Organizational Frames and Digital Citizenship in Saudi Arabia Schools

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Introduction

In the school organizational setting, various frames play integral roles in facilitating a streamlined management of the learning activities. Notably, education organizations depend on the collaborative efforts of different departments that facilitate the delivery of quality learning experiences. The main frames applicable in the school organizational environment incorporate the aspects of the structure, human resources (HR), politics, and the symbol of the institution. Thus, enhance the efficiency of the mentioned frames goes a long way in promoting the realization of the educational facility's goals and objectives (Hamdan, n.d.). The education system in Saudi Arabia seeks to ensure that all schools in the country integrate the structural, HR, political, and the symbolic frames. In the era of modern technological changes, the education sector is prompted to adopt the advancements to enhance learning experiences. The trend has led to the development of digital citizenship in the education sector (Manning, 2013). Nonetheless, the structural frame in the Saudi Arabia school system has demonstrated progress towards the adoption of technology primarily, through the embracement of digital communication systems. The HR frame has also witnessed considerable improvements in online recruitment processes by using multiple and different online platforms for advertising vacant positions among other processes. The symbolic and political frames have also witnessed changes influenced by technology in the school setting. However, some education organizations in Saudi Arabia have failed to address or promote digital citizenship in the school setting. Obviously, both the teaching staff and students in Saudi Arabia have put in place little effort in embracing technology in the learning processes, and thus, made small steps towards joining the digital citizenship community. Notably, school organizations in Saudi Arabia observing the K-12 classroom system lacks technology vision statements to guide the various activities of the institution towards with respect to the digital trends in the sector (Alrashidi & Phan, 2015). For these reasons, this paper examines the problem of failing to address and promote digital citizenship in the Saudi Arabia educational environment by considering the structural, HR, political, and symbolic frames.

Structural Frame

The organizational chart is a way to express the general framework of the school. It is one of the essential elements in the preparation and construction and describes the organizational chart type and work nature of the school, and the number of management levels, organizational link, councils, committees, and others. Organizational charts also contribute to finding flexibility in dealing with many of variables in the preparation and build a unified regulatory guide for schools of general education in the Kingdom of Saudi Arabia.

Consequently, the organization hierarchy at Saudi schools is very based on the needs. For example, the school has one principal and one to three vice principal, school board, teacher board, security, guidance committee, nutrition and food service committee, safety and security committee. Also, there is a vice principal responsibility for example students' affairs, academic affairs, and school affairs. Formal rules, policies, and procedures provide the standards in which teacher perform daily and lead their classrooms. These standards set by the ministry of education and superintendents promoting and distribute these rules in order to student success and eliminate unacceptable behavioral.

Accountability plays a significant role in the structural frame. Therefore, each member in school should be under accountability. The staff, students, and parents should know what they are responsible for and why. They should also be aware of any consequence of their duties are not taken out the way expectations have been set. Through include accountability in place, principles are reducing a conflict and breakdown of who does what, when, and where. "Groups with manageable tasks, sufficient authority, and clear accountability have a higher probability of success" (Lee G. Bolman; Terrence, 2008, p. 91). Since the school system in Saudi Arabia is a top-down structure, usually, some decisions are made at the ministry and school districts levels. These are decisions and mandates that are good to politicians and are made to improve the education system. The problem is that these decisions to not continually meet the needs of the schools. Each school has its own individual requirements, and it is almost impossible to meet everyone's needs when decisions are made at the ministry level.

The digital citizenship education is considered to be indispensable for all K-12 students. K-12 curriculum reinvents the learning and teaching activities. Through the technology-rich learning, it is supposed that the digital citizenship education should be taught steadily from the kindergarten to the twelfth grade (Hollandsworth, Dowdy, & Donovan, 2009). Modern kids learn to type on the computer before than write on

paper and are able to draw on the gadgets as Picasso never dreamed. It occurs due to the commonly recognized fact that the digital technology develops visual and auditory perception as well as motor skills and attention.

K-12 sector allows an area for the proactive and comprehensible digital citizenship education (Larson & Miller, 2011). However, the educators should create a common ground for the future digital development applying "citizenship curriculum, peer mentor programs, effective role models, educational faculty/staff awareness, and enhanced awareness of the risks" (Hollandsworth et al., 2009, p. 39). In other words, students should use the digital technology competently understanding risks and taking responsibilities.

Human Resources Frame

The Human Resource Frame focuses on the combination of human needs and organizational requirements. It is essential to understand the strengths and abilities or skills of your employees before placing them in positions or giving them duties that would be better suited for someone else. The Human Resources frame provides the opportunity for employees need to be met and for employees to be empowered. It speaks to the needs of people to feel safe, to belong, to feel appreciated and to feel that they make a difference (Lee G. Bolman; Terrence, 2008). When administration extends the hand of welcome, and other staff members welcome you into the school as a part of the family you begin to feel this is where you belong. Since begins to feel that these needs are met the employees felt more positive and empowered to take on responsibilities and participate more often.

Consequently, this will result in improving performance, increasing productivity, and mobilizing capabilities to the best interest of achieving the school's objectives and staff professional development.

The human resources in the Saudi Arabia K12 education system attempt to develop the staff performance through combination of five areas namely teaching and training, organizational development, job development, practical life, information, and research in a way that keeps an attractive and healthy working environment incentive to high quality, creativity and innovation, and competitiveness. However, from digital citizenship awareness perspective, we have noted that the employee's staff do not pay attention in that. In Saudi Arabia schools, there is a learning resource room, which is mean a computer lab room, and that was not effective at that much comparing to the purpose of it. When teachers, students, and staff who are a member of a school feel not motivated toward enhancing the digital citizenship, they not try to develop their maximum potential, and the consequences of their responsibilities and tasks usually become negative and ineffective. In addition, both the teacher and the school principals in Saudi Arabia do not have the decision as desired to promote the digital citizenship in their classroom or in their building. They don't have the authority to make a change without any permeation form high authority.

When teachers share responsibility through shared decision-making, it creates feelings of ownership. It makes them feel as if their needs are being recognized and ownership starts to spread (Lee G. Bolman; Terrence, 2008, p. 68). The principal is not able to make all of the decisions for the school. But, by building a leadership team, or consulting groups, the principal can have less of a load and get the staff to feel ownership of the school.

Political Frame

The success of the school depends on the achievement of the overall quality of the output to a large extent on the efficiency and effectiveness of educational leadership. The policies and rules in Saudi Arabia education systems are centralized. Consonantly, issuing the organizational manual and legislative for school district based on the policy and general legislation of the Ministry of Education. And in the context of seeking to develop regulatory foundations and relationships with clear communication of the various sectors and management activities, including helping to achieve the goals.

The principle is responsible for regulatory, policies for all employees and stakeholders in the school, and director the implementation of all the programs and activities of the classroom. Also, manage and evaluated by the policies and regulations set by the ministry, and take an individual responsibility as contained detailed in the following areas:

First. Leadership and Planning:
1. practiced educational leadership of the school, will also participate in the development of curriculum and school improvement projects.
2. Develop a vision and mission of the school in line with the national vision and goals of education, according to various documents contained in the ministry.
3. Manage school and stakeholders operate in the process of developing a future vision that assists in determining the educational objectives in the long and short-term and scheduling in time and choose the strategies needed to achieve them.
4. Make sure that the policies adopted is to meet the objectives in line with laws and regulations and directives of modern educational.

Second. The curriculum and teaching:
1. Be fully aware of the learning standards, and runs continuously on the rehabilitation of the

school to apply.

2. Oversees the use of available technological means to increase the effectiveness of the teaching process, and be responsible for the efficient and effective use of computer labs and multimedia.

3. Collaboration with sports teacher in the organization to create sports competitions programs and activities between schools.

4. Take responsibility for manage and approvals for school trips.

5. Follow the guidelines and policies relating to identifying students the special needs students and put them in the right places.

Third. Students' affairs and school discipline:

1. The development of the reception and awareness program for new students, and integrate them into the school community.

2. Continue to establish relations with students in ways that suit the age levels of the students and their grades and maturity, as it is the knowledge of the characteristics of each age group.

3. Take responsibility for attendance and ensuring school attendance, and follow up on cases of repeated absences or drop out of school, and requests to stop enrollment and developing appropriate solutions.

4. Has a responsibility to the students and their safety while they are at school, and that include procedures to enhance the safety of students and staff and the preservation of the property of the school and its resources.

However, according to the problem in this paper that how to the principle enhancing the digital citizenship in school among students, teachers, and staff we noted that the policy and procedure not heavily focused on promoting the digital citizenship comprehend.

Symbolic Frame

The symbolic frame in the school environment setting refers to the elements that facilitate the construction of the institution's identity. As such, if the school organization seeks to develop an identity likened to excellence or success, it prioritizes the issues that require consideration and development to enhance the symbolic frame. Therefore, the school organization should focus on the establishment of a culture that pursues the realization of the school's identity. For this reason, school organizations set goals and objectives that facilitate the support of their identity.

The mission and vision statements of an educational organization form an integral part of its symbolic frame since they guide learning activities towards the realization of set goals and objectives (Smith & Abouammoh, 2013). Therefore, the extent to which the school organization engages in activities that promote the accomplishment of its vision and mission demonstrates a commitment to enhancing the symbolic frame. In turn, such efforts enhance the creation of the institution's identity. Thus, in the wake of widespread digitalization, the management of learning institutions should put in place efforts that facilitate the achievement of the organization's mission and vision statements, an important way of promoting digital citizenship.

The mission and vision statements of most education institutions in Saudi Arabia cover relatively narrow scopes. Notably, the extent of the vision and mission statements focuses on the delivery of quality education to students from the local communities (Alrashidi & Phan, 2015). Thus, failing to incorporate the digital citizenship element that would attract students from abroad to enroll in the Saudi Arabia schools threaten their ability to enhance the symbolic frame at a global scale, in a society that embraces technology. Notably, a significant number of schools in Saudi Arabia lack websites that reveal valuable information about the school including the vision and mission statements. As a result, restricting the vision and mission statements' coverage to only the locals has threatened efforts towards revealing the identity of the school to the greater world community comprising of teachers, students, and parents who embrace digital communication. Therefore, the failure of Saudi Arabia school organizations to incorporate the essence of digital communication in underlining the vision and mission statements is a major problem that impairs the functionality of their individual symbolic frames leading to poor digital citizenship (Smith & Abouammoh, 2013).

In a school organization, the rituals and ceremonies it conducts comprise an integral part of the symbolic frame. The rituals and ceremonies also facilitate the sustainability of the organization's culture, and thus, facilitate the realization of its goals and objectives. In this respect, rituals and ceremonies including annual general meetings (AGMs), graduation ceremonies, achievement awards, and conventions among other practices require regular consideration for the purpose of enhancing the symbolic frame of the school organization. In this light, the digital citizenship aspect of education organizations requires the embracement of rituals and ceremonies practiced commonly by a majority of learning institutions in the world.

However, different schools in Saudi Arabia maintain their traditional rituals and practices to indicate

their culture. Notably, most of the learning institutions do not have annual achievement award ceremonies that are common in the Western world school organizations. Additionally, the schools barely use the internet and social media to share the ritual events and ceremonies associated with academic and co-curricular engagements.

The Structural Frame Solutions
As noted earlier, the school system in Saudi Arabia employs a top-down approach in facilitating the decision-making processes. The approach is problematic since it bars the participation of the parties significantly affected by the decisions and policies formulated and implemented by the management (Hamdan, n.d.). Thus, solving the problem requires the embracement of the bottom-up approach when addressing the issues that affect the management of school organizations in the country. Obviously, digital citizenship encourages the participation of all interested members in crucial decision-making endeavors to support the development of practical solutions to handle issues that threaten effective functionality. In this regard, engaging all the key stakeholders in addressing the problems affecting the school organization ensures that the solutions realized satisfy the varying and unique needs of students, parents, staff, and the community surrounding the school. The engagement could also integrate technology such as has tags on social media, and online surveys to obtain the views and opinions of different stakeholders in the Saudi Arabia education sector. Furthermore, introducing a digital citizenship curriculum in Saudi Arabia would allow the entire structures in the sector to employ technology in a way that facilitates the delivery of quality learning experiences in the Middle Eastern country (Smith & Abouammoh, 2013). The process would involve the use of e-mails and other digital communication platforms when teaching, issuing and collecting assignments, and providing feedback to students regarding their academic progress. Similarly, the staff of instruction could employ technology to enhance inter-professional and collaborative relationships in the school organization. Such approaches would heighten the move towards the adoption of the digital citizenship concept in the Saudi Arabia education sector, a key strategy towards promoting the quality of teaching in the country.

The Human Resource Frame Solutions
Enhance the efficacy of the HR school environment is crucial for facilitating the realization of the school organization's objectives and goals, satisfactorily. Mainly, the HR frame concentrates on achieving the needs of the employees including the principal, managers, teachers, and other staff besides students on a work-study program in the institution. Nonetheless, the schools in Saudi Arabia have not taken into consideration the essence of using technology, especially e-HR in achieving the dynamic needs of the employees in the school (Alrashidi & Phan, 2015). For instance, not all the teaching staff members have embraced the aspect of communication through the e-mail thereby, leading to issues of miscommunication. Therefore, the incorporation of e-HR and e-learning particularly through digital communication is essential since it ensures that both students and teachers use technology to streamline their educational and pedagogical endeavors.

Further, the school administration should concentrate on facilitating not only the development of the skills of the students but also that of the teaching staff and other professionals in the school organization (Manning, 2013). In a try to keep pace with the digital citizenship trend, school organizations in Saudi Arabia should consider training their staff through the online platforms that provide relevant information regarding new developments in the education sector.

Moreover, the education sector in Saudi Arabia needs to consider the incorporation of technology in the different HR processes involving recruitment, training, data storage and retrieval, and performance management (Smith & Abouammoh, 2013). In so doing, the schools would be in a better position to attract talented employees from different Middle Eastern countries and beyond. Further, the use of online training programs would allow potential employees from remote areas to acquire the necessary skills that would facilitate the realization of the school's goals and objectives. Such efforts would also enhance the offering of financial and social incentives to the teachers for greater service delivery (Manning, 2013).

The Political Frame Solutions
The political frame of any given organization is crucial since it concentrates on the aspects of power and competition. The centralized characteristics of the Saudi Arabia schools are based on a hierarchical system that ascribes authority and power to the senior officials in the organization. Notably, the education system in Saudi Arabia is faced with the challenge of union strikes and parental demonstrations emanating from sensitive policy decisions (Hamdan, n.d.). For this reason, the distribution of power equally would allow the school organizations to enjoy effective leadership in an era where digital citizenship move for equitable distribution of power and authority in the school organization.

Additionally, embracing the aspect of racial and ethnic diversity in the leadership aspect of school organization management is crucial for reinforcing the political frame. In this regard, encouraging individuals from diverse racial and ethnic cohorts to contest in the elections seeking to fill vacant staff and students'

positions is crucial. In doing so, the digital community would identify the Saudi Arabia schools as institutions that embrace racial and ethnic diversity.

Moreover, the introduction of digital polls in the electioneering activities within the school organizations in Saudi Arabia would be essential in enhancing the move towards digital citizenship. The integration of technology in the distribution of power and authority would also reduce conflicts caused by misused experienced in the traditional elections (Manning, 2013). Therefore, keeping pace with the advancements in the political arena creates a school environment that is conscious about the changing political landscape globally.

The Symbolic Frame Solutions

The symbolic frame is a crucial element of the school organization since it enhances the identity of the school concerning the mission and vision statements besides the rituals and ceremonies it should to uphold. The educational organizations in Saudi Arabia need to incorporate technology vision and mission statements. In doing so, the organizations would show interest in creating an environment that welcomes digital learning and communication. Through digital learning and communication, the schools would be in a better position to attract more students from various regions beyond Saudi Arabia (Smith & Abouammoh, 2013). Furthermore, incorporating the technology aspect prompts the school organization to integrate technology in the learning experiences, and thus, promote digital citizenship.

The educational institutions in Saudi Arabia should uphold the essence of running websites that provide important information about them including the vision and mission statements (Hamdan, n.d.). The use of websites and the social media also foster the interactive aspect of the management by communicating with parents, schools, and other stakeholders in the education sector. Such interactions promote the identity of the school internationally besides revealing the culture it upholds. Since the culture is a reflection of the organization's vision and mission, tolerating the culture of students, teachers, and parents from diverse backgrounds symbolizes the organization's interest in fostering digital citizenship.

Moreover, support the ritual and ceremony elements of the symbolic frame is essential for the embracement of digital citizenship among the schools in Saudi Arabia (Alrashidi & Phan, 2015). Therefore, Saudi Arabia should show commitment in participating in international conventions through the multiple and different online platforms, share information regarding the valued rituals and ceremonies of the school, and adopt necessary rituals and ceremonies practiced by other school organizations. The employment of digital communication would be integral in facilitating the implementation of the identified interventions for the symbolic frame.

Analysis and Conclusion

The various organizational structures play integral functions in facilitating the realization of objectives and goals. However, the education system in Saudi Arabia has shown slow progress towards addressing or promoting digital citizenship. The structural frame in the country's education sector relies heavily on a top-down administrative approach that prevents the participation of students and teachers in important decision-making processes. Therefore, embracing the bottom-up tactic would be integral in promotion digital citizenship in the country.

The HR frame in Saudi Arabia's school system lacks since it shows little concern for financial and social incentives to motivate the teaching staff. Therefore, besides focusing facilitating the improvement of financial and social incentives offered to teachers, the Saudi Arabia governments should consider the integration of technology in the recruitment and training of the staff.

The strengthening of the political frame should focus on the decentralization of power and authority as well as the incorporation of technology in the electioneering processes. Moreover, the symbolic aspect requires reinforcement through increased use of the internet in a way that raises the awareness regarding the cultures embraced by the Saudi Arabia schools.

In conclusion, the Saudi Arabia education system has the potential of reaching greater heights if its puts in place efforts that promote digital citizenship. Notably, the schools have shown progress in integrating technology in the schools amid at a slow pace. Therefore, the implementation of the identified solutions is essential for the realization of digital citizenship in the Saudi Arabia schools.

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