Factors Affecting the Involvement of EFL Instructors in Teaching Online Courses in Saudi Universities

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Abstract

This study sought to determine two main affective factors that influence effective language instruction, namely attitudes and motivation, and how language instructors' motivation to and attitudes towards e-learning affect students' achievement in online delivered courses. Thus, it examined how EFL instructors in a university setting perceive their attitudes towards and motivation for e-learning with regard to their involvement in teaching online courses via Blackboard. The researcher made use of a descriptive research methodology involving qualitative in-depth interviews and attitudes surveys for assessing the teachers and students' perceptions of attitudes towards and motivation for e-learning via Blackboard. Participants in the study included 93 (75 males and 18 females) purposefully selected English language teachers from the College of Languages and Translation. Findings indicated that instructors had positive perceptions towards using e-learning as a teaching assistive tool, mostly influenced by their demographics and experience. It was also showed that instructors were highly motivated, instrumentally and intrinsically towards using e-learning tools in their teaching. Based on these findings, pedagogical implications and suggestions for effective e-learning have been put forward.

Introduction

Over the past few years, educational researchers have been investigating factors thought to be important in cognitive processing of language learning. Of these there are the emotional factors, but these latter were not fully excogitated in well-established research. Still, there is a paucity in empirical research to identify the role of emotions in computer-based language learning (Boekaerts 37; Pekrun, Goetz, Titz, & Perry 91; Zembylas 72).

Even in practical teaching, affective factors, such as attitudes and motivation, in the current practices of online teaching of English as a foreign language (EFL) have not really been given due recognition, well-informed by solid research findings on the role of emotions in e-learning contexts (Dirkx 109; Shuck, Albornoz, & Winberg 108; Yorks & Kasl 178). According to Dirkx, some researchers and practitioners in e-learning at the university level still assume that affective factors are less integral to learning (65). When e-learning was in its infancy, Alavi and Leidner advocated the exploration of ‘‘the explicit relationships among technology capabilities, instructional strategy, psychological processes, and contextual factors involved in learning’’ (1).

By the same token, several higher education institutions are currently involving their faculty in online instruction activities to achieve authentic learning and enhance learning performance and get accreditation with national and international recognition, while others are ‘‘hopping onto the bandwagon, simply because they do not want to be left behind’’ in the words of Liaw (1068-9). However, learners in higher education institutions in developing countries are accustomed to traditional teaching methods and may have difficulties using e-learning systems, despite the fact that information and communication technologies (ICT) have been timidly introduced, yet they are still in the early stage of adoption and implementation (Miller, Lu, & Thammetar 92; Lennon & Maurer 1245). In both cases, universities in these countries are taking this involvement seriously as part of the teachers’ annual appraisals. By considering the responses of instructors who participate in e-learning courses, it becomes possible to better understand the reasons why language teachers are (dis)satisfied with their e-learning experiences. As such, identifying instructors’ perceptions of and motivational as well as behavioural intentions and attitudes towards technology integration with their teaching can help exponentially in firmly establishing e-learning endeavours into educational systems in order to achieve equity of opportunities and expansion of higher education (Alshumaimeri 44; Migliorino & Maiden 193; Albirini 373; Manochehri & Sharif 201).

Liaw showed that people with more positively developed attitudes

towards e-learning environments and online instruction tend to ‘‘exhibit and execute more behavioural intentions to use e-learning’’ as an integral part of their classroom activities (411). Indeed, no matter how advanced or capable the technology is, its effective implementation depends upon users having a positive attitude toward it as well as having a higher level of self-efficacy in using the computer for learning (Wu, Tennyson, & Hsia 163), intrinsic motivation (Davis, Bagozzi, & Warshaw 988) and extrinsic motivation (Teo, Lim, & Lai 34; Roca & Gagné 1585).

This study was also inspired by prior research done by Liaw which emphasised the significance of affective factors in predicting and improving e-learning usage and raised calls for advocating further research into instructors’ attitudes and motivation patterns with regard to using e-learning for course delivery (399). Given these considerations of the significance of research into issues of post-adoption usage of e-learning tools and continuance intention, attitudes and motivation have recently attracted similar research awareness and interests galore (Abdullah, Abidin, Luan, Majid & Atan 58; Lin 523; Lonn, et al. 642).

Accordingly, this study attempts to evaluate the situation that currently exists pertaining to teacher attitudes and motivation as well as to elucidate the problems they encounter in the adoption of e-learning in tertiary education institutions. The main research question of this study reads: How do Saudi university language instructors feel towards using e-learning tools in their teaching?

Off this main research question, the following sub-questions branch:

1 - What are the attitudes of language instructors towards using e-learning assistive tools in integration with their teaching?
This question branches off to the following sub-questions:
   a) What are the instructors’ attitudes towards e-learning?
   b) Are there any significant differences in attitudes towards e-learning that may be attributed to qualifications?
   c) Are there any significant differences in attitudes towards e-learning that may be attributed to teaching experience?
   d) Are there any significant differences in attitudes towards e-learning that may be attributed to gender?
   e) Are there any significant differences in attitudes towards e-learning that may be attributed to nationality?

2 - How are language instructors motivated towards using e-learning tools in their teaching?

In addition, this study seeks to look at the problems that might have an influence in the instructors' decision to adopt e-learning in their instructional delivery. Findings from such research can help increase the usability and accessibility of online courses.

Literature review

Effective E-learning: Conceptualisations

By definition, e-learning is the use of information and network technology (INT) to design, deliver, select, administer, and extend learning (Chen, Luo, Hsieh & Lu). In this sense, e-learning is an integrated system of multiple content delivery media and formats, a manager of learning experience and a process evaluation centre for a networked community of learners, with the purpose of making learning faster at lower costs and making available access to the learning experiences anytime, anywhere. E-learning is operationally defined in this study as the use of Blackboard facilities to deliver course work fully or partially.

The learning management system of Blackboard (Release 9) is designed to give students access to and interaction with teachers' announcements, assignments, lectures, course mail, and other evaluation procedures and rubrics; such features help students get introduced to the syllabus, material and assignments of the course.

The learning management system (LMS) of Blackboard is used for e-learning as it consists of the tools used for class management and for student administration and progress tracking. In addition to these standard LMS tools, the system has other additional features and tools necessary for continuous assessments, which were implemented during the study as effective learning features (Hoic-Bozic, Mornar & Boticki 23). These features level up to the considerations suggested by Liaw in the design and implementation of effective e-learning; namely, ''instructional structure, and interaction'' (311).

There has been a plethora of research on technology and education, yet there are still unanswered questions about the incentives for students and teachers to use e-learning. Some prior research in university institutions indicated that for many students and teachers, e-learning is still difficult to accept, despite the fact that INT employed for e-learning purposes has become user-friendlier and more easily accessible than ever (Alshumaimeri 29; Fageeh 19; Mekheimer 338).

However, this research also indicates that university institutions have already carved out pathways to foster the implementation of e-learning in three formats: partially supported e-learning, mixed e-learning course delivery

and full-fledged course delivery (Fageeh 39). Yet, these incentives are not adequate enough to motivate teachers and students sufficiently, however. The reasons for this reluctance to accept e-learning models have been associated with the faith and attitudes of teachers and learners (Alshumaimeri 29; Fageeh20; Juhdi, et al. 338), cultural values, technology affordance and achievement factors (Ali & Katz 12; Judi, et al. 339).

Attitudes towards INT in e-learning

Old research on attitudes (Ajzen and Fishbein 915; Davis, et al. 1000; Ajzen 1) elaborates on the concept of attitudes and their effects in (computer-based) learning, indicating that attitude is comprised of affective, cognitive, and behavioural components. Liaw claims that constructs of user attitudes toward computer and Internet technologies should be divided into three major measurements: affective, cognitive, and behavioural measurements (309). Additionally, Jones and Issroff argue for the importance of considering both affective and social components when trying to understand user attitudes. Thus, user attitudes toward e-learning could be studied from various perspectives, such as affective, cognitive, behavioural, and social components (395).

Attitudes towards e-learning are produced by the learner's salient beliefs about the consequences of continued use and his evaluation of these consequences (Ajzen 1). Such beliefs about usefulness perceptions and usage outcomes provide strong internal incentives for the adoption of e-learning (Davis, et al. 1001).

Therefore, a positive attitude towards the consequences or outcomes of computer use results in a higher rate of usage. Attitude formed by beliefs and beliefs regarding computer use can exist on several levels, among which are utilitarian beliefs. Blumenfeld found that teachers' beliefs about the unique potential of computers to motivate students and enhance their self-esteem also influence decisions about computer use (272).

Individuals' positive attitudes towards e-learning determine how effective the implementation of its techniques and methods; if teachers and students' entertain more positive attitudes towards networked computers for their learning, then, they would have greater behavioural intentions to use them for their learning (Liaw 309).

The case being as such, instructors' behaviours to accept or reject e-learning is determined by their intentions to produce and exhibit such behaviours in learning institutions; these intentions are also influenced reciprocally by attitude (positive or negative), subjective norms (e.g., perceived institutional pressures imposed by college teacher evaluation procedures, educa-

tional reform endeavours, total quality management criteria, bandwagon effects, etc.) and beliefs about the usefulness and ease of use of INT. Hence, the presence of motivated teachers and students having positive attitudes towards the outcomes of e-learning delivery media results in a higher rate of usage (Liaw 309; Mekheimer 335).

Motivation Theories

Categorically, motivation is viewed definitionally from three perspectives: a) content motivation as is the case with Maslow's hierarchy of needs, or McClelland's achievement motivation theory, in whose perspective, motivation is the need to achieve self-esteem, self-achievement, and the need for power and affiliation; b) process motivation, a perspective that stresses intrinsic factors in generating and maintaining the individual's efforts for learning as in Adam's goal-setting theory; and c) integrated motivation, which emphasises intrinsic and extrinsic factors influencing human behaviour as in Lawlerthe's integrated expectancy model.

Motivation is the extent to which persistent effort is directed towards a goal as Liaw defined learning motivation in particular as the extent to which persistent effort a student pays towards learning (864). Motivation in this sense is categorically either intrinsic or external; it can intrinsically be triggered off by individuals and externally by sources due to situational variables and environmental factors in the learning setting (Ryan & Deci 65). A learning behaviour or pattern of behaviours is determined and directed by a conscious expectation of the individual to exert an effort leading to the accomplishment of a desired goal or outcome.

According to Chen, et al., learning motivation is conditioned by expectation and value, and is redefined as ‘‘a cognitive, decision-making process through which the individual chooses desired outcomes, and sets in motion the actions appropriate for their achievements’’ (83).

However, instructors and students' motivation has received little attention in discussions about e-learning (Nehme 223). Yet, in e-learning settings, Salmon's five-stage e-moderating model for teaching and learning online (2000) sets motivation as the springboard for any online learning system. For this motivation to be positively effective in e-learning situations, Nehme suggests that achieving access motivation for an e-learning system requires the achievement of the students' needs through identifying their learning goals and recognising their anxiety levels, which may have a negative impact on their accessibility and motivation (235).

Cognitive, Emotive and Social Factors: An Overarching Perspective

Cognitive learning theories have emphasised the part of affect in learning, but still this research is generally scarce (Wang & Kang 225). Admitting the significance of affective personality factors, motivation and emotion are correlated positively with learning goals, leading researchers to believe that learning occurs during an emotional episode and that affects generally direct the learner's motivation (Kort, Reilly and Picard 43).

As noted in prior research, engaged learners are behaviourally, intellectually, and emotionally involved in their learning tasks (Wang & Kang 226). Prior research indicates that perceptions of e-learning technology usefulness and ease of use influences the students' attitudes towards behavioural intentions and actual use of LMSs (Fageeh 26). Davis et al. showed that perceived usefulness gears the learners' attitudes efficiently towards its use. Thus, positively perceived usefulness creates positive attitudes of the use of the LMS for e-learning (Davis, et al. 25; Fageeh 26).

There have been several models for explaining the need for e-learning LMS to be incorporated into everyday learning activities, such as the theory of reasoned action (TRA) and theory of planned behaviour (TPB), both of which were proposed to account for and predict behaviour intentions to use LMSs in e-learning (van Biljon & Kotzé 2650; Leong 29). These models posit that learning is guided by attitudes and motivation (Ajzen 1; Leong 2). In this vein, Ajzen explicates:

> As a general rule, the more favourable the attitude and subjective norm, and the greater the perceived control, the stronger should be the person's intention to perform the behaviour in question.... Intention is, thus, assumed to be the immediate antecedent of behaviour.(1)

The review of pertinent research and literature suggests that both attitudes towards LMS use and motivation for learning in these new environments are explained by the behavioural and attitudinal reaction to the use of technology both as a simulation and as assistance in the presentation of learning materials.

Tacitly summarised, there has been a qualitative shift in research paradigms with regard to technology implementation for e-learning, suggesting that the focus has shifted from technology related conditions (e.g., availability of hardware and software), a focus on infrastructure, to a focus on such issues of relevance to perceptions of personality factors involved in e-learning (e.g., attitudes and motivation), or a focus on the utra-structure involved in planning and implementing effective e-learning.

Methodology

Method

Descriptive research, involving both qualitative in-depth interviews and attitudes survey, was used for assessing the teachers and students' perceptions of attitudes towards and motivation for e-learning via Blackboard in the English Department of the College of Languages and Translation, of King Khalid University (KKU) in Abha.

This study made use of two types of surveys: a quantitative data survey consisting of a 24-item questionnaire and a qualitative data survey via oral interviews conducted online on 33 English language teachers of both genders.

Sampling

A total of 93 (75 males and 18 females) purposefully selected English language teachers from the College of Languages and Translation, both the male campus and the female campus, in a selected district were requested to participate in this study in an official call for participation by the vice-rector for academic affairs in KKU. Their teaching experience ranged from less than five years to above 15 years and they were trained at different colleges and universities. Table (1) below shows the distribution of the sample according to the sample characteristics listed below:

Table 1: Attributes of the sample

Variable		N	Percentage %	Total	
				N	%
Nationality	Saudis	23	24.7%	93	100%
	Non-Saudis	70	75.3%		
Gender	Males	75	80.60%	93	100%
	Females	18	19.4%		
Teaching Experience	1-5 yrs	27	29%	93	100%
	5-10 yrs	26	28%		
	10-15 yrs	12	12.9%		
	More than 15 yrs	28	30.1%		
Qualification	Ph.D.	60	64.5%	93	100%
	MA	21	22.7%		
	BA	12	12.8%		

Instruments

Two perception-gleaning instruments were used in the study. The first was a questionnaire given to the English language teachers and the second instrument was a structured interview with some selected teachers in the English department to recognise their attitudes towards and motivation for eLearning in their teaching and online course-work delivery via Blackboard.

Validation of Instruments

For assessing the validity of the questionnaire and the interview script, both tools were emailed to a jury of 17 teachers in the department who have had prior expertise with e-learning and teaching online for adjudication. The jury approved the face and content validity of the instruments. Appropriate rewording of the questionnaire items and the interview script questions was done based on recommendations of the jurors.

Furthermore, the internal consistency of the survey items dealing with the faculty attitudes towards e-learning applications in KKU was calculated in relation to the total score of each dimension and to the total score of all items of the survey. Table 2 below summarises item-total correlations of instructor attitudes of each dimension score in relation to the total score:

Table 2: The Correlation Analysis of Item-Dimension Correlations

Dimensions		r*
1	Perceived self-efficacy	0.70
2	Perceived enjoyment	0.44
3	Perceived usefulness	0.65
4	Perceived system satisfaction	0.46

r* Corrected item-total correlation; $p < 0.01$

Reliability of the Questionnaire

For estimating the reliability of the questionnaire, the researcher used the Cronbach Alpha coefficient method. The alpha value of the total items of the questionnaire reached 0.60 which indicates a reasonable reliability of the instrument. Table 3 below summarises the Cronbach Alpha values for the four dimensions of the questionnaire:

Table 3: Cronbach Alpha Values for the Four Dimensions of the Questionnaire

Dimensions		p
1	Perceived self-efficacy	0.74
2	Perceived enjoyment	0.50
3	Perceived usefulness	0.62
4	Perceived system satisfaction	0.51
Total score		0.60

$P < 0.05$

Procedures for data collection simply included handing out the questionnaire online to the targeted sample, instructing the participants to complete the questionnaire and send it back online to the researcher. Some selected participants were asked to volunteer for the interview, approximately 35% of the total sample. As for the attitudes survey, participants were requested to check the box that most closely represented their reaction to each of the items on the questionnaire. Participants were also asked to fill in the information about their age group, sex, background of language education background.

Results

A turnout of 93 questionnaires with valid responses (75 from the male sample and 18 from the female sample) were considered for data analysis. The data gathered via the questionnaire was converted to empirically verifiable numerical values. For this purpose, the numerical values of +5, +4, +3, +2, and +1 were assigned to Strongly agree, Agree, Undecided, Disagree, and Strongly disagree, respectively. The statistical procedure employed to test the research hypothesis had to be a non-parametric test, namely, Kruskal Wallis and Mann-Whitney U tests were used for the analysis of the collected data. For the statistical analysis of the data, the raw data from the survey study was analysed, using the SPSS Version 14.0.

Results with Regard to Instructors' Attitudes

To answer the first research question tapping into the attitudes of faculty towards e-learning in Saudi universities, the researcher calculated mean scores, ranks, frequencies, and percentages to assess the informants attitudes towards e-learning as summarized in Table 4 below:

Table 4: Calculated Means, Ranks and Percents of Informants Reponses

0Item No	N	Means	Ranks	SA		A		U		D		SD	
				Freq	%	Freq	%	Freq	%	Freq	%	Freq	%
PERCEIVED SELF-EFFICACY													
1	93	3.59	1	19	20.4	45	48.4	1	1.1	28	30	0	0
2	93	1.81	7	47	50.5	32	34.4	3	3.2	7	7.5	4	4.3
3	93	3.32	2	17	18.3	14	15.1	8	8.6	30	32.3	24	25.8
4	93	1.80	8	39	41.9	44	47.3	-	-	10	10.8	0	0
5	93	2.70	6	27	29	26	28	-	-	28	30.1	12	12.9
6	93	2.71	5	9	9.7	25	26.9	3	3.2	42	45.2	14	15.1
7	93	2.94	3	13	14	35	37.6	3	3.2	29	31.2	13	14.5
PERCEIVED ENJOYMENT													
8	93	2.68	4	13	14	44	47.3	4	4.3	24	25.8	8	8.6
9	93	2.75	6	12	12.9	40	43	5	5.4	31	33.3	5	5.4
10	93	4.23	1	29	3.2	60	64.5	-	-	4	4.3	-	-
11	93	4.19	3	32	34.4	3	57.5	2	2.2	6	6.5	-	-
12	93	3.04	5	9	9.7	36	38.7	6	6.5	34	36.6	8	8.6
13	93	4.23	2	39	41.9	47	50.5	-	-	3	3.2	4	4.3
14	93	3.41	4	7	7.5	17	18.3	7	7.5	54	8.1	85	8.6
PERCEIVED USEFULNESS													
15	93	2.65	2	13	14	45	48.4	-	-	32	34.4	3	3.2
16	93	2.22	4	17	18.3	58	62.4	2	2.2	13	14	3	3.2
17	93	3.19	1	10	10.8	24	25.8	2	2.2	52	5.9	5	5.4
18	93	1.90	5	38	40.9	38	40.9	5	5.4	12	12.9	-	-
19	93	2.46	3	7	7.5	15	11	1	1.1	61	65.6	9	9.7
PERCEIVED SYSTEM SATISFACTION													
20	93	3.75	4	20	21.5	51	54.8	7	7.5	9	9.7	6	6.5
21	93	4.54	3	50	53.8	43	46.2	-	-	-	-	-	-
22	93	4.60	2	60	64.5	30	33.3	-	-	2	2.2	-	-
23	93	4.64	1	60	64.5	33	35.5	-	-	-	-	-	-
24	93	2.66	5	8	8.6	18	19.4	4	4.4	60	64.5	3	3.2

Results with Regard to Dimension 1: Perceived Self-Efficacy

The most highly ranked items of this dimension are item No 1, which reads "I feel confident making online instruction.", with a mean score of 2.59, and an agreement percentage of 68.8%. Then, item No 3 which reads ‘‘I feel confident using e-learning environments.’’ is second in rank with a mean of 3.32. Overall, the responses of informants on this dimension indicate a positive attitude towards their perceived self-efficacy.

Results with Regard to Dimension 2: Perceived Enjoyment

The responses of informants on this dimension of perceived enjoyment indicates an overall agreement the use of e-learning is fun, and that respondents enjoy integrating video, audio, graphics, and animated material in their teaching. Item No 13 came first in rank on this dimension, indicating that teachers enjoy the use of instant messaging, emailing, and discussion boards, and the virtual classroom of Blackboard, using Elluminate! Live Sessions in their teaching, with this item gaining an agreement percentage of 92.4% and a mean score of 4.23 out of 5.

Results with Regard to Dimension 3: Perceived Usefulness

On the third dimension of perceived usefulness, the highest in rank item came to be item no 17 which reads "I believe using online instruction is useful for teaching.", with a mean score of 3.19 out of 5, and the second most rated was item no 15, which reads "I believe using e-learning environments is helpful for learning.", which gained a mean score of 2.65. Overall, the responses of the informants on this dimension indicated a lower attitude towards their perception of e-learning usefulness. Perhaps the teachers fail to appraise their own uses of the e-learning system.

Results with Regard to Dimension 4: Perceived System Satisfaction

As for the responses of the informants on this dimension of perceived system satisfaction, an overall positive attitude has been detected. The highest ranked item no 22, which reads "I am satisfied with using online instruction." received the highest percentage of agreement (97.8%), with a mean score of 4.61 out of 5. Overall, the survey of faculty perceived attitudes towards e-learning technology use in their teaching indicates an overall positive attitude towards the self-efficacy of the informants using the system, their perceived enjoyment of using this system, their perceived usefulness of this system, and their overall satisfaction with the e-learning system.

To recognise which dimension of the questionnaire indicates the most positive attitudes of the informants, the researcher calculated the mean

scores, standard deviations and percentages of participants' responses on each dimension. Then, these dimensions have been reordered according to their percentages as follows in Table 5:

Table 5: Order of the Dimensions with Regard to Positivity of Attitudes

Dimension	Means	SD	Percent	Order
Perceived system satisfaction	20,70	2,16	82%	1
Perceived enjoyment	21,86	2,99	72%	2
Perceived self-efficacy	21,53	6,02	53%	3
Perceived usefulness	12,40	2,16	49%	4
Total score on the survey	76,00	7,17	63%	

As regards the question tapping into the effect of qualifications on using e-learning technologies by the faculty, a Kruskal Wallis test was conducted to recognize if there were any significant differences in faculty attitudes attributable to qualifications in Table 6 below:

Table 6: Kruskal Wallis Test for Differences in Attitudes Attributable to Degree

Dimension	Qualification	N	Mean rank	Chi^2	df	Sig.
Perceived Self-Efficacy	Ph.D.	60	41.46	10.94	4	0.039
	MA	21	37.98			
	BA	12	67.29*			
Perceived enjoyment	Ph.D.	60	34.97	8.21	4	0.08
	MA	21	53.88			
	BA	12	57.67			
Perceived Usefulness	Ph.D.	60	36.47	5.75	4	0.22
	MA	21	46.62			
	BA	12	52.21			
Perceived system satisfaction	Ph.D.	60	51.12	13.06	4	0.01
	MA	21	59.95*			
	BA	12	28.04			

Cont/ Table 6: Kruskal Wallis Test for Differences in Attitudes Attributable to Degree

Dimension	Qualification	N	Mean rank	Chi^2	df	Sig.
Total score on the survey	Ph.D.	60	39.70	6.06	4	0.195
	MA	21	43.81			
	BA	12	62.17			

*p < 0.05

It appears from the data in the table above that there are statistically significant differences between informants attributable to qualifications ($p < 0.05$); the lower the degree, the more positive attitudes they show towards their perceived system satisfaction. As for perceived enjoyment, there are no significant differences attributable to degree. Neither are there any significant differences between informants attributable to degree on the dimension of perceived efficacy. Nonetheless, there are statistically significant differences ($p < 0.05$) ascribable to academic degree on the dimension of perceived usefulness to the advantage of MA informants. However, there are no significant differences attributable to degree on the total score of the entire survey dimensions between all informants.

As regards the question tapping into the effect of teaching experience on using e-learning technologies by the faculty, another Kruskal Wallis test was conducted to recognize if there were any significant differences in faculty attitudes attributable to the duration of teaching experience as in Table 7 below:

Table 7: Kruskal Wallis Test for Differences in Attitudes Attributable to Experience

Dimension	Experience	N	Mean rank	Chi^2	df	Sig.
Perceived self-efficacy	1-5 years	27	50.02	2.76	3	0.43
	5-10 years	26	42.8			
	10-15 years	12	55.08			
	More than 15	28	42.69			

Cont/ Table 7: Kruskal Wallis Test for Differences in Attitudes Attributable to Experience

Dimension	Experience	N	Mean rank	Chi^2	df	Sig.
Perceived enjoyment	1-5 years	27	51.67	9.21		0.03*
	5-10 years	26	51.08			
	10-15 years	12	54.08			
	More than 15	28	33.56			
Perceived usefulness	1-5 years	27	46.35	0.04	3	0.99
	5-10 years	26	45.79			
	10-15 years	12	47.42			
	More than 15	28	46.93			
Perceived system satisfaction	1-5 years	27	45.09	2.76	3	0.43
	5-10 years	26	51.21			
	10-15 years	12	36.42			
	More than 15	28	47.85			
Total score on the survey	1-5 years	27	49.07	7.68	3	0.05
	5-10 years	26	46.83			
	10-15 years	12	54.67			
	More than 15	28	39.98			

The table above shows that there are statistically significant differences (alpha = 05) between informants on the total score of the questionnaire attributable to experience. Therefore, there is a significant difference between informants' perceptions of those with an experience of 10-15 years with regard to perceived enjoyment. There are, however, no significant differences between informants with regard to perceived self-efficacy, perceived usefulness, and perceived system satisfaction.

As regards the question tapping into the effect of gender differences on using e-learning technologies by the faculty, a Mann-Whitney test was conducted to recognize if there were any significant differences in faculty attitudes attributable to differences of gender as in Table 8 below:

Table 8: Mann-Whitney Test for Differences in Attitudes Attributable to Gender

Dimension	Gender	N	Mean Ranks	Sum of Ranks	Mann-Whitney U	P
Perceived self-efficacy	Males	75	50.51	3788	412	0.01
	Females	18	32.39	583		
Perceived enjoyment	Males	75	46.36	3477	627	6390.
	Females	18	49.67	894		
Perceived usefulness	Males	75	45.95	3446	596	0.44
	Females	18	51.39	925		
Perceived system satisfaction	Males	75	46.95	3521	671	0.969
	Females	18	47.22	850		
Total score	Males	75	48.91	3668	532	0.16
	Females	18	39.06	703		

The table above shows no statistically significant differences between males and females in their perceptions of their attitudes towards the use of e-learning technologies in their teaching on the total score of the survey. However, a significant difference is detected between males and females on the first dimension of the survey, perceived self-efficacy, to the advantage of males. Perhaps the reason for this is that male faculty members have been acquainted with these technologies much earlier on the male campus than it was the case on the female campus.

As regards the question exploring the effect of differences of nationality on using e-learning technologies by the faculty, a Mann-Whitney test was conducted to recognize if there were any significant differences in faculty attitudes attributable to nationality as in Table 9 below:

Table 9: Mann-Whitney Test for Differences in Attitudes Attributable to Nationality

Dimension	Nationality	N	Mean Ranks	Sum of Ranks	Mann-Whitney U	P
Perceived self-efficacy	Saudis	23	30.15	693.50	417.500	0.05*
	Non-Saudis	70	52.54	3677.50		

Cont/ Table 9: Mann-Whitney Test for Differences in Attitudes Attributable to Nationality

Dimension	Nationality	N	Mean Ranks	Sum of Ranks	Mann-Whitney U	P
Perceived enjoyment	Saudis	23	33.41	768.50	492.500	0.05*
	Non-Saudis	70	51.46	3602.50		
Perceived usefulness	Saudis	23	44048	1023	747	0.63
	Non-Saudis	70	47.83	3348		
Perceived system satisfaction	Saudis	23	85.39	1343	543	0.018*
	Non-Saudis	70	43.26	3028		
Total score	Saudis	23	31.76	730.50	454.50	0.02*
	Non-Saudis	70	52.01	3640.50		

* $p < 0.05$

Data in the above table indicates that there are statistically significant differences between Saudis and non-Saudis ($p < 0.05$) on the total score of the survey to the good of non-Saudis. As well, similar significant differences are detected on the particular dimensions of perceived self-efficacy, perceived enjoyment, and perceived system satisfaction, all to the good of non-Saudis. There are no statistically significant differences between Saudis and non-Saudis on the dimension of perceived usefulness. The reason for this is attributed to the observation that both Saudi and non-Saudi faculty believe in the importance and efficiency of e-learning technologies for course delivery in terms of saving effort, time and making learning available at the beck of their students. This observation is commensurate with their qualitative appraisals of the e-learning system in the online interviews.

Results with Regard to Instructors Motivation

A total of 33 teachers, both males and females (35% of the total sample) participated in a structured interview done online via discussion boards of the online learning system of Blackboard. The purpose was to recognise the teachers' motivation towards the use of e-learning tools, and whether they were intrinsically or extrinsically motivated to use these techniques. Generally, the teachers were more intrinsically than extrinsically motivated towards the use of e-learning assistive tools.

To identify the informants' intrinsic motivation, they were asked questions that have examined four indicators of intrinsic motivation: self-worth and satisfaction, competence, interest, and determination (Cameron and Pierce 63). To identify their extrinsic motivation, they were asked questions that have tapped into the effects of using Blackboard with regard to recognition of accomplishment, available incentives and benefits, present and future career advancement and promotion, evaluation of the organisation and administration, and the facilities and working conditions that are available to actively involve teachers in e-learning endeavours. These indicators of extrinsic or instrumental motivation have been implied in prior research (Blumefeld 272; Dilworth; Porter; Sedebery & Clark).

Twenty-five of the interviewees (75.75%) indicated that they have a sense of self-worth and self-satisfaction using Blackboard for course delivery and other online instructional activities, while 96.9% stated that they were competent enough to use the system efficiently, and they can teach online dutifully. In addition, they (96.9%) expressed strong interest in course delivery via Blackboard and online teaching in virtual classes. All interviewees expressed a sense of self-determination to pursue online teaching via Blackboard and to pursue ongoing training on the system, as well as to deliver their tests and assignments online, using Blackboard facilities.

According to a female respondent (12 years of teaching experience), "Though the system of Blackboard is recently installed, I felt determined to get the necessary training and practice online teaching... e-learning is an interesting activity. You can do it, anywhere, anytime... without restrictions or time constraints". A male informant (10 years experience) wrote, "I believe e-learning is a great change in Saudi universities.. I have worked in three governmental higher education institutions in Saudi Arabia, all have e-learning facilities. I feel motivated because I can do a lot of things with video and audio presentations in virtual classes, not feasible in the ordinary classroom. Moreover, I believe the students, and I too all enjoy this interesting experience."

About 87.88% of the interviewed participants demonstrated that they started using Blackboard tools in online delivery of their courses motivated by financial and credit awards by the Deanship of eLearning. With the installation of the system, the Deanship of eLearning allocated financial rewards and credit certificates to effective users of Blackboard. Technicians in the Deanship of eLearning had some criteria to evaluate teachers use of Blackboard; e.g., they had a console to track teachers and their students loggins and activities on Blackboard.

Further interview data also indicated that English language teachers are using the e-learning assistive tools in their daily teaching because of some

extrinsic factors such as the provision of laptops available for all faculty for use at home, desktop computers available in their offices, and other various incentives, for instance, a 20 to 250% allowance. In addition, they felt that they had to abide by the rules of the university administration (87.88%) in using the eLearning assistive tools integrated into their teaching and at the same time, hoped to motivate the students in the learning of the English language through the use of eLearning. Rulings of Saudi universities generally stipulate that faculty must use eLearning methods at least at the basic level — that is, using it supportively to scaffold their traditional course delivery methods. In time, they should promote to a more advanced level of blended teaching, where they would partially deliver 33% or 66% of the course time allotment online. Finally, they are required to promote to full online delivery, using all the facilities and potentials of Blackboard, including virtual classes and e-testing. According to university regulations, if they fail to use eLearning technologies at least at the first two levels, they are liable to be fired.

Despite the fact that most of the informants expressed positive statements with regard to their motivation for integrating eLearning in their teaching, they were all young and middle-aged. Of the very few informants who were resistant somehow to using these technologies in their teaching were three native speakers, two males (One American, the other Romanian) and a female (South African). According to one, "Traditional teaching is much better.. I think we cannot replace the traditional class with the online feature of Blackboard what is it called?..Yeah! The Elluminate Live. Our students are in dire need to direct contact with native speakers to pick up the language." Another commented, "I cannot degrade eLearning. However, I think at the beginning four levels of study in our college, we need to be in face-to-face communication with our students. This would help them more. There is also the guarantee that they would learn. We do not know whether they learn online or not. Anyway, the first levels of the English programme must be run in traditional classes because these are the language skills development years." Similarly, all the Saudi teachers interviewed indicated that they are frustrated by the low levels of the students not only in language proficiency but also in computer literacy and the competency to use the LMS. One said, ‘‘I feel depressed by my students not replying to my emails or doing their assignments or even reading the lectures over Blackboard. Perhaps the system of Blackboard is complicated to use.’’

Notwithstanding these comments, it appeared that most of the teachers interviewed were enthusiastic and motivated towards the use of eLearning tools in their teaching of English. They also saw the availability of computers as motivation for the students in the learning process and as a pedagogical

potential whereby lessons can be delivered, explained or illustrated in a more interesting and entertaining way.

Conclusions and Implications

The rapid transformation of education into a digital business, supported by rapid developments in eLearning interactive multimedia software, has made available for language educators the chance to use the potentials of a powerful tool of learning technology to enhance their learning. So is the case with teachers' potentials to teach effectively. In rich countries like Saudi Arabia, technology may be available for teachers and students alike, but the enthusiasm to use it for learning needs to be there. Higher education institutions require highly motivated and competent users to become the supporters for the creation of a new culture in education. Therefore, all Saudi universities and teacher training institutions have taken positive steps in equipping pre-service teachers with knowledge and skills in information technology.

In addition, prior research and relevant literature on e-learning has shown that both external factors, including the social environment and learning management systems and the internal factors, including individual characteristics of teachers and students are crucial for efficient e-learning adoption, implementation, and diffusion. By this token, a higher level of individual computer self-efficacy is positively associated with a higher level of learning performance which increases the use of e-learning (Wu, Tennyson, & Hsia 155), an observation that has also been proven true by the findings of this study. This study has also proven that motivation, both internal and instrumental are strongly associated with effective adoption of e-learning environments; these findings here are resonant with prior research findings on intrinsic motivations (Davis, Bagozzi, & Warshaw) and extrinsic motivations (Teo, Lim, & Lai; Roca & Gagné) which are thought to be important factors for encouraging learners and instructors to use e-learning systems. This study also found that perceived self-efficacy, perceived system satisfaction, perceived usefulness and perceived enjoyment have direct positive effects on intention to use an LMS efficiently as they have direct positive effects on the intention and motivation to use e-learning — findings commensurate with prior research (Roca and Gagné 1586).

However, the challenges facing teachers and shaping their motivation and attitude are vast and complicated, and affect them on a personal level. When applying a learning tool or system for learners, it is necessary to investigate both teachers and learners attitudes toward that tool or system. Essentially, understanding their perceptions toward learning environments is a crucial issue for enhancing teaching performance and learning effects. That

is why their emotional reactions to the use of technology for teaching and learning should be seriously considered. English language teachers must always use a variety of tools to produce successful learning experiences and the computer is one of them. Technology cannot be sidelined and in this case, the computer and the Internet are resources to enhance teaching and promote the successful performance of students.

The results of this study confirm that instructors are willing to use e-learning environments to aid their teaching activities. Findings from this study also provide evidence that instructors are highly motivated, both extrinsically and intrinsically, to apply eLearning technology to their coursework online, believing that e-learning could be a teaching assisted tool. This is well associated with raising awareness to use technology in higher education learning. The findings from this study imply that creating technology awareness, motivation, and changing faculty and learners behaviours and attitudes required for the success of e-learning adoption, implementation and diffusion in the future. Since learners and teachers, too, are habituated to traditional teaching approaches (Miller et al.), especially in developing countries where ICT is still in its infancy of adoption, some Saudi teachers motivation and attitudes negatively affected by the students reluctance to respond to e-learning activities on Blackboard, perhaps due to the intricacies of the system. These findings related to system design are commensurate with research findings from Lennon and Maurer which indicate that system design should be easy to use or else it will create confusion among users.

Furthermore, ongoing training for users of LMSs is a necessity. Therefore, it is important to provide computer and Internet training to users to become familiar with e-learning technology and enhance users skills and attitude toward technology. This is consistent with Lee who found that universities providing computer support and training to learners strongly influence a learners perceived ease of use and usefulness of the system.

Finally, based on the findings of this study, Saudi universities should adopt the following implementation strategies to enhance e-learning adoption, implementation and diffusion in order to promote and increase e-learning technology use. This can be done by (a) disseminating up-to-date and useful e-learning training workshops with the purpose of increasing technology awareness and providing training to all types of technology users, both learners and faculty; (b) expanding e-learning services while promoting the usefulness and convenience of such services by providing available Internet connections in classrooms, and other infrastructure in favour of e-learning; (c) establishing and redesigning user-friendly websites of the e-learning systems and promoting the ease of use of electronic learning services for both faculty

and students alike; and (d) increasing users, motivation for and improving their positive attitudes towards improving the overall self-efficacy, enjoyment, usefulness and satisfaction with the system of all types users.

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