kingdom among international nations. Representing the Kingdom by its citizens has increased since then. Most of those people take their children with them to get some advantages of travelling abroad.

The following table which was collected from different Ministries shows the statistics that represent the huge number of children abroad by different categories. In consequences, it will present the importance of the hypotheses and questions of this research.

Table (1): Statistics of Saudi Children Abroad (Statistics from Ministry of education)

Description	Number of students
Students in Saudi schools abroad	2919
Children with their parents who have formal scholarship	16192
Children with their parents who work in embassies	1889
Total	20997

3.3 Research Design:

There are several methods have been applied in order to collect the required data for this research. The data analyzed and represented the needs of the participants and their main characteristics. Correlational design used to determine if there is a relationship between the characteristics and the acceptance of E-learning as a solution. Furthermore, the data measured to represent the connectivity between the demographical characteristics of the sample and the motivations to do apply a solution.

3.3.1 Collection of Data and Period of Study:

The research is represented by quantitative primary data that was collected through a structured survey as shown in Appendix A. The survey was divided into three parts as following: sections 1 contains questions about the general and demographical information about the respondents. While section 2 and 3, contain questions that represent the hypothesis of this research.

The survey has been conducted randomly to people who are expected to work or study abroad and faced the cultural effectiveness on their children. The statistical analysis of the data was used to formulize facts and results that are expected. In addition, some information from different resources are presented to support and give an overview of the issue.

3.3.2 Period of Study:

This research is studying the effectiveness of foreign cultures on children abroad. This reflects that participants should be abroad for a while for reasonable purposes. While population can not be traced easily because many of them involved in political sector and that considers confidential, the period of the study was unlimited as well the

maximum age of the participants. On the other hand, other criteria was identified in order to address eligibility as will be shown at the end of this chapter.

3.4 Study Sampling:

3.4.1 Sample Size:

There are 212 participants replied the survey. The participants include Saudi and non-Saudi parents. All have spent a period outside the Kingdom for reasonable purposes.

3.4.2 Sampling Technique:

The survey is conducted by online service – Google Forms –. A simple random sample is addressed to answer the distributed survey through a website link that was sent to participants in different countries through emails and social media such as WhatsApp.

3.4.3 Sample Type:

Regarding to the purposes of the research, the targeted participants must be stayed abroad for a while. To reach such a population, communication through Saudi embassies and cultural Bureaus was done to conduct the survey. It covered a wide range of demographics to achieve accurate responses and distributed to different countries in different continents in order to compare with them.

3.5 Data Processing and Analysis Plan:

The data will be processed and analyzed statistically in chapter four. Analysis of the data will be generated by using SPSS application after encoding the data. Tables and charts will be used to illustrate the data. Descriptive analysis and correlation analysis will be joined in order to provide a clear demographic understanding of the data. Therefore, several analysis models such linear model and regression model will be used to clarify and answer research questions.

3.6 Eligibility Criteria:

The eligibility criteria are:

- All respondents must be Saudis.
- They must stayed outside the country for a period of time or still staying.
- All respondents should have at least 1 child.
- They should not be travelling for the tourism's purpose.

4. Chapter Four: Analysis

4.1 Introduction:

This chapter illustrates the analysis of Saudi children abroad and the effectiveness of e-learning to motivate them and satisfy their needs to get native cultural subjects. In details, the chapter brings out the descriptive analysis, data factors, regression analysis as well as correlation of nationality distribution, educational level, gender, age, and the number of children abroad. The analysis has been used as the main induction and deduction analysis methods of the research. In addition, bar graphs, pie charts, and tables have been used to display data with their corresponding percentages.

4.2 Elimination of Data:

The eliminations can be described as following analysis:

- 17 participants were eliminated for being non Saudi Arabians.
- 23 participants were eliminated as they never stayed abroad.
- 37 participants were eliminated for having no children.
- 12 participants were eliminated for having tourism and other as their purpose for staying abroad.

The data had been decreased from 212 to 142 to ensure accuracy by omitting 70 responds that is considered as unrelated data. However, the targeted sample was for 50 participants.

		Nationality			
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1	195	92.0	92.0	92.0
	2	17	8.0	8.0	100.0
Total		212	100.0	100.0	

Table (2): Distribution of Nationality

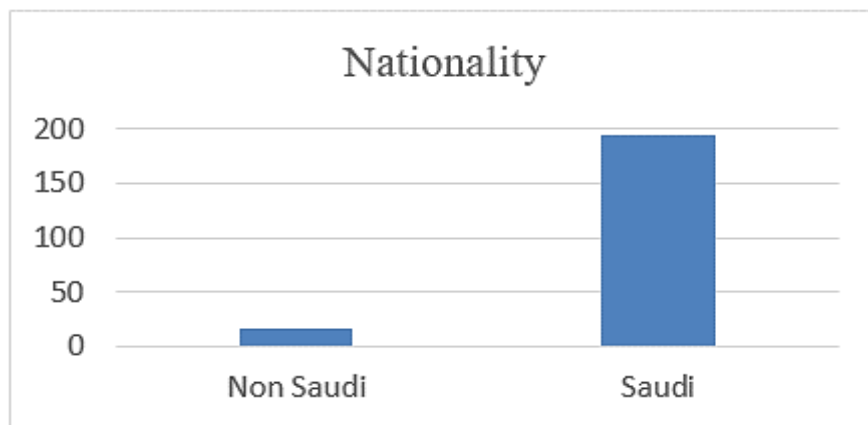


Figure (1): Distribution of Nationality

The table 2 above shows the distribution of people according to their nationality as shown in the study. With the information provided, it evident that most of the people are from Saudi Arabia while those from outside are few in number. This is well elaborated with the percentages displayed which shows that 92% of the people are Saudi Arabians while only 8% of the people are from outside. On the other hand, Figure 1 represents a display of the bar graph showing the percentages of the people from Saudi Arabia nationality and non Saudi Arabian. A low number of outsiders securing job in Saudi Arabia may mean that the learning opportunities available are first given to the nationalities (Davis & Haley, 1999). 17 participants are not included as the data is being analyzed to avoid inaccuracy.

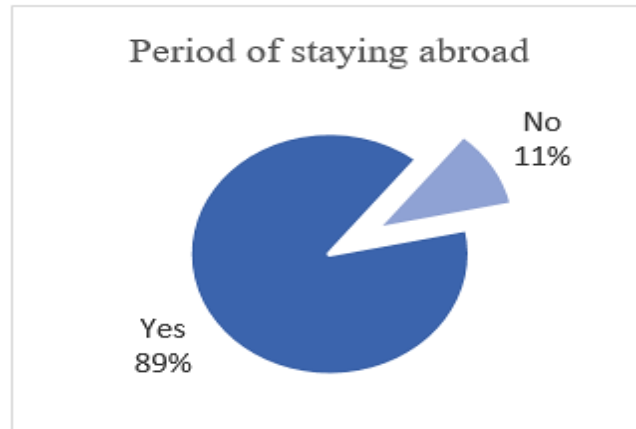


Figure (2): Period of Staying Abroad

Figure 2 displays people staying abroad and those not staying abroad. The largest percentage shows the percentage of the Saudi Arabian population staying abroad while the small percentage shows the percentage of the Saudi Arabian population who lives within the country. It is clear that 23 participants did not stay abroad for a while which resulted to the data being filtered to eliminate inaccuracy.

Table (3): Number of Children

Number of children					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	0	37	17.5	17.5	17.5
	1	18	8.5	8.5	25.9
	2	30	14.2	14.2	40.1
	3	48	22.6	22.6	62.7
	4	45	21.2	21.2	84.0
	5	19	9.0	9.0	92.9
	5+	15	7.1	7.1	100.0
	Total	212	100.0	100.0	

Table 3 above displays the distribution of parents' population with or without children. 37 people have no children, and they represent 17.5% of the population. 18 people have

1 child and represent 8.5% of the population. 30 people have 2 children, and represent 14.2% of the population. 48 people have 3 children and represent 22.6% of the population. 45 people have 4 children, and represent 21.2 % of the population. 19 people have 5 children, and represents 9% of the population. The remaining 15 people have more than 5 children and represent 7.1% of population.

Table (4): Purposes of living abroad

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Work	92	43.4	43.4	43.4
	Study	104	49.1	49.1	92.5
	Retirement	1	.5	.5	92.9
	Business	3	1.4	1.4	94.3
	Tourism	9	4.2	4.2	98.6
	Other	3	1.4	1.4	100.0
	Total	212	100.0	100.0	

Table 4 above displays the analysis of data according to purposes that have rendered the reasons for the populations living abroad. The reasons include work, study and retirement, tourism, and business. However, study has emerged to be the main reason for staying abroad as a parent. This shows that majority of the population seek education in other countries. Business and tourism reasons are found to be minor reasons why people go abroad.

4.3 Section A: Descriptive Analysis:

Descriptive analysis is performed on the demographic characteristics of the sampled population. The aim of descriptive analysis is to describe the essential elements of data in a study. Summaries about samples and measures are provided. The samples variables that are described in this section are age, gender, level of education, locations, period

of staying abroad, school levels of children and critical age of children who need to acquire cultural identity courses.

Table (5): Distribution of Age

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	18-25	2	1.4	1.4	1.4
	26-35	32	22.5	22.5	23.9
	36-45	60	42.3	42.3	66.2
	46-56	38	26.8	26.8	93.0
	56+	10	7.0	7.0	100.0
	Total	142	100.0	100.0	

The table 5 above displays the number of people of different age groups in the population. The age groups range from the age of 16 to 56 and above. Among the population, 1.4% represents age group 18-25. 22.5% represents age group 26-36. 42.3% represents age group 36-46. 26.8% represents age group 46-56. The remaining 7% represents people aged over 56 years. It is evident that the middle aged people are the majority in the population, followed by the youths. People aged over 56 years are very few.

Table (6): Distribution of Gender

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Male	113	79.6	79.6	79.6
	Female	29	20.4	20.4	100.0
	Total	142	100.0	100.0	
Missing	System	1048373	100.0		
Total		1048515	100.0		

Table 6 above displays gender distribution of the population. In this table, frequency, gender percentage, valid percentage and cumulative percentages have been displayed.

Gender percentage of those missing in the system is 100%. 113 of them are males, while 29 are female. The percentages representing them are 79.6% and 20.4% respectively. This shows that males dominate Saudi Arabian population.

Table (7): Distribution of Location

		continent			
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Africa	10	7.0	7.0	7.0
	America	17	12.0	12.0	19.0
	Asia	16	11.3	11.3	30.3
	Australia	6	4.2	4.2	34.5
	Europe	58	40.8	40.8	75.4
	Unanswered	35	24.6	24.6	100.0
	Total	142	100.0	100.0	

Table 7 above displays the data revealing the distribution of the Saudi Arabian population on different continent. The frequency indicates that Europe has the majority of the population located there. Australia has the least number. Africa has a relatively low number. However, America and Asia are almost similar. For the unanswered, a frequency of 35 is displayed which is quite high.

Table (8): Distribution of period of staying abroad

		How long do/did you stay abroad?			
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1-	16	11.3	11.3	11.3
	1-2 years	21	14.8	14.8	26.1
	3-4 years	66	46.5	46.5	72.5
	5+	39	27.5	27.5	100.0
	Total	142	100.0	100.0	

Table 8 above illustrates the period that those who go abroad stay before coming back to their country of origin. The frequency indicates that 16 of those individuals usually take less than a year. 21 of the population take 1-2, while 66 of the population takes 3-4 years. However, the frequency of those that stay for over 6 years is 39. The valid percentages found to be matching with the original percentage.

4.4 Section B: Inferential Analysis:

The aim of performing inferential analysis is to establish a judgment on the observed data. It aids in determining what could be the cause of the trend of data as it occurs. This section entails factor analysis, correlation analysis, and regression analysis to help in coming up with a conclusion of the results (Loether, Herman, & McTavish, 1980).

4.4.1 Factorizations:

The aim of performing factor analysis is to establish the relationship degree of according to the response and the variables that seem to affect the work productivity. It contains these tables: communalities, total variable explained and component matrix. The purpose of each of them is to determine the extent to which an item correlates with all other items. Always, higher communalities are ought for because they yield a better result. Having low communalities of a particular variable, this means that the communality will encounter challenges as it tries to load significantly on the factor. For Total Variable Explained, the aim is to carry out a statistical approach for determining the correlation among the data bases presented. A grouping of variables based on strong correlation is involved. The variables to be used for a better and precise structural equation modeling are prepared. Accurate data is needed so that the analysis of factors can be taken and processed at ease. The component matrix helps in determining what the components might be representing (Kim, Jae-On & Mueller, 1978). The key output of principal components analysis is determined by the rotated component matrix. A number of factors have been considered including the level of education, staying abroad, having children and some others regarding to the questionnaire question.

4.4.1.1 Factor 1: Parents and Level of Education:

According to the questionnaire questions, different variables are measured to satisfy the research questions through factorization technique. The first factor established is the relationship of the level of education of the participants and their abilities to provide needed lessons of cultural identity for their children. This relationship can be identified through factor analysis as shown below:

Table (9): Parents' education – communalities table

Communalities		
	Initial	Extraction
Level of education	1.000	.652
Do parents teach their children their cultural heritage while abroad?	1.000	.652
Extraction Method: Principal Component Analysis.		

The communalities represents in table 9 is a result of factor analysis used to measure the relationship strength between variables. It shows correlate level of the variables to each other's. Extraction column shows the amount of variance in each variable. Parents and level of education items show high extraction (0.652 or 65.2%) that is more than 0.5. Therefore, items are accepted.

Table (10): Parents' education – total variance explained table

Total Variance Explained						
Component	Initial Eigenvalues			Extraction Sums of Squared Loadings		
	Total	% of Variance	Cumulative %	Total	% of Variance	Cumulative %
1	1.304	65.179	65.179	1.304	65.179	65.179
2	.696	34.821	100.000			
Extraction Method: Principal Component Analysis.						

As mentioned above, table 10 represents the dimensions of variable that shows one-dimensional structure and cumulative with 65.179% of variance. For that, this Factor

is accepted because the result over 60%.

Table (11): Parents' education – component matrix table

Component Matrix ^a	
	Component 1
Level of education	.807
Do parents teach their children their cultural heritage while abroad?	-.807
Extraction Method: Principal Component Analysis.	
a. 1 components extracted.	

Table 11 above represents the number of dimensional structure of the studied variables. Regarding to the result shown in the table, there is just one-dimensional structure of variables that includes all variable.

4.4.1.2 Factor 2: Importance of Cultural Identity when Back to Home Country:

The second factor established through the survey is the relationship between variable 1 (It is important for children living abroad to take some lessons related to Saudi culture to build the personality of the citizens for 2030 vision) and variable 2 (Do you think taking cultural identity subjects can help children integrate easily back to their home country?). This relationship can be identified through factor analysis as shown in the following analysis:

Table (12): Importance and integration – communalities table

Communalities		
	Initial	Extraction
It is important for children living abroad to take some lessons related to Saudi culture to build the personality of the citizens for 2030 vision.	1.000	.637
Do you think taking cultural identity subjects can help children integrate easily back to their home country?	1.000	.637
Extraction Method: Principal Component Analysis.		

The table 12 shows the communalities in result of factor analysis used to approve the relationship strength between variables. It shows correlate level of the variables to each other's. Extraction shows the amount of variance in each variable. Importance of cultural courses for children and integration when back to their native country show high extraction (0.637 or 63.7%) that is more than 0.5. Therefore, items are accepted.

Table (13): Importance and integration – total variance explained table

Total Variance Explained						
Component	Initial Eigenvalues			Extraction Sums of Squared Loadings		
	Total	% of Variance	Cumulative %	Total	% of Variance	Cumulative %
1	1.273	63.674	63.674	1.273	63.674	63.674
2	.727	36.326	100.000			

Extraction Method: Principal Component Analysis.

Table 13 represents the dimensions of variable that shows one-dimensional structure and the quality of the data that is represented by cumulative is 63.674% of variance. As long as the result over 60%, this Factor is accepted.

Table (14): Importance and integration – component matrix table

Component Matrix ^a	
	Component 1
It is important for children living abroad to take some lessons related to Saudi culture to build the personality of the citizens for 2030 vision.	.798
Do you think taking cultural identity subjects can help children integrate easily back to their home country?	.798

Extraction Method: Principal Component Analysis.

a. 1 components extracted.

Table 14 above represents how many number of dimensional structure are there in this factor. The result shows that there is one-dimensional structure of variables that includes all targeted variable.

4.4.1.3 Factor 3: All Subjects:

This factor includes the relationship of the variables presented bt the following questions: (It is important to provide Arabic language lessons for Saudi children abroad), (The importance of providing Islamic religion subjects for children abroad) and (Should Saudi children be provided with social and national subjects when living abroad?). These three questions were joined together because they express the courses needed to fulfill the cultural deficiency that children face when they stay abroad for a while.

Table (15): All subject - communalities table

Communalities		
	Initial	Extraction
It is important to provide Arabic language lessons for Saudi children abroad.	1.000	.721
The importance of providing Islamic religion subjects for children abroad.	1.000	.777
<u>Should Saudi children be provided with social and national subjects when living abroad?</u>	1.000	.388
Extraction Method: Principal Component Analysis.		

Table 15 represents the communalities of factor analysis used to show the relationship strength between three variables that are focus on the courses that must be given to children which are religion, language and social and native education. Extraction in the table shows the amount of variance in each variable. The results show high extraction for religion and language courses 0.721 and 0.777 respectively while social and native education results is 0.388. All variable are accepted even they include one with low extraction because they are the main services can be

offered via the solution and this can be explained in the following table.

Table (16): All subject - total variance explained table

Component	Total Variance Explained					
	Initial Eigenvalues			Extraction Sums of Squared Loadings		
	Total	% of Variance	Cumulative %	Total	% of Variance	Cumulative %
1	1.886	62.877	62.877	1.886	62.877	62.877
2	.777	25.903	88.780			
3	.337	11.220	100.000			

Extraction Method: Principal Component Analysis.

Table 16 represents the dimensions of variable and it shows one-dimensional structure and the quality of the data that is represented by cumulative is 62.877% of variance even if there is a low level of communality in one variable which consider as a major in this research. As long as the result over 60%, the factor is accepted.

Table (17): All subject - component matrix table

Component Matrix ^a	
	Component 1
It is important to provide Arabic language lessons for Saudi children abroad.	.849
The importance of providing Islamic religion subjects for children abroad.	.882
<u>Should Saudi children be provided with social and national subjects when living abroad?</u>	.623

Extraction Method: Principal Component Analysis.

a. 1 components extracted.

Table 17 above shows the number of dimensional structure are there in this factor. The result shows that there is one component including all variables and this is another reason for keeping all of them in the analysis of this factor.

4.4.1.4 Factor 4: Time Availability:

Factor 4 represents the relationship of the time of for providing E-learning services to the children abroad.

Table (18): Time Availability - communalities table

Communalities		
	Initial	Extraction
Children can attend the virtual classes after their regular classes.	1.000	.621
Children can take classes on weekends.	1.000	.621
Extraction Method: Principal Component Analysis.		

Table 18 represents the communalities in results of factor analysis used to measure the relationship strength between variables. Extraction shows high level (0.652 or 65.2%) that is more than 0.5. Therefore, items are accepted.

Table (19): Time Availability - total variance explained

Total Variance Explained						
Component	Initial Eigenvalues			Extraction Sums of Squared Loadings		
	Total	% of Variance	Cumulative %	Total	% of Variance	Cumulative %
1	1.242	62.106	62.106	1.242	62.106	62.106
2	.758	37.894	100.000			
Extraction Method: Principal Component Analysis.						

Table 19 shows the dimensions of variable that identifies one-dimensional structure and cumulative with 62.106%. So, this Factor is accepted because the result over 60%.

Table (20): Time Availability - component matrix

Component Matrix ^a	
	Component 1
Children can attend the virtual classes after their regular classes.	.788
Children can take classes on weekends.	.788
Extraction Method: Principal Component Analysis.	
a. 1 components extracted.	

Table 20 above represents the number of dimensional structure of the studied variables. Regarding to the result shown in the table, there is just one-dimensional structure of variables that includes all variables.

4.4.1.5 Factor 5: Motivation:

This factor considers the most important one. It is the major factor that relates to the main purpose of applying the solution studied in this project. It is called Motivation because all variables that identify the different types of motivation should be applied to achieve the goals from this solution. This factor interprets as following:

Table (21): Motivation - communalities table

Communalities	Initial	Extraction
It is important to use interactive learning and attractive applications for e-learning applications.	1.000	.634
Attractive activities should be presented through virtual school such as competitions and interacting among students.	1.000	.540
Teachers in virtual schools must be prepared in high professionalism and high standards.	1.000	.700
Establishing virtual schools will decrease the family's cost in private teaching for native identity subjects abroad.	1.000	.577
Parents should be incorporated in motivating students to take virtual classes.	1.000	.627
It is important to provide certificates at the end of the course and verified by Ministry of Education.	1.000	.728
If certificates are awarded, they should have value in educational conversion when children back to their home country.	1.000	.623
Extraction Method: Principal Component Analysis.		

Table 21 represents the relationship strength between all seven variables that represent how to motivate children and their parents to join E-learning. Extraction in the table shows the amount of variance in each variable. The results show high extraction for all variables. All variable are accepted because of exceeding 0.5.

Table (22): Motivation - total variance explained

Component	Total Variance Explained					
	Initial Eigenvalues			Extraction Sums of Squared Loadings		
	Total	% of Variance	Cumulative %	Total	% of Variance	Cumulative %
1	4.429	63.268	63.268	4.429	63.268	63.268
2	.817	11.675	74.942			
3	.497	7.094	82.036			
4	.463	6.621	88.657			
5	.317	4.532	93.188			
6	.302	4.314	97.503			
7	.175	2.497	100.000			

Extraction Method: Principal Component Analysis.

Table 22 represents the dimensions of variable that shows one-dimensional structure and the quality of the data that is represented by cumulative is 63.268% of variance. As long as the result over 60%, this Factor is accepted.

Table (23): motivation - component matrix

Component Matrix^a	
	Component 1
It is important to use interactive learning and attractive applications for e-learning applications.	.796
Attractive activities <u>should be presented</u> through virtual school such as competitions and interacting among students.	.735
Teachers in virtual schools must be prepared in high professionalism and high standards.	.837
Establishing virtual schools will decrease the family's cost in private teaching for native identity subjects abroad.	.759
Parents <u>should be incorporated</u> in motivating students to take virtual classes.	.792
It is important to provide certificates at the end of the course and verified by Ministry of Education.	.853
If certificates <u>are awarded</u> , they should have value in educational conversion when children back to their home country.	.789
Extraction Method: Principal Component Analysis.	
a. 1 components extracted.	

Table 23 above represents the number of dimensional structure of the studied variables. Regarding to the result shown in the table, there is just one-dimensional structure of variables that includes all seven variables.

4.4.2 Regression Analysis:

The aim of performing regression analysis is to establish a simple linear regression. This is used when there is need to predict the value of the variables based on the value of two or more other variables. A multiple regression can be carried out to determine a number of factors as they are displayed. It contains these tables: Model Summary, ANOVAs, Coefficients and each has a purpose. Dependent variables, involve the main factors aimed to be understood. On the other hand, independent variables involve the factors that are to be hypothesized and have an impact on the dependent variables (Marc, 2019).

Model summary is carried out by the help of model data. Regression is selected as the type of model. Linear is chosen to be the model builder, which is the default option when regression is selected. Other available regression models are generalized and also involve poisson regression models. ANOVAs for regression, consists calculations

that provide information about level of variability within a regression model. It forms a basis for test of significance. The primary point of discovering variance coefficient is to consider quality affirmation by estimating the scattering of the populace information or a recurrence appropriation or by deciding the substance or the nature of the example information of substances. It is additionally imperative in estimating the overall inconstancy of the informational index on a proportion scale. In likelihood hypothesis and measurements, it is known as unitized hazard or the variance coefficient. To compute coefficient of variety, the mean of the information is first determined. Then ascertain the standard deviation for the informational index. Finding the proportion of the example standard deviation to mean brings the coefficient of variety of the informational index (Marc, 2019).

4.4.2.1 Analysis1:

Regression analysis is one of the great tools for establishing and studying relationship between two or more variables, when the subject involves one dependent and one independent variable, we term this simple linear regression, otherwise, if it involves one dependent and several independent variables, it is termed “multiple linear regression”. Furthermore, this model of analysis is carried out on the dependent variable (MOTIVATION that is considered as factor 5 above) and independent variables (the rest of the factors shown in the previous section). The model fit tables are interpreted below:

Table (24): Analysis 1 - model summary table

Model Summary				
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.519 ^a	.269	.248	.86740932
a. Predictors: (Constant), Importance and Integration back, TIME OF AVAILABILITY, PARENT and Level of education, All subject				

Model summary statistics are displayed on table 24 above. The statistics show how model fits for the data. The coefficient of is 0.269. This represents the positive relationship between the predictors and dependent variable (motivations).

Table (25): Analysis 1 - ANOVA table

ANOVA ^a						
Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	37.921	4	9.480	12.600	.000 ^b
	Residual	103.079	137	.752		
	Total	141.000	141			

a. Dependent Variable: MOTIVATION

b. Predictors: (Constant), Importance and Integration back, TIME OF AVAILABILITY, PARENT and Level of education, All subject

How the regression model fits for the available data can be measures by ANOVA Analysis. Table 25 shows sig = 0.000 < 5%. Statistically, predictors have significance positive impact on the motivation.

Table (26): Analysis 1 - coefficients table

Coefficients ^a						
Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	-1.873E-16	.073		.000	1.000
	TIME OF AVAILABILITY	.433	.074	.433	5.871	.000
	All subject	-.026	.083	-.026	-.312	.755
	PARENT and Level of education	.166	.074	.166	2.246	.026
	Importance and Integration back	.177	.084	.177	2.099	.038

a. Dependent Variable: MOTIVATION

Coefficient table represents the contributions of each predictor individually. The table 26 above displays estimated coefficients for the fitted linear multivariate model as following:

- Line 1: (constant): Sig equals $1.000 > 0.05$, so there is no effect on motivation.
- Line 2: factor 4 (TIME OF AVAILABILITY) has sig = $0.000 < 0.05$, with $t = 5.872 > 2$, that approves this factor has a significant effect motivating children and their parents to join E-learning. So, TIME OF AVAILABILITY is accepted.
- Line 3: factor 3 (all subjects) shows sig = $0.755 < 0.05$, with $t = -0.312 > 2$, that leads to reject the factor impact on motivation. There is no significant effect.
- Line 4: factor 1 (parent and level of education) has sig = $0.026 < 0.05$, with $t = 2.246 > 2$, that lead us to accept the significant effect of factor 1 on motivation. So, it is accepted.
- Line 5: factor 2 (importance and integration back) has sig $0.038 < 0.05$, with $t = 2.099 > 2$, so, it confirms that this factor has a significant effect motivating children and their parents to join E-learning. So, importance and integration back is accepted.

4.4.2.2 Analysis 2:

This analysis is carried out on the dependent variable (all subjects that is represented as factor 3 above) and independent variables (the rest of the factors shown in the previous section). The model fit tables are interpreted below:

Table (27): Analysis 2 - model summary table

Model Summary				
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.480 ^a	.231	.208	.88988475
a. Predictors: (Constant), PARENT and Level of education, TIME OF AVAILABILITY, Importance and Integration back, MOTIVATION				

Table 27 shows the coefficient of R is 0.269. This represents the positive relationship between the predictors and dependent variable.

Table (28): Analysis 2 - ANOVA table

ANOVA ^a						
Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	32.510	4	8.128	10.263	.000 ^b
	Residual	108.490	137	.792		
	Total	141.000	141			

a. Dependent Variable: All subject

b. Predictors: (Constant), PARENT and Level of education, TIME OF AVAILABILITY, Importance and Integration back, MOTIVATION

Table 28 shows sig = 0.000 < 5%. Globally, predictors have significance positive impact on the motivation.

Table (29): Analysis 2 - coefficients table

Coefficients ^a						
Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	-3.971E-16	.075		.000	1.000
	Importance and Integration back	.483	.078	.483	6.228	.000
	MOTIVATION	-.027	.088	-.027	-.312	.755
	TIME OF AVAILABILITY	-.007	.085	-.007	-.082	.935
	PARENT and Level of education	.023	.077	.023	.297	.767

a. Dependent Variable: All subject

Table 29 shows the contributions of each predictor individually. There is no significant impact on dependent variable while all have sig. more than 0.5 with t less than 2 except factor 2 (importance and integration back) in line 2 that has sig 0.000 < 0.05, with t = 6.228 > 2, so, it confirms that this factor has a significant effect on all subjects that must be studies abroad. So, importance and integration back is accepted.

5. Chapter Five: Finding and Conclusion

5.1 Introduction:

The issue of cultural identity among the young children living and studying abroad will be the main topic of this part of the research whereby various identities will be discussed. The findings, recommendations and conclusion of the data collected and analyzed will be represented by use of bar graphs and pie charts. More clarifications about the research questions regarding to the survey results will be addressed as well. Recommendations are written to communicate personal thoughts about the author. They help in reinforcing what has been presented on paper. The conclusion provided will include the summary of all the research project.

5.2 Existence of the Problem:

The issue of the needs of cultural identity among the young children can be represented by responding to three questions in the survey:

- Saudi cultural identity lessons are available for children living and studying abroad.
- It is important for children living abroad to take some lessons related to Saudi culture to build the personality of the citizens for 2030 vision.
- Do you think taking cultural identity subjects can help children integrate easily back to their home country?

5.2.1 Availability of Identity Lessons:

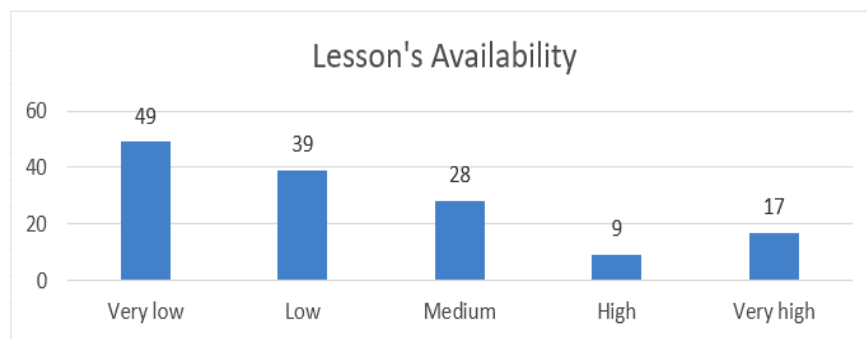


Figure (3): Availability of identity lessons abroad

The figure 3 above is a bar graph which makes use of bars to compare between the total frequency of children living and studying abroad and the available Saudi cultural identity lessons. The bars are vertical comparing discrete data. The vertical y-axis has specific data to be compared while the x-axis has the value to be measured. The total number of data provided on the bar graph is 142. The highest frequency is 49 with very low identity lessons provided to the Saudi children living abroad. 39 is the next frequency which follows with low level. 28 have a medium identity while 17 shows low value with the highest level of identity lessons and lastly 9 which precedes 17.

5.2.2 Importance of Cultural Identity in Correlation to 2030 Vision:

It is important for children living abroad to take some lessons related to Saudi culture to build the personality of the citizens for 2030 vision. Children living abroad should not be exempted from learning Saudi culture. They should be aware that the cultural setting in Saudi Arabia has been influenced greatly by Islamic and Arab culture. The society is said to be deeply traditional, religious, conservative, and family oriented. On the other hand, the aspect of Saudi vision 2030 is crucial and important to all. The idea of reducing dependence on oil, diversifying the economy and developing public services is important and should be practiced by all the nations. Therefore, there is need for the children to concentrate more and learn about Saudi culture (Sarwar, 2000).

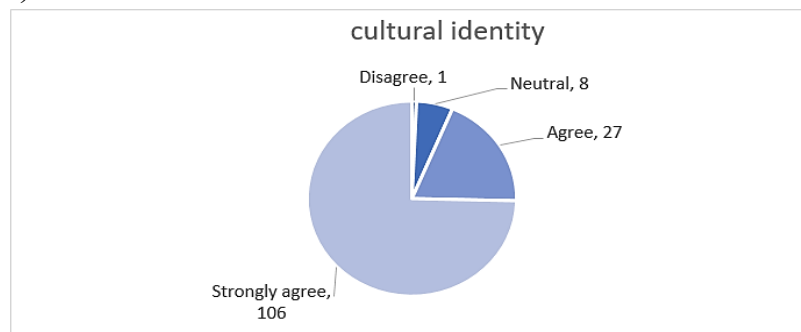


Figure (4): Importance of cultural identity in correlation to 2030 vision

The above figure 4 is a pie chart with circular statistical graphics divided into four slices to illustrate numerical proportion showing the total number of people who

agreed, those who disagreed and the ones who remained neutral on the issue of children learning Saudi culture abroad. From the illustration, the total number of data is 142. The number of those who strongly agreed represented the highest proportion by 106. Those who just agreed were 27, while 8 remained neutral. The lowest number was 1 which represented the ones who disagreed. In this case, the length of the arch in every slice is comparative to the information displayed.

5.2.3 Integrate Easily Backing Home:

Another question raises the problem is that taking cultural identity subjects can help children integrate easily back to their home country. The reason is because these lessons are important to the wellbeing and mental health of the children. It explains and explores the ethnicity, religion, family dynamics, and place of upbringing as well as the socio-economic status among other reasons that lead to personal identity. A strong cultural identity provides a sense of traditions and history that helps the children construct an affirmative cultural identity. It increases self-esteem, support and a sense of belonging to themselves (Vande, Paige & Hemming, 2012).

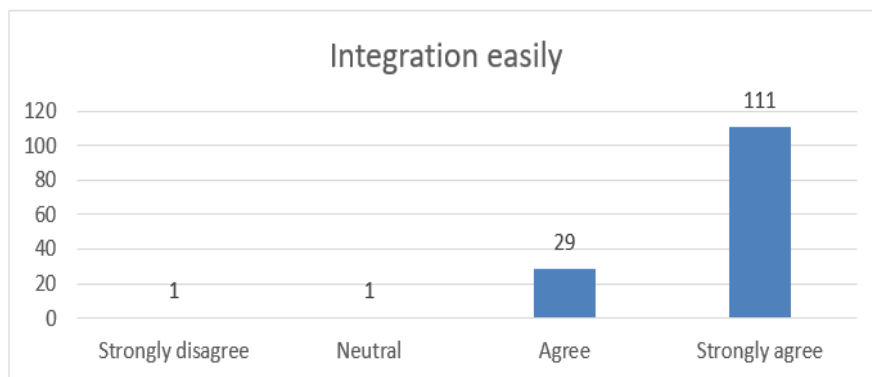


Figure (5): Integration easily backing home

The above Figure 5 is a bar graph which represents the total number of individuals who agreed, who were not on both side and those who disagreed. The total number illustrated was 142. The highest value was 111 which represented those who strongly agreed with the idea of taking cultural identity subjects. 29 is the number of the

people who agreed with the idea followed by those who remained neutral and was represented by 1. Those who strongly disagreed tallied with those neutral forming the lowest value which is 1.

5.3 The Needs for Identity Lessons:

This section shows the three courses, how they are arranged and ordering in form of graphs according to their importance. This can be represented by responds made by participants for the following questions:

- It is important to provide Arabic language lessons for Saudi children abroad.
- The importance of providing Islamic religion subjects for children abroad.
- Should Saudi children be provided with social and national subjects when living abroad?

5.3.1 Arabic Language:

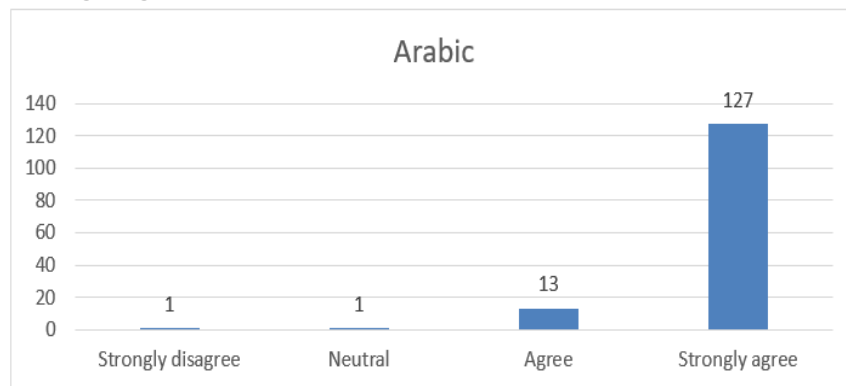


Figure (6): Arabic

Arabic language is a type of cultural identity that is deep rooted in Saudi Arabia. Figure 6 is a bar graph containing 142 participants same as the case to the one in the subtitle 5.1. The graph illustrates different number of individuals who agreed or disagreed on the importance of providing Arabic language lessons for Saudi children living abroad. Only 1 who strongly disagreed and one remained neutral. Those who agreed with the idea of providing Arabic lessons for Saudi children were 13 while those who strongly agreed were 127.

5.3.2 Religion Subjects:

It should be noted that Islamic religion forms the major part of cultural identity in Saudi Arabia. This is because it forms an essential part of growth in children. It helps in providing full code of guidance and law (Sarwar, 2000).

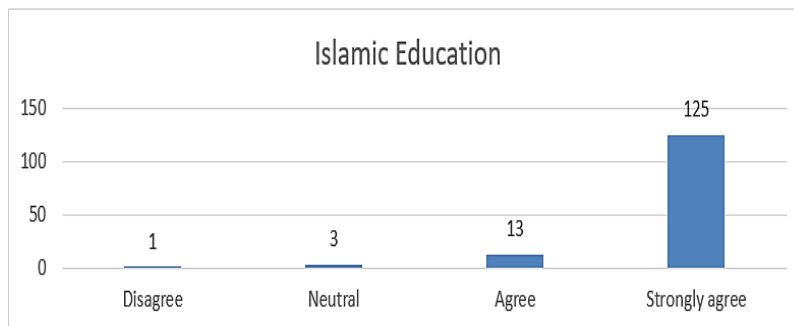


Figure (7): Islamic education

The bar graph 7 above shows the number of people who agreed on the importance of Islamic religion and those who disagreed. The number of people who strongly agreed on the importance of offering Islamic religion to children abroad forms the highest value. It is then followed by 13 for those who agreed. The neutral and those who disagreed tallied at value 1. This proves that those who voted are determined to see their cultural diversity taught to the Saudi children living and studying abroad (Sarwar, 2000).

5.3.3 Social and Native Education:

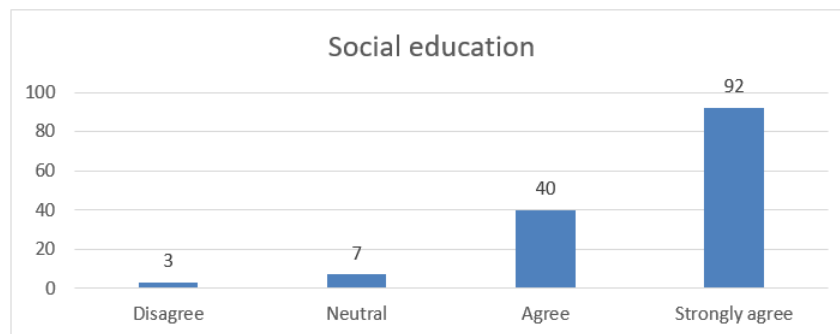


Figure (8): Social education

The bar graph above represents 142 people who voted for and against provision of social and national subjects of the Saudi children living abroad. Those who disagreed with the idea were 3 followed by 7 who were neutral. Those who agreed with the idea of providing social and national subjects of the Saudi children living abroad were 40 followed by 92 who strongly agreed. It is clear that the highest number supports that Saudi children should be provided with social and national subjects when living abroad. On the other hand, the highest value shows those who strongly agree with provision of social and national subjects of the Saudi children living abroad with the highest level of identity (Vande, Paige & Hemming, 2012).

5.4 Who can be Affected More:

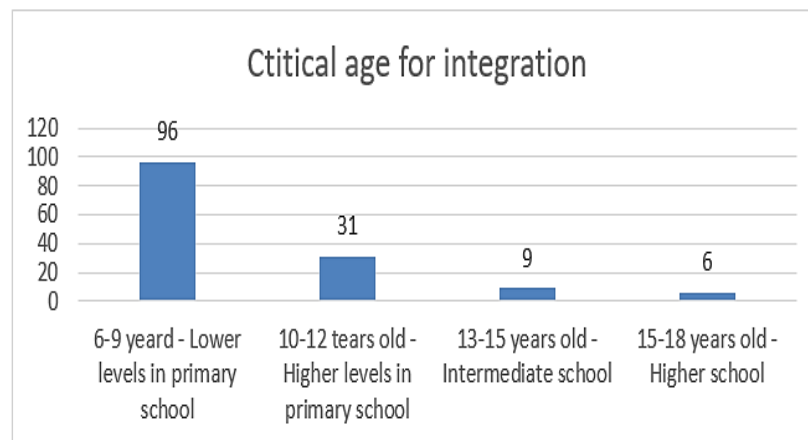


Figure (9): Critical age for integration

The graph 9 above shows the intensity at which children will be affected by a problem with respect to age. Those between 6 to 9 years of age are most likely to be affected. These are in the lower levels at primary school with 96. The following age bracket to be affected is between 10 to 12 years of age. This bar is meant for high levels in primary school represented by 31. 9 is the next bar that shows an age bracket of 13-15 years and lastly 15-18. It is clear that the most likely affected age is 6-9 while the least affected children are aged between 15-18 years of age.

5.5 Motivation:

By applying e-learning, most participants' response' are very high so as a result students and parents must be motivated by different attractive solutions. These motivations represent in the survey according to the following categories:

5.5.1 Service and Quality of the Service:

5.5.1.1 Attractiveness and effectiveness:

This can be represented by the question: It is important to use interactive learning and attractive applications for e-learning applications.

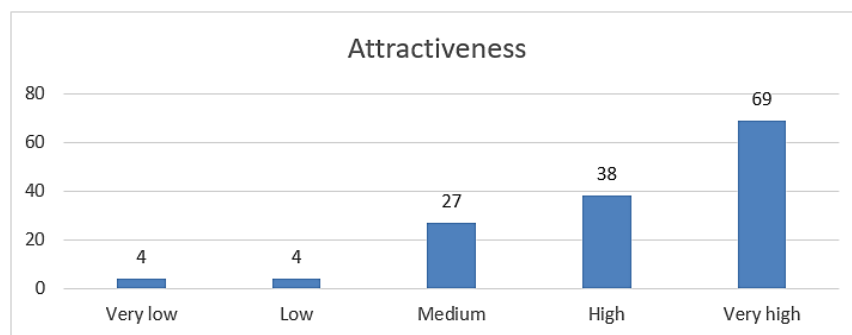


Figure (10): Attractiveness and effectiveness of the service

The bar graph 10 above represents the importance of using interactive learning and attractive applications for e-learning applications. It is clear that the importance of these types of applications outdo its effects. The reason is because the number of those supporting it is 69 and 38. The medium level is represented by 27 while the low and the very low value ties at 4. Attractive activities should be presented through virtual school such as competitions and interacting among students (In Weiss, In Nolan, In Hunsinger & in Trifonas, 2006).

5.5.1.2 Activities:

The total number of those who support attractive activities in figure being represented through virtual school is not very high such other motivation's elements. It is represented by 44 followed by 42. 40 is the medium value while 9 and 7 form

the low values.

5.5.1.3 Teacher Capabilities:

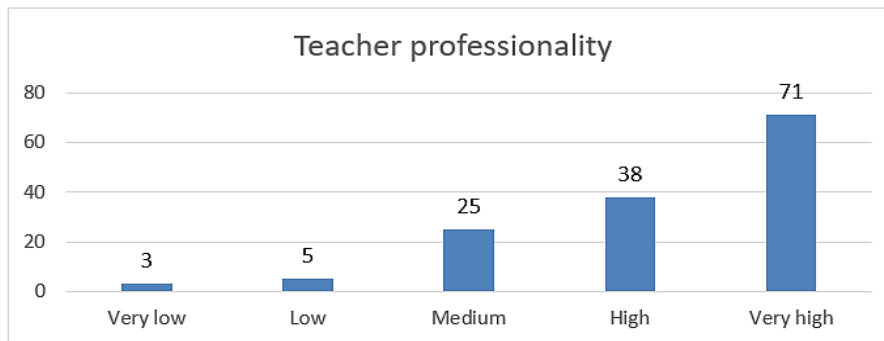


Figure (11): Teacher professionalism

One of the most question that have remarkable responses is about teachers in virtual schools. They must be prepared in high professionalism and high standards. The above bar graph 20 focus on how teachers in virtual schools should be prepared in high professionalism and high standards.

5.5.1.4 Parents Role:

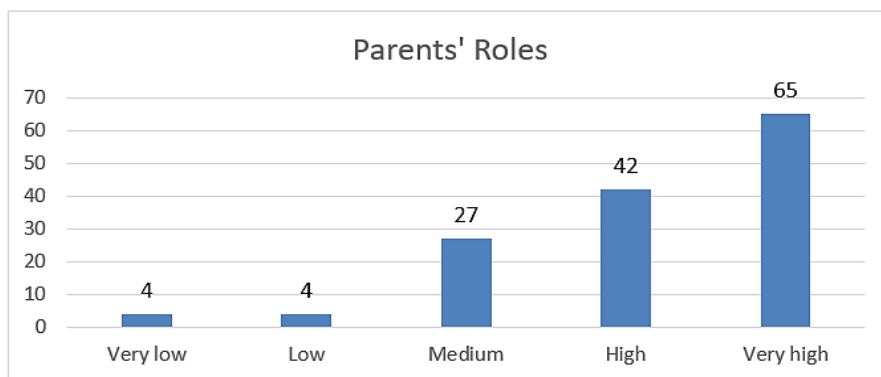


Figure (12): Parents' motivating their children

Parents should be incorporated in motivating students to take virtual classes. The above bar graph 12 illustrates that parents ought to be included in motivating students to undertake virtual classes.

5.5.2 Value Provided by the Solution:

The values that can be provided are represented in different ways regarding to the responses for three questions in the survey.

5.5.2.1 Establishing Virtual Schools Will Decrease the Family's Cost in Private Teaching for Native Identity Subjects Abroad:

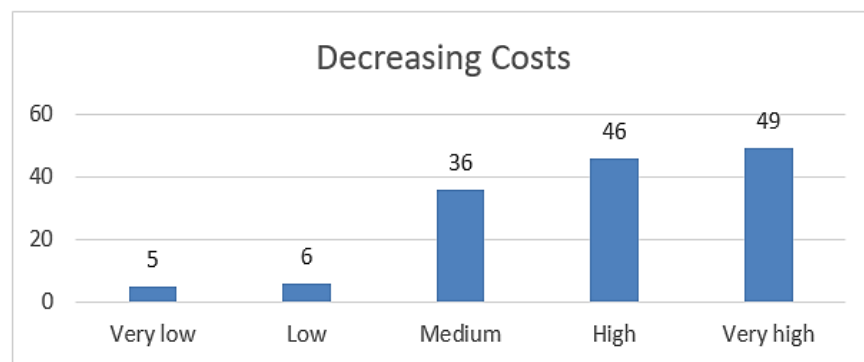


Figure (13): Decreasing costs

The bar graph 13 above represents the replays of parents about the cost that could be saved by applying e-learning for their children. It shows that participants see that will be effective in reducing their cost of teaching identity lessons to their children.

5.5.2.2 Certificates:

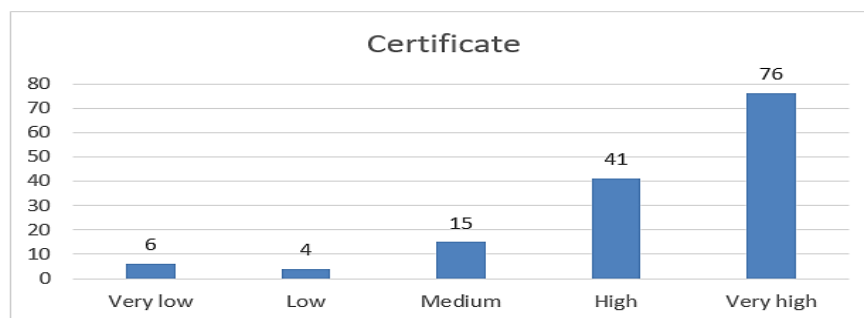


Figure (14): certificate

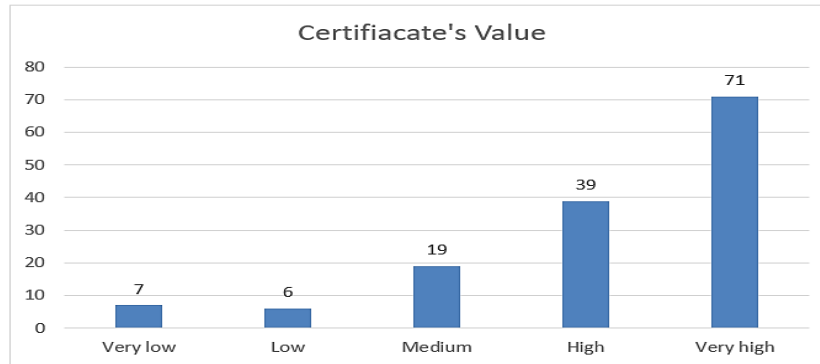


Figure (15): Certificate's Value

Figures 14 and 15 represents the high number of participants prefer to have actual motivation by getting certificate and better to be guaranteed by the authority in order to get benefits of taking identity lesson through e-learning in educational conversion when children back to their home country.

Children who do not take cultural identity lessons when abroad should take extra classes when back home. This can be represented in figure 16 below that shows the view of participants about equality and fairness among children in getting education. The bar graph below represents the data of children who do not get cultural identity lessons when abroad and must take additional classes when they go back to their country. 71 is the highest value which proves that there are very high numbers of children agreeing and willing to do that followed by 39. 19 is the medium value while 6 and 7 form the lowest values. It is clear that children who do not take cultural identity lessons when abroad should take extra classes when back home outdo those who are against (Yamani, 2000).

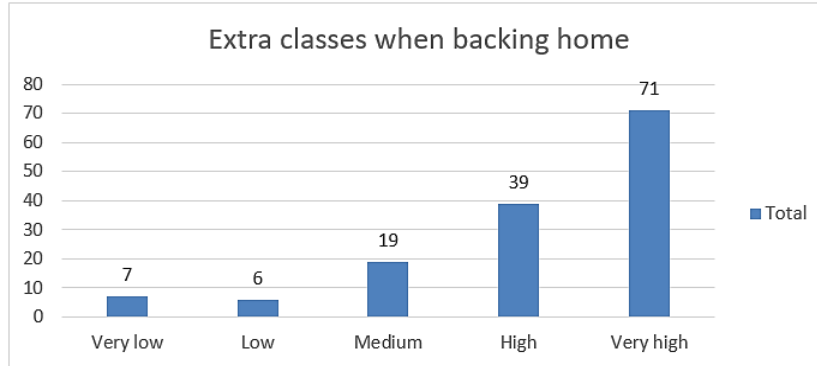


Figure (16): Fairness

5.6 Recommendations

- Cultural identity should be presented through virtual schools.
- Classes should focus on Arabic and religion courses.
- Service should target young children in primary school between 6 – 9 years old.
- Virtual schools should have professional and ethical educators.
- Motivation should start from home to schools.
- Virtual schools should be introduced to save time and resources.
- Certificate should be provided and integrated to the system of conversion.
- Fairness of getting education should be guaranteed between children who take virtual class and those who do not by joining extra classes when back home.

Conclusion

From the above mentioned, it is clear that Saudi cultural character exercises are promptly accessible for children living and contemplating abroad. Note that children living abroad should take exercises identified with Saudi culture to assemble the identity of the natives for 2030 vision. Actually, prescribe taking cultural character subjects can enable children to coordinate effectively back to their nation of origin. From the findings and results above, it is critical to give Arabic language exercises to Saudi children abroad. Arabic language is a sort of cultural personality that is profound established in Saudi Arabia. The significance of giving Islamic religion subjects to

children abroad (Sarwar, 2000). It ought to be noticed that Islamic religion shapes the real piece of cultural personality in Saudi Arabia. Likewise, Saudi children ought to be furnished with social and national subjects when living abroad. Administration and nature of the administration are given by the virtual school. It sounds extraordinary if quality administrations are issued by virtual schools. It is essential to utilize intuitive learning and alluring applications for e-learning applications

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