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From the Editor’s Desk

Dear Colleagues:

Welcome to the Seventh issue of the Global Journal of Education! This Journal was created and designed by the Department of Education, University of Riverside. This issue contains professional papers as they relate to global issues in education. Several papers in this issue of the Journal were presented at the University of Riverside Education Conferences held in 2019 and 2020. You will find that these papers are informative and very helpful to further understand global education issues. We are proud of the contributions made by our authors. All of them are well known both nationally and internationally in their field of expertise.

Dr. Refah Ahmed Aldawsari explains Saudi First-Generation Students’ Experience in Higher Education

Carmen Caiseda discusses MSEIP-INTERACTUA Student Success Network: Students Services, Technology and Social Network for Success of Minorities in Mathematics.

Jeanne Francoise discusses Modern Peace Education in Asean For Indonesian Golden Year 2045 Preparation.

Dr. Owolabi Lateed Kuye presents Product Abuse, Unethical Selling and Youths’ Consumption Patterns: A Case of Alcoholic Herbal Drinks.

Dr. Ayodele Christopher Oniku presents Lager/Beer Consumption and Marketing Implications for the Industry Future: A Case of Nigerian Youths.

Dr. Abolanle Olukemi Lasode explains Perception of Parental Contributions to Moral Development of Teenagers in Abeokuta, Nigeria.

Dr. Duru Veronica Ngozi discusses Enhancing Gender Equity and Students’ Achievement in Basic Through The use of Concept Mapping and Mnemonics Skills.

Dr. Ziaur Rahman presents Composite Concept of Leadership and Management

Dr. Ziaur Rahman explains Root Concept of Leadership

Dr. Nicholas David Sherwin presents Augmentation of Physical Product Offerings

Dr. Nicholas David Sherwin discusses Inspiring Learner Success

I would like to extend my sincere thanks to our authors for their contribution towards a successful publication of this high quality journal.

Raj K. Singh, Ph.D
Editor-in-Chief
SAUDI FIRST-GENERATION STUDENTS’ EXPERIENCE IN HIGHER EDUCATION

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Abstract
Saudi first-generation college students (FGCS) face challenges when they navigate their entry into higher education. This qualitative study was designed to examine the experiences of Saudi FGCS and to explore stressors that affect FGCS academic performance and success. A purposive sample of 25 students at a selected Saudi public university were interviewed. This research was motivated by two major research questions: 1) What are the challenges Saudi first-generation college students face when they navigate their path to a university? and 2) What factors contribute to FGCS’ success academically? Results indicated that Saudi FGCS have a limited knowledge about university life and academic issues; therefore, it becomes apparent why these students are not well prepared for a university. Saudi FGCS are more likely to find the adjustment to university life difficult. In addition, results indicated that the influence of parental support on first-generation students was one of the main predictors of students’ academic achievement and success. The study concludes by recommending universities to provide Saudi FGCS with needed tools to persist and succeed academically.

Keywords: First generation college students, Saudi students, higher education, challenges, and academic performance.

Introduction
Educators have become concerned about first-generation college students (FGCS) access and success in higher education. First-generation college students are defined as those students whose parents do not have a college degree, and they are first in their families to go to college (Atherton, 2014; Choy, 2001; Pascarella, Pierson, Wolniak, & Terenzini, 2004). The US Department of Education defined first-generation students in higher education, as those students whose parents “never enrolled in post-secondary education” (1997, p. 120-121). Chavez (2019) defined FGCS as those who enroll in a higher education institution, whereas both of their parents did not attend higher education or graduate from college. Studies show that first-generation students who enrolled in postsecondary education in the United States in 2011-2012, and whose parents had a high school diploma or less, are 27.9% White, 42% Black, 47.8% Hispanic or Latin American, and 32.9% Asian students (NCES, 2014). Overall, 50% of students in higher education are first-generation (Hirudayaraj, 2011).

During the past two decades, FGCS were the focus in research studies in the United States. On the contrary, a little research has been done to explore the experience of FGCS in Arab countries, especially in Saudi Arabia. The concept of FGCS is yet to be developed in Saudi Arabia primarily because it is a new conception. Additionally, there are no statistics of Saudi FGCS. Based on this, there are no services provided for this population in any Saudi university; moreover, FGCS themselves are not aware of their status as being FGCS.