The Perception Created of Online Home Work by High School Student, Their Teacher and Parents in Saudi Arabia

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Abstract

The paper investigates the internet utilizing in online homework accomplishing at Saudi High Schools. The study covered three Saudi cities, namely; Riyadh, Jeddah and Dammam. The paper concerned about the teachers, parents and students perceptions toward using internet in education path with concentration on online home works, and its effect in the view of student performance and grades. The study methodology represented in Questionnaires distributed over the study's sample and interviews with participants. Questionnaires distributed on 91 students,45 teacher, and 43 parents where the interviews involved 3 students, 2 teachers, and only one parent. The study showed that the internet usages have promising consequences on the homework completion and students' performance. Furthermore, there were some unpersuaded participants towards the benefits of internet usages on students' growth. Also, the study finding proposed related aspects to be studied and taken in concern in future studies.

Keywords: Online homework, Saudi High Schools, Student performance

1. Introduction

Recently, educational objectives concentrate on getting students attentions to learning and educating (Kim et al., 2012) increase their participation and engagement in the education process, introduces new teaching techniques and examining student progression, all that granted through adoption and utilization of technologies in the classroom so the teacher could focus on their teaching rather than communication and writing learning content. (Geisert, & Futrell,1990)

The Royal family of Saudi Arabia Kingdom realized the importance of educating to raise Saudi community and society prier the world. Thus, the education takes a large portion on the development plans and processes. Recent statics show that Saudi Arabia has over 300,000 schools, 52 universities around the kingdom (About Saudi Arabia, 2014), and 5 million students enrollment in schools in the same year (Was, 2014).

The national plan for information and communication technology ICT was formulated in view of internet and technologies industries expansion, and its' deployment was appeared in the electronic projects such as e-government and e-learning. (MOCIT, 2009; MOE, 2010) The educational ministry of Saudi Arabia keen equipped the educational institutes, schools, and curriculum with the advanced ICT facilities and financial funds under the e-learning umbrella projects. (Algahtani, 2007) In purpose to rise a Saudi youth who gains all imperative skills and knowledge required to 21th century life style. (MOE, 2010)

Based on technologies and internet intervention and cooperation in education aspects, the online homeworks were new aspect related to the intervention introduced to discuss, in view of importance homework as a student learning enhancement indicator. In the literature Kim et al, (2006) and Deursen & Van Diepen (2013) turned the lights to the posture of online homework overcomes the motivational barriers in performing homework assigned to students.

Through all developments steps and projects, there was a lack attention of the perception created by teachers, parents and students themselves on these developments, since all previously mentioned were the main contributors influenced the education process and homework submission. So the necessity of common ground perceptions required to satisfy education objective and achieving best educational practice for students. With this in mind the study question were addressed as bellow;

- Is online homework improving the learning experience amongst Saudi Arabian high school students?
- What key issues need to be addressed and how could they be addressed?
- What influences do teachers and parents have over the students' learning process?
- What are the issues preventing students and teachers from using technology in the classroom and at home? How can these issues be overcome?

2. Background

Internet usage in Home work

The exponentially century talks mainly bound in technology invention and its' contributions that common mainly among youth in 7-16 age as Wigley and Clarke stated (2000), supported the previous, BMRB (2001) found in his study that 73% of children used internet for completing homework or to study.

Ilgar and Ilgar (2012) conducted a study on submission homework by teacher, and found that the

teacher submitted homework aiming to expand the students' opportunities to enhance their knowledge, also the study found that the students' creativity were increased through homework assigned. The widely discussed issue recently is the homework integration via internet services.

According to Hallam (2004) the topic of online homework via the internet must be seriously taken and tailored by teachers and students, implementing its standers will influence the efficiency of lesson structures and enhance curriculum robust. Based on Cranmer (2006) study found that student acquired better understanding of topics and higher grades when they conduct with homework via the internet compared to traditional homework.

Moreover, Shuaiwen et al (2012) study found that online homework simplified the homework completion, and increased the interaction among students and their teachers effectively.

Deursen and Van (2013) stated the students could face difficulties using internet for completing homework, the basic difficulty is the word chosen to search, find and access required knowledge via search engines, in addition to the information source validity that ignored by students. Greenfield (2004) declared the social activities side effect on the information validity being scattered and distributed around, which misinforming students that would reflect on their grades and marked gains.

Parent role

The parents have a mighty role establishing an educational foundation for their sons at home supported the education process in schools, thus the parents shared the responsibility for their sons education with schools. Kuhlemeier and Hemker, (2007) affirmed that parents awareness of e-learning and the internet contribution in education will simplify and support their sons' education and learning.

The parents tasks in education are characterized in keeping encourage and motivating their children to learn, and given the assist when needed, that could be achieved by providing more time and appropriate facilities to their sons, which support the opportunity of student to access and gather the required information at home. (Berge & Clark, 2006)

The parents have to acquire the advanced learning methods concepts and methodology to enhance their son education curve.

Teacher and management's role

Livingstone and Bober stated that the teachers and managements have big role in pushing and encouraged student improving their skills, the recent attends is the implant the self- study or self-educated as independent learning styles based on utilizing the internet and available technology facilities, this trends emerged regards the shortage and inadequate time given to teacher to explain and cover the required information to continuing lives. (2004)

The other main responsible of school management discussed by Felgate and Kendall are ensuring adequate school and class equipped with technology facilities, early preparing students, teachers and parent to change introduction, offering required course training for teachers and students, and allowing students access to schools' facilities. (2000)

Also, teacher hold responsible toward online homework described in ensuring online homework submission, a quick marks and feedback providing to students which could be granted through software implementation that could save teacher effort and time as a consequence teachers will have extra time given to observe, support, track, concentrate on and assist students learning contributes to their performances (Kacker et al, 2011). However, teachers have to guarantee students well equipped and trained with the required skills to easily used internet and computer for education purpose, and the main focuses placed on the ICT cluster's stuff among teachers (Li and Ranieri, 2013).

Advantages and disadvantages of online homework

One of the main advantages taken from internet services is the introduction to various communication channels and skills, especially with those students who is shy and feel uncomfortable to ask and communicate during the classes (Olin-Scheller et al, 2010). Prior to previous, Johnson and Gotestam pointed that the internet addiction could raise the isolation feels and cultures fragments (2004). Furthermore, internet enhanced and improved acquiring research skills and analysis as a result of education activities frequently assigned by teachers for individuals or groups. (Abdallah, 2007)

However, the internet usage allows students to explore and exposure various levels of topic and subject representation which support perceiving and gathering information, in addition to elimination the understanding barriers. (Kilimci, 2010) Furthermore, Van Dijk (2005) and Parker and Loudon (2013) agreed on the correlated of submitting online homework on regular basis with on high scores students' gaining, in addition to provide learning alternative dimension due introduction the research mode.

On the other side, the internet usage has negative and side effects mainly on the human health aspects, the longer usage time could affect eyesight and backbone posture, also, the last observed cyber bullying

activities, which targeted young children, big worries faced the constant dealing with the internet. Furthermore, the various pictures, text and videos involved unappropriated content for children or even adults to access. (Sharples et al , 2008)

Internet could manipulate the children's minds and perception, such as implant violence attributes, and unethically information used by their own without any permission or gaining rights to use. As consequence of technical problems related to computers and devices, the students could lose their information if not saving correctly (Johnson and Gotestam, 2004).

3. Methodology

Job-shop production refers to a manufacturing environment that produces goods in small batches according to customer specifications. Usually, one or several types of products are deliverable, while the incoming orders may differ in the design, quantity, process flow, or urgency (Henrich 2005). Flexibility is allowed in terms of switching between machines, methods, and resolving problems in production. Depending on the nature of business, each of the workers hired may need to possess a certain range of skills to handle different tasks or machines, whereas the total number of workers may be adjusted in response to the varying demand. In practice, transferability of permanent workers and recruitment of temporary or contract workers will help make such adjustment feasible, thus admitting of the idea of WOZIP

The study utilized the descriptive methods quantitative and qualitative to collecting data and analyzing information. The study tools will be questionnaire and interview to acquiring majority of data and ensure the depth of study.

The study design will cover the usage, effectiveness and perceptions of using internet for homework completion and submission. The spatial boundaries represented in the largest cities of Saudi Arabia Kingdom which is Riyadh (Capital), Jeddah and Dammam, also these cities witness high presence of educational bodies. Based on the author of this study, who is a teaching staff in Saudi Schools, and witnessed the first cooperation and intervention of ICT facilities and generation within Saudi Schools for the last 7 years or so, the ICT generation in education became reality in recent years only. Thus, the author will submit the questionnaire online to collect and cover as large as could of Saudi cities.

The target population was the parents, teachers and high school students. So there will be a questionnaire for each one, furthermore the interview questions will be derivative from the questionnaire.

Questionnaire
The Questionnaire categories:
- Teacher questionnaire consists of 25 questions
- Student questionnaire consists of 25 questions
- The parent questionnaire consists of 21 questions

Scale: questionnaires contain closed ended question, with a small part that allowed participants to provide comments could empower and benefit analysis from their perception. The question scale has various scale as bellow:
- Yes/ No scale
- Likert Scale in option range from strongly agree to strongly disagree and doesn't apply to me.

The subsection titles were be omitted from printed and distributed ones to avoid confusion and doubts creation in participants. The author has a Saudi authority privilege and help with distribution process in the local schools and summer schools, respectively, the local education authorities provides the questionnaire link to high school students, teachers and parents who their contact provided and saved in authorities. The questionnaire was available through the link for only four week period. The web page survey.com was utilized to create the questionnaire, automatically collect data, present results into charts and graph that helpful in analyzing process.

Interview
The interview designed to support and enrich data collected from questionnaire, interview has an open ended Question which is more suited for such tool, the population of the interview was represented in the graduating high school students, teachers and parent who are voluntary participates. The questions of interview were derivative and similar the one in questionnaires with open ended style. Furthermore, the author assures that the interview participants are not participating in the questionnaires to avoid harm and conflict data analysis between two groups. The interviews were done through conversation internet program such as Skype, and Tango.

Questionnaires' Sample was represented with 204 parents but only 71 of them agreed to start but only 43 complete it. In same scenario the teachers agreed to participate in study were 334 teachers, but only 45 teachers complete the questionnaire. Also, students who agreed to participate were 398 students but only 91 students complete the questionnaire.

Interview Sample represented in 6 interviews, done with one parent, two teachers, and three students. The

students were in 12, 10, and 11 year respectively, and the first student studies on public school, while the both other students study in private school. Also, the first student stated that his school is newly well equipped with technology, in other hand the rest two indicates that there private schools were not adequately equipped with technologies.

There are two teachers contributed the study interview, the first one is research and library teacher in High school in Dammam, the second is English teacher in high school in Makkah.

As previously clarified, there are three categories for questionnaire, so the analysis of questionnaires will present as comparisons between these three mentioned.

Age: Teachers and parents occupied similar age groups, where students' primary laid in 16-18 age groups as they are in their graduated year.

Education Level: Also the graph 1 & 2 bellow shown that both teachers and parents earned a level degree, which mean that the population are well educated and cultured, that should benefits the technology usage based in their educated background and can easily grasp technology and information concepts.
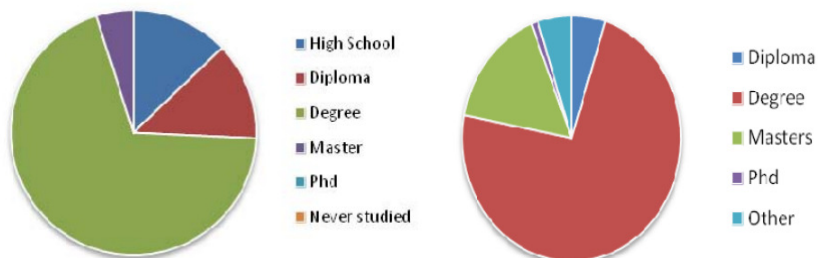
Figure 1. Parents Education Level   *Figure 2. Teachers Education Level*

Location: as figure 3 shown that the study covered and scattered around over the kingdom, as there is almost a quarter of participants in the three groups A, B, and D from other cities rather than Riyadh, Jeddah and Dammam cities. That enriches the study finding and level ups the consideration of result to national opinion.
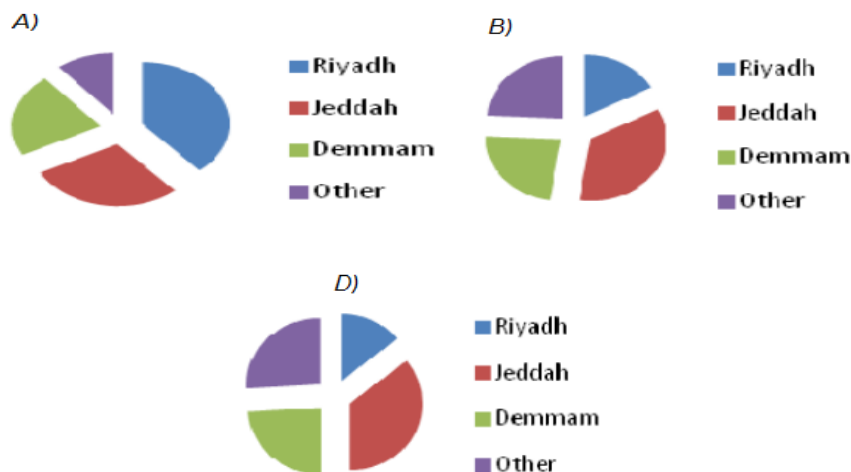

Figure 3. A) Students Location B) teachers Location D) Parents Location

Technology Equipped (computers and internets): as graph 4 bellow shown that most of participants either teacher, parents or students are well equipped and the result mostly nears and similar in three groups, so that will eliminate the poor technology equipped from barriers predictions list. Also graph 5 shown that majority of students and parents has an internet at home, rarely who don't have an internet at home.
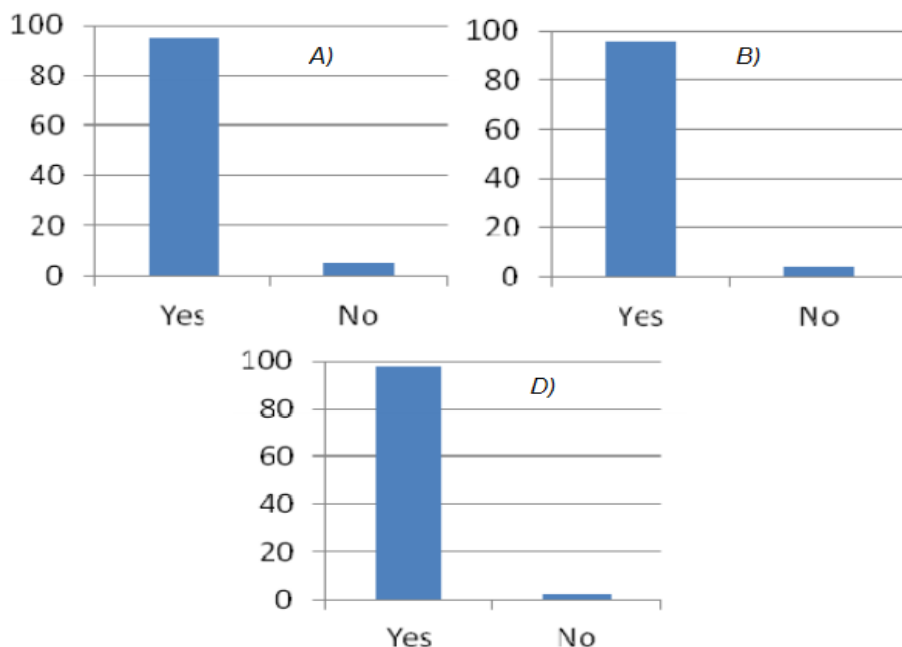
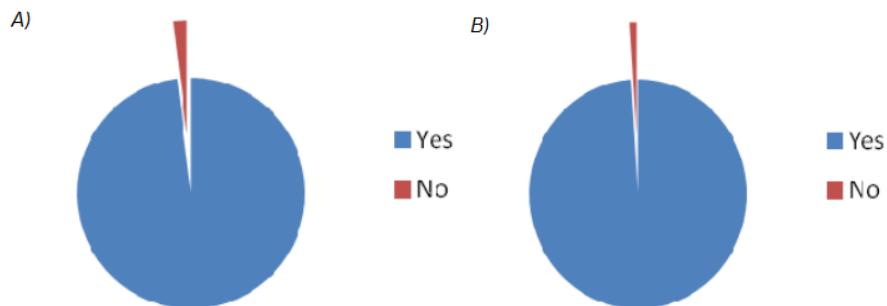**Figure 4. Posses a computer at home A)Students B) Teachers D)Parents**

Figure 5. Having Internet at home,A) Students B) Parents

Internet Usage: as figure 6. shown that more than half of parents frequently and daily use the internet.
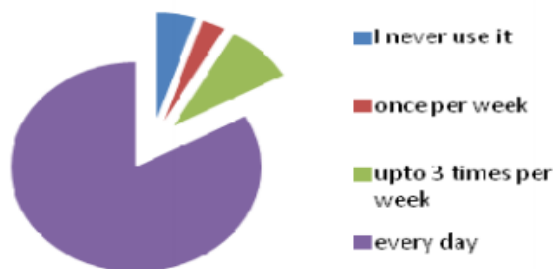

Figure 6. Parents use internet

While in other hand the graph 7.A shown that students who never use the internet to accomplish their home work is around the quarter, that indicates the poverty of pursuit student growth and progression process assigned to teachers and school management.

In other hand, the parent assumption on their children using internet for home work accomplish daily is less than quarter as shown in figure 7B , where the majority of assumption is using internet for homework 3 times per week, and over the quarter using internet for homework once per week. So there is deviations and differences between the students and parents questionnaire result regards using internet for homework purpose.
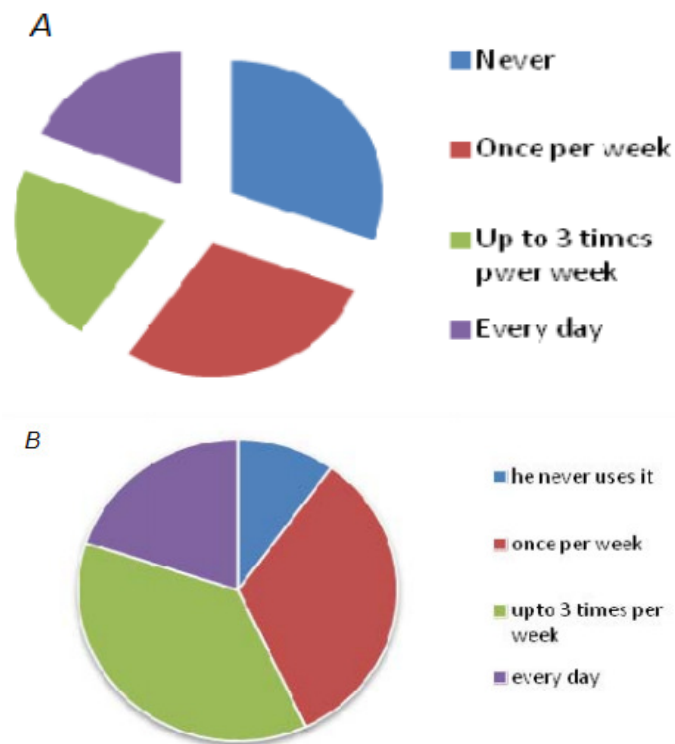
Figure 7. Internet usage for homework purpose A) Students perception B) Parents Perception

On teacher side they are used internet and computer as regular basis during the teaching process, as figure 8. Shown, but that rise a contradictory with the attribute of students using internet for homework as figure 7.A shown above, based on teachers using internet and computer as regular form that denote they have to assign homework online, so the logical reasons emerged here that either there is a differences among perceptions, or the internet and computer facilities are not available at school.
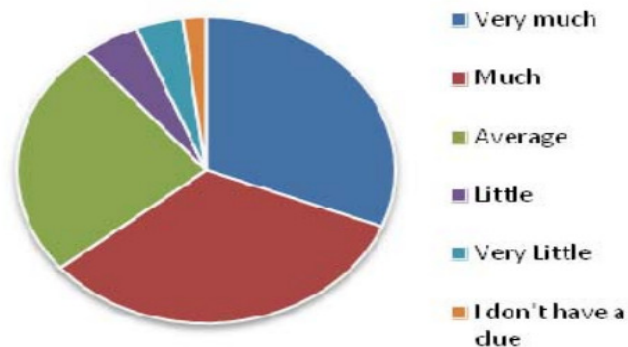
Figure 8. Teachers using internet during teaching process

Based on logically assumption previously mentioned, perception of teachers are support their assertion of   using computer and internet during teaching process, because more than half of teachers agreed that computers and internet were available to their children on schools as graph bellow show. Also there is over third of parents thought that their children do not use the internet at schools which could be regards the following: lack of interaction between students and parents, the internet not mandatory at schools, or to the inadequacy of internet usage by teachers.

Figure 9. Availability of computers and internet for teachers childrens

After rebutting the first assumption, the second one take a place to examine, which conduct with the availability of computers and internet at schools, as figures below shown the teacher and students thought on facilitates availability, the students stated that the facilities are not promptly available to them but the teachers asserted of availability of facilities which mean either students are not aware of it, or teacher are not complacent using it. Also, as figure 10 shown, more of half teachers thought schools are not adequately supplied facilities that met student's needs. That could consider as an indicator of teacher awareness of the student's needs, but teachers should utilize the maximum afford of available technology.
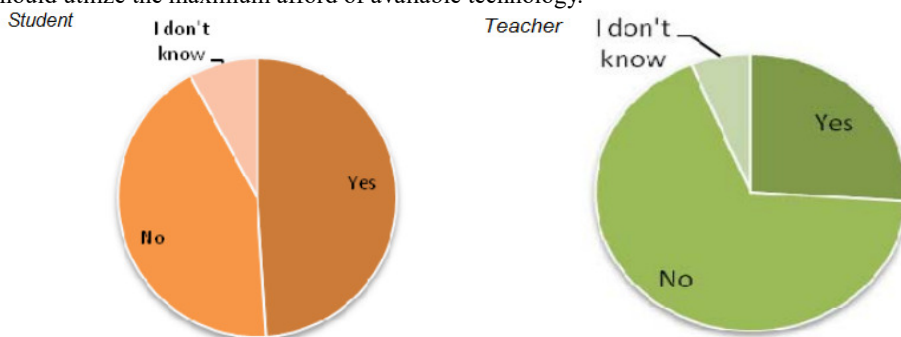

Figure 10. Thoughts on computers and internet availability

Regards the subject students preferred doing its home work online, more than half prefer sciences homework to be on line as chart below shown, it may depends on science teachers interest in technology more than other subject teachers, based on the science concepts and theories difficulty natures.
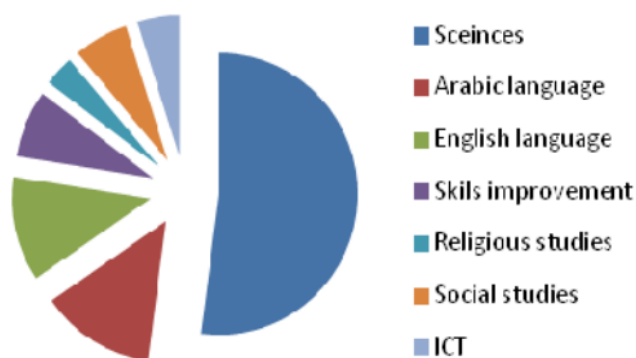

Figure 11. Students preferred subject for oline homework

Also from figure illustrated that 10% of student stated that online homework accomplish doesn't apply to them, in view of previous teacher and parents perception of using internet at home and schools, denote that students don't take the benefits of facilities ample, which negatively influences students' progression and skills earned.
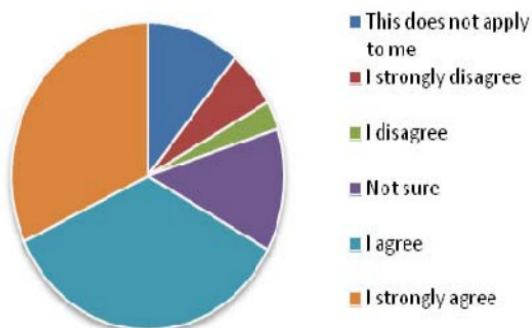
Figure 12. Students completing thier homework online

Also, the questionnaire tried to discover the parents awareness towards technology importance and as figure 13 below found the majority of parents agree on providing technology to their sons regardless the high cost of technologies, moreover, the teacher shared the parent's perception toward the importance of technology to students, so both side support and aware the importance of technology used in education.
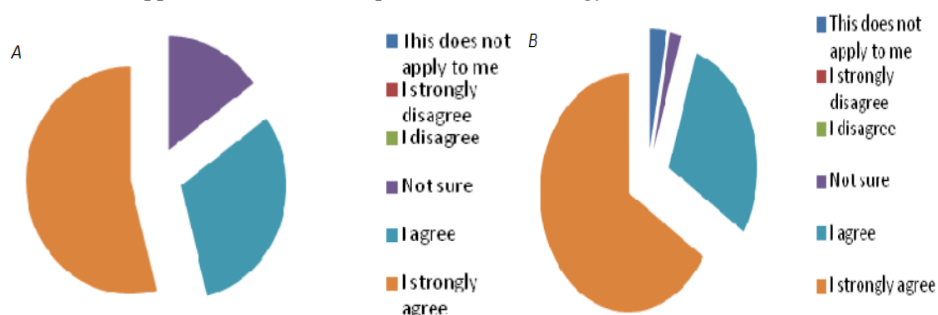
Figure 13. A) Parents Keeping up with technologies and providing Facilities for children
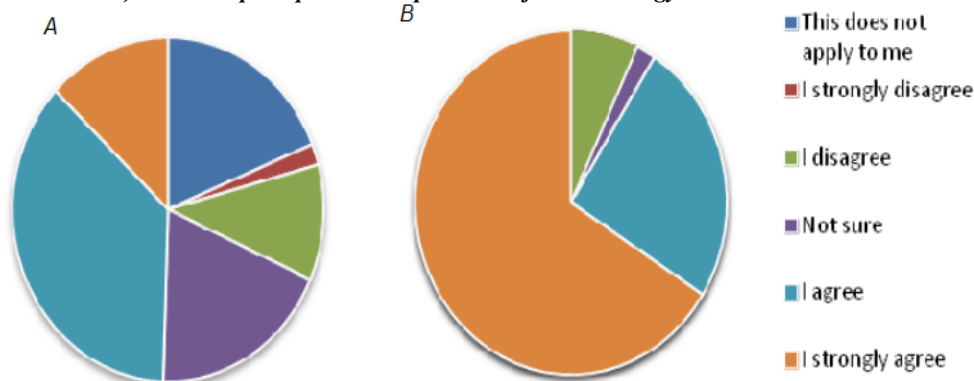*B) Teachers perception on importance of technonology in education*

Figure 14. A)School and teachers encourages my sons to uses internet for his homework B) teacher toughts on having facilitities helps with teaching

Figure 14 A) Above shows that parents are convenient of encouraged offered from teachers and schools to their children but also there is a corresponding portion of parents assures their sons doesn't receive the adequate support and encourage from teachers and school. While the B side of figure 14 illustrated the vast of teachers 91% admit that appropriate technologies in place serve the education process and deliver extreme teaching experiences.

In comparing the conventional methods of completing homework, and the advanced methods of online completing, two third of students preferred the advanced methods, as figure 15 shown, where the disagreement represent the view of students who have not a good experience with online technology or may be to those who don't own time or appropriate facilities to using computers and internet, or to student's parents, school and teachers poor encouragement and motivated.
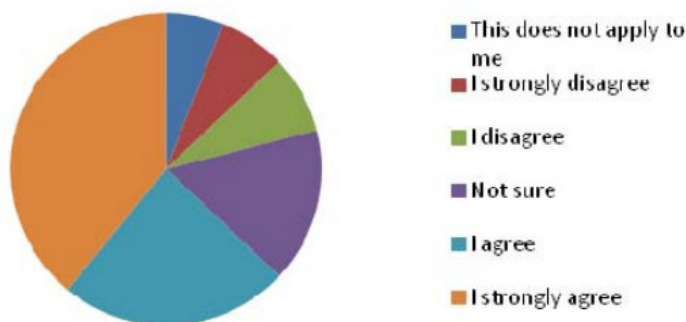
Figure 15. students asked if they prefer online home work over traditional homework
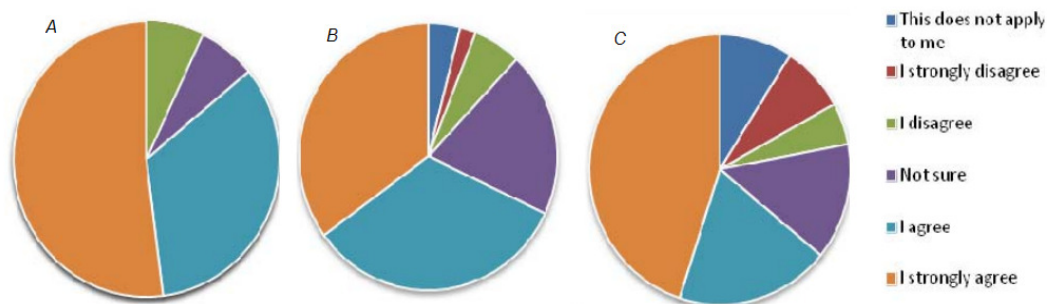

Figure 16. A) students understands topics better when I use the internet in class (teacher Questionnaire) B) I think Using technology in class helping my son understand more (parent Questionnaire) C)I enjoy completing home work through using internet (Student questionnaire)

Figure 16. shown the perception of the three groups toward benefits of using technology in classes, where teachers and parents agreed that using internet and technology in classes rise up the understanding level and grasp topics, and attract students to learn, also the students support teachers and parents views, hence they claimed they enjoy doing homework online as figure 16.c shown.

Supported the claims above, teachers preferred to assign homework online to students as figure shown due to easier procedures in mark the homework (multiple choices questions, and automatic mark offered by software), quick feedback to students, monitor students progression easier, open the communication channel between teachers and their students without time consideration. Also, figure 17.B shown student confirmed that doing online homework easier than conventional methods, respectively they points that completing online homework consumed less time than the conventional one as figure 18.A shown, consequently increase knowledge exchange in communication channels.
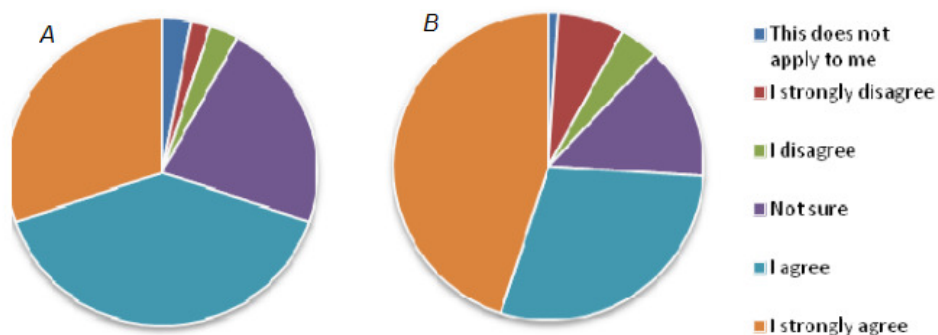

Figure 17.A)completing Home work easier (Teacher Questionnair) B) online Homework is easier (student questionnair)
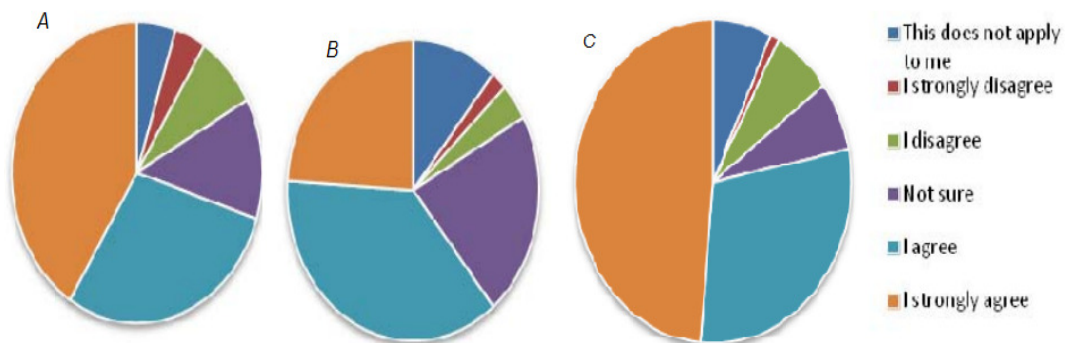
Figure 18. A)Spent less time completing online home work (Students Queationnaire) B) Student spend less time competeing homework onine(Parents Questionnaire) C) Teacher spend less time making homework completed online (Teacher Queationaire)

Also, as charts in figure 18.B , 18.C shown, respectively parents agreed on time difference when doing their sons the online homework without excitement, as student shows in 18.A, moreover, teacher mostly favored online homework than traditional as previously-mentioned regarding the easier mark procedure, quicker feedback to students, and easier alternative.

Also, teachers supposed that doing online homework easier to student compared to conventional as figure 19.A illustrated. Students also supported the teacher's assumption by stating that they doing online homework without any helps figure 19.B. Furthermore, parents agreed and preferred their sons to complete homework online as benefit of internet open knowledge where any student questions could be answered by internet no need to disturb parents to answer, as figure 19.c shown.
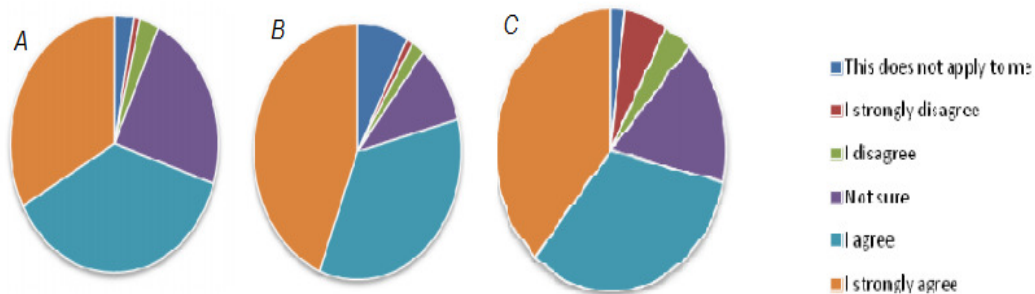

Figure 19. A) Teacher perception on easier completeing homework online, B) Student completeing thier homework without help (students questionnaire) c)Parents preffered their sons complete homework online
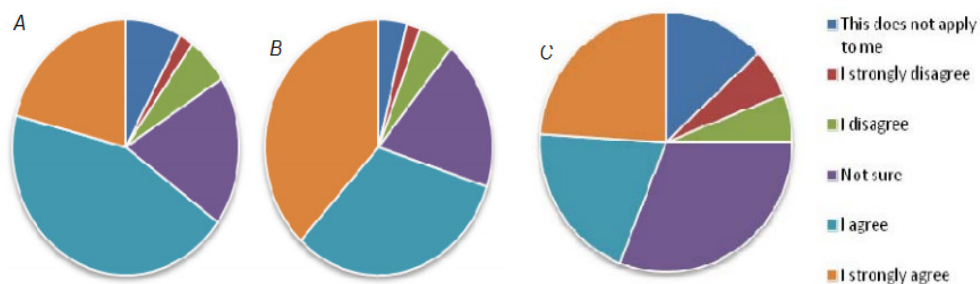

Figure 20. A)Online Home work helps assess Students' level (Teacher Questionnair) B) online Homework help me understand asubject better (Student questionnaire) C) Online Homework Help our son achieve better grades(parentsQuestionnaire)

As figure 20 shown, that teachers benefits from online home work in assessing students learning and their instant level based on the student online activity and their scores, in the meaning tracking system, also, the open conversation between students to help each other's to grasp and perceive the subjects and improve their grades, as consequences the understanding of the subject will increase among student that may be a reasoning of

students' claims that their understanding is increased through online home work as figure20.B shown, also the understanding raised due to searching and gathering information needed to complete online home works. But, a large portion of parents as shown in figure 20.C, have some hesitation on the positive reflects of online homework on their sons' marks, while the under of half of parents believe that the online homework contributes their sons better grades.

It sounds difficult to be sure that the online homework the only one contributes the better grades that may let some parents not fully assured and has some confused. But as teachers and students claimed in figures 20.A.B that online homework one factor influenced students understanding, and grades.

Supported the previously, the three quarters of teachers thought that students preferred doing the home work online as seen in figure 21.B, also, half of students are confident that their colleagues performance become better doing homework online, while the quarter of rest have doubts on their colleagues performance enhancement via online homework or conventional methods.as seen in figure 21.A
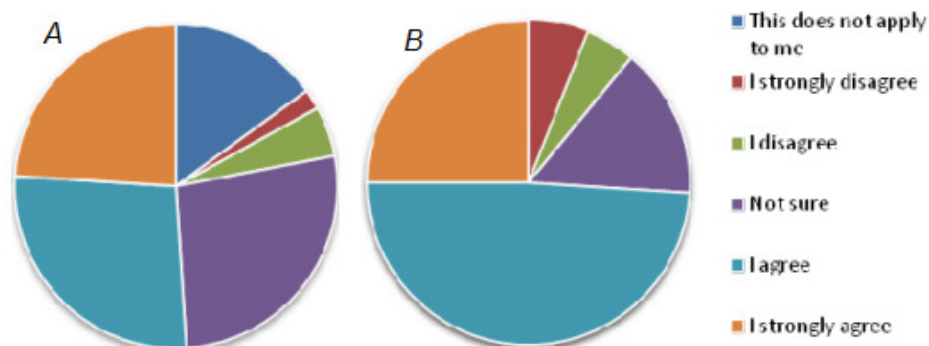

Figure 21. A)My colleagues perform better using online homework B)Teachers Thoughts on students' performance of completing online homework

Based on previous, most half of students and teachers stated that teacher encouraged and spire students to do homework online, as figure 22.A.B shown, also there is a 20% of teachers as figure 22.B stated that encourage students did not apply on them, this percentage can't be ignored, so the assumption raised here that these teachers give the students the choice doing their homework online or traditionally, they do not want to put pressure on them or limited students choices.

Also, the encouraged is a responsible of school managements, and as chart 23. Shows that there is mixed and conflict on teacher perception toward school management supported denotes that school managements have differences in the level of supported and encouragement, where some of managements leave choice open to teachers, while other managements demand to use technology in education.
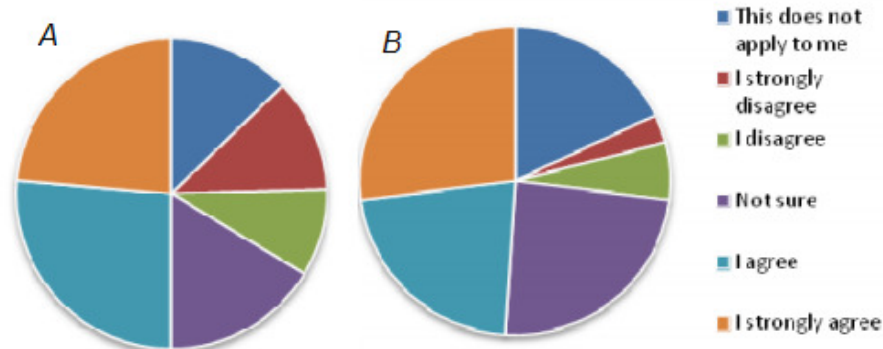

Figure 22. A) am encouraged and supported by teachers to complete homework online B) I encourage my students to complete thier homework online
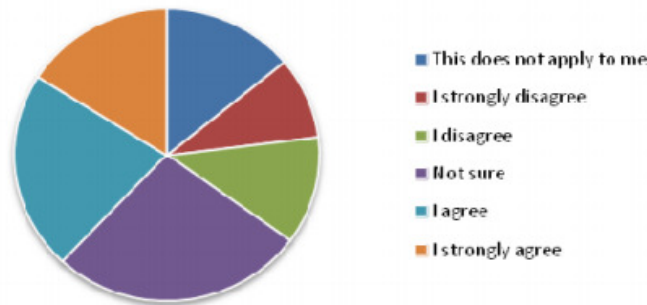
Figure 23. Teacher asked if school managment suppor and encourage homework online

Regards parents view on this point, the figure 24 represented their opinion, as seen the parents have positive attitude towards using internet for their sons' homework, and they are available upon call to help their sons, in same time they believe that their sons will not need help or assist doing homework online, also students indicated that their parents thoughts they have to use internet to complete their homework as figure 25.A shown, but the chart in 25.B figure shows some mixture in response but is normal and accepted due to the differences of parents request form or terms. In other hand the chart on 25.C shows the wide distributed over the Likert range that back up the idea of differences on parent's methods mentioned previously, also it could be based on the parent's fairness that their sons could explore and access unwanted content via internet, while other parents may think that the internet will waste their sons' time.
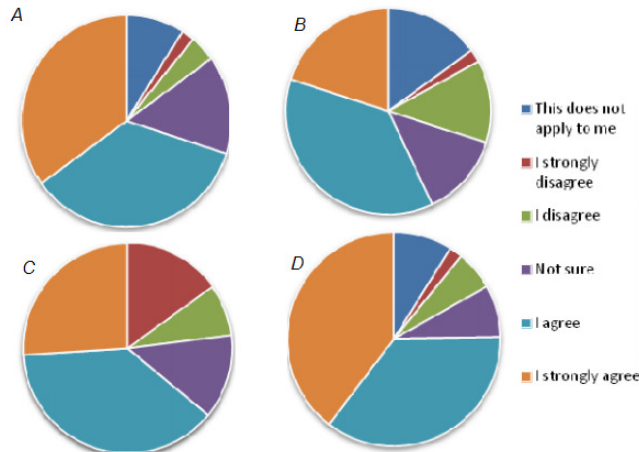
Figure 24. A) I think My son prefes completing his homework online B) My son complete his homework online without help   C) I help my son with his homework when needed D) i am pleased when my son completes his homework online
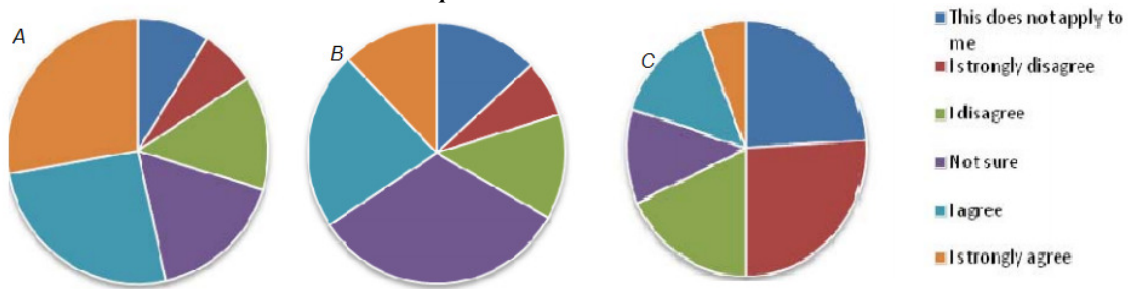
Figure 25. A) My Parents think I should use the internet to complate my home work, B) my parents request i complete homework online C)parent don't allow me to use internet and computer at home

The fact of homework accuracy depends on students gaining skills, the chart in figure 26.A supported that fact from teachers views, so its logically for both students and Teachers to attends training course at least once a year to be well prepared and acquire the required skills., that also explain why parents should provide their sons with facilities at home as figure 26.B shown.

Also, Figures 26 C, D ,E shows the important of internet based on the teachers views influence students' educations and learning, where also the teachers points and agreed on the mighty of parents role in online homework completing, and possess facilities needed for their sons.

Figure 26. A) Internet skills plays a big part in completing homework accurately B) Parents provides facilites needed for son C) setting online homework increa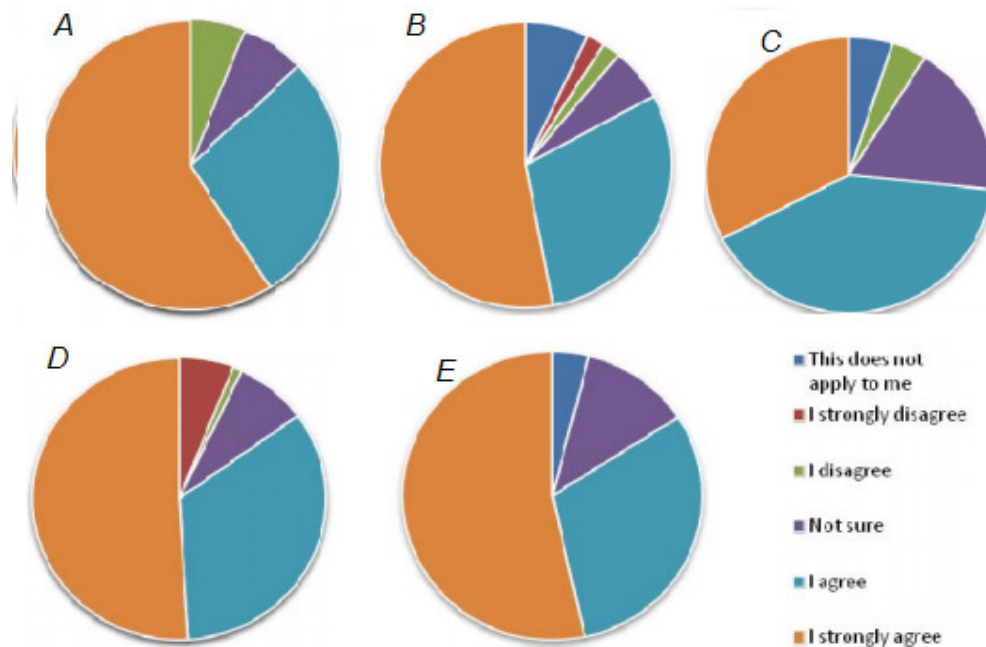se students standered D) Acess to internet at home helps with completing homework D) Parents play a huge role in ensuring online home work is a success

Interview result and discussion   as mentioned before the interview were being with parents, teachers and students and the result will discuss in the same categories.

Student interviews: the first students claims that all teachers use the technology facilities provided in school, and named ICT teachers and English teacher as best technologies utilizers, by theory the ICT teacher should be the best based on his experience and knowledge on the field, but the English teacher is little bit aware, but technology passion could be the reason.

While the second and third students claimed that 12 out of 25 teachers and 5 out of 25 teachers respectively used internet mostly, both of them named science teachers as the most users, reasoning the previous could base on the teachers age, where using technologies sound easier for younger teachers than the older one.

The fist student stated that he get 2 online home works completing out of 10 per week, while the other students don't mention the online homework assigned per week. The seconded student said that he done the homework online even if not requested from teacher because he grasped and acquired subject topics clearly in that way, and he ensured the quality of his answers. The third student has slightly different experience from the seconded one, where his teachers periodically mailed him with online homeworks, but they requested printed answers. The three students agreed that the internet and online homework wide their understanding taking benefits of education websites available, and information exchanges through communication channels. Furthermore, three students sensed joys and ease in completing online home works.

Also, three students agreed that using internet considers a necessary to enhanced students' performance through all the learning subjects without any exceptation, and stated that they received the support and encourages from their teachers and parents but the second student point that only biology teachers motivate him to use internet, but they claimed that the supported isn't adequate as a result of ICT hardy available for students. Moreover they declared that they waste time playing games.

Student suggested some recommendations to enhance online homework systems in following: government has responsibility to support and level up the online systems; there is no benefit harvest of half equipped classes, and the ministry of education must oblige the technology using at schools especially in 7-9 years to establish a smart environment in classes.

Teacher interview:
the first teachers stated that only 20 teachers out of 55 teachers used available technology during education, the

portion represented less than half of all, as a result of motivation activity lackness from managements, lack of training courses, absents of reward principle in schools fro teachers, and knowledge shortage on the teacher side on using availble facilities. In other hand, the second teachers declared that the facilites were limited in his school, and only 30% of teachers used internet in classes as the yearly school reports found, as aresult of teachers believes unesscessarity in using internet during the class, which return negative consequences on students' performance and achievement.

Both teachers agreed that students preferred and more attracted to completing online homework using internet, and both teachers stated that students always requests to take their lessons via ICT clusters, and the overall scored for online home work is higher and better than traditional homework.

Based on a survey made by the first Teacher, it found that the majority of students in percentage of 98% preferred online homework regards:

- The home work completing will not be limit in time or place
- Online homework is out of routine and fun.
- Enhanced and wide the cognitive and creative skills
- Its easier and cost effective to complete online homework

While the second teacher advocate increasing subject understanding and awareness by submitting online homework to students.

The online homework benefits teachers in marking system, feedback providing, accessing, storing and filing, as the first teachers respond. He has also added there are appositive trends on student's grades, and he is pleased witness the student's high reaction. However, there are two available online homework submitting styles; the first one is Easy Class that is an online virtual learning environment accessed via the school blackboard system, the second style using email services. The first teachers explained the system useless on his colleagues' part; in the awareness poverty on facility which lies on school management shoulders. The first teacher suggested that school management should possess encouragement to teacher using internet, pointing that the Saudi ministry of education save a huge budget to support virtual learning estimated over 1.6 billion SAR equivalents to £261 million pounds.

Parent's interview: the parent participated in study is an educational consultant in Saudi Arabia, and he is part of GCC education Standards Board, his son is in the last high school year attends public school well equipped with technology facilities.

He claimed that only of 50% teacher is really used available facilities, and based on his analysis and views teachers can't easily accept the evolution in education system so they refused to utilize the facilities during classes, which a result of knowledge shortage and training weakness. In spite of previous, his son and his colleagues enjoyed and favored internet and computer using in completing homework which brought his son complete his homework in delights without any pushing needed.

Also, he stated that his son schools used mobile technology intensively for communication purpose, teacher to teacher channel, and student to teacher channel, which improved his son communication skills, and also used it for a homework question post, while the home submitting done via email or blackboard.

The parents clarified that he witnessed enhancement and improvement on his son marks and grades, which made him support his son financially and emotionally using internet and computer in learning.

Results: the result will explore by answering research question.

Q1: Is online homework improving the learning experience amongst Saudi Arabian high school students?
The result found that the majority of teachers and parents assured that technology attract student more to learn, also both of them agreed on the technology's role and effects on student progression and improvements trough the expansion and depth on topic understanding, thus the teachers attends to support completing homework online because its increase efficiency, quality and easy to complete.

Also, they pointed, the online homework level up students' answers qualities, and students were more independent, analytics and creative. In addition, that using online homeworks don't require support as much as conventional needed from parents to complete.

Online homework enhanced student acquired skills such as communication skills, representation, analysis and representation.

Q2: What key issues need to be addressed and how could they be addressed?
The main issues are:

- The opportunity to completing online homework does not seem equal for all students, as over a quarter of students never used internet for completing homework purpose at home, even that almost of students have computers and internet in their home.
- The awareness poverty regards available facilities, where the majority of teachers declared that the schools have technology facilities but students don't seem aware of it.
- Training Courses, where some teachers mentioned that can't professionally use technologies based on

their unconscious of technologies thus they need more training course.

- School management should look for suitable methods to track and monitoring students' performance and progression, also it have to do its duties toward using internet in education process through encouraging and supporting the idea and the teachers.
- Parents have some fears on exploring unwanted internets' content by their sons, that could be tackled through security and monitoring applications on computers and online activities.

Q3 What influences do teachers and parents have over the students' learning process?

The main influences could be represented as below:

- The teacher and parents' education background, but as study shown that all participant in the study were well educated.
- The high cost of technologies decreases the parents affords to provide technology facilities at home; also, the size of family influenced the probability to use the internet, as known the Saudi family mostly large family so there will be a schedule to use technologies among family member.
- Availability of internet in the class room, where if it is available in the classroom the teachers will use it in basis, so teachers will tend to distribute and submit homework via internet, and that is the favor way due to teachers benefits in marking procedure, feedback providing, mentoring, saving and filing.
- Communication channel, where the teachers can utilize the communication channel influencing students outside the classroom via mails, message centers, or via mobile phones and applications.

Q4 What are the issues preventing students and teachers from using technology in the classroom and at home? How could they overcome the obstacles?

The main issues preventing teachers are:

- Avoiding changes, where some teacher preferred conventional methods and can't be adapted with the advanced one.
- Most parents thought that their sons don't use internet at schools, hence they prevent them to use it at home.
- The schools are not adequate equipped with technologies.

It could overcome and tackle by:

- Teachers have to utilize the maximum potential of available technologies and facilities during education.
- School Managements must intervene to ensure supported deliver to all students.
- School Management have to encourage teachers and introduce awards for internet teachers using, to encourage and support use internet more among teachers.
- Utilize the communication channel to grasp the essential required training course for both students and teachers.

5. Conclusion

The study mainly finds that teachers are the best understood their students' favors in completing their homework online via internet, and students achieved high and better scores.

The parents have a mightily effect on encouraging their sons using internet for homework and education purpose which doesn't required assists from them to their sons, despite of different parenting styles they have ranged between pessimistic and optimistic to allowing their sons using computer and internet.

The study also finds that the usage of internet in Saudi Arabia are increasing based on the availability of right technologies in the majority home, also 50% of students participated in study doing their homework online, especially for sciences subjects.

Also, the study finds completing homework online bring fun and joys to students.

Future studies could conduct the assessment the success of using internet in homework by comparing grades of student prior the introduction of online homework, for further and deep understanding issues faced internet implementing in term of homework, the sample have to contains school managements.

Also, the study could be repeating on smart phone and tablet usage in education, or could repeating the study by comparing two students groups performance, where one group used internet in regular basis, where the second is not.

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