Affects for e-Learning from the Perspective of Teachers: an Investigation

D. Mohammed A. Zaid King Khalid University

Abstract:

This study sought to explore the affective factors that influence effective language instruction especially attitudes and motivation and how language instructors' motivation to and attitudes towards e learning affect students' achievement in courses delivered online via lackboard®. The findings indicate that instructors had positive perceptions towards using e learning as an assistive teaching tool which are mostly influenced by the instructors' demographics and experience t was also demonstrated via introspective interviews that instructors were highly motivated instrumentally and intrinsically in using e learning tools in their teaching ased on these findings pedagogical implications and suggestions for effective e learning are presented

Keywords: Online learning e learning motivation attitudes

ملخص:

هدفت هذه الدراسة إلى التعرف على بعض العوامل الوجدانية المؤثرة في تعلم اللغة الفعال وهما الاتجاه نحو اللغة والدافعية، وكيف أن اتجاهات المعلمين ودافعيتهم نحو استخدام منصات التعلم الإلكتروني تؤثر في الإنجاز عند الطلاب وفي المقررات الإلكترونية التي يتم تدريسها من خلال بيئة بلا كبورد. بينت نتائج الدراسة التي استخدمت المسح الوصفي أن مدركات المعلمين كانت إيجابية بصفة عامة نحو استخدام منصة التعلم الإلكتروني بلا كبورد كأداة معينة في التدريس، كما بينت النتائج الاستبطانية من خلال المقابلات الشخصية أن المعلمين أظهروا دافعية ذاتية لاستخدام منصة التعلم الإلكتروني بلا كبورد في تدريسهم. وانتهت الدراسة بخاتمة وضعفيها تضمينات البحث في التدريس وتوصياته للبحوث المستقبلية

الكلمات المفاتيح: التعلم الإلكترون؛ العوامل الوجدانية المؤثرة؛ الدافعية؛ الاتجاهات.

I-Introduction

Researchers have been investigating factors thought to be important in the cognitive process of language learning These include emotional factors though such factors have not been fully excogitated in the literature Moreover there are only a few empirical studies that identify the role of emotions in computer based language **Learning** oekaerts Pekrun oetz Titz Perry Rouhani Zembylas

ven in the current practice of teaching nglish as a foreign language online affective factors such as attitudes and motivation have not been given due recognition despite well informed research findings on the role of emotions in elearning contexts irkx Ibornoz Shuck Winberg Yorks asl ccording to irkx some researchers and practiti oners of elearning at the university level still assume that affective factors are less integral to learning than other factors When elearning was in its infancy lavi and eidner advocated the exploration of "the explicit relationships among techn ology capabilities instructional

strategy psychological processes and contextual factors involved in learning"

v 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 gain national and international accreditation whereas others are "hopping onto the bandwagon simply because they do not want to be left behind" iaw uwang owever gg learners in higher education institutions in developing countries are accustomed to traditional teaching methods and may have difficulties using elearning systems and despite the fact that information and communication technologies T have been gradually introduced learners are still in the early stage of adoption and implementation of such tools Miller Thammetar ennon Maurer n both cases universities in these countries are taking this involvement seriously as part of teachers' annual appraisals y considering the responses of instructors who participate in elearning courses it becomes possible to better understand the reasons why language teachers are dis satisfied with their e learning experiences s such identifying

instructors perceptions of and motivational and behavioural intentions and attitudes towards the integration of technology into their teaching can provide enormous help in firmly establishing e learning endeavours in our educational systems to achieve an equality of opportunities and expand higher education see for instance Ishumai meri ederer Maupin Sena Zhuang Migliorino Maiden Ibirini Manochehri Sharif

Prior research indicates that people with more positive attitudes towards e learning environments and online instruction tend to exhibit intentions to use such tools as an integral part of their learning and teaching ndeed no matter how advanced or capable a 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 computers for learning Wu Tennyson sia intrinsic motivation avis Warshaw agozzi and extrinsic motivation Teo im ai Roca agné

This study was also inspired by prior research performed by iaw et al which emphasised the significance of affective factors in predicting and improving elearning usage and raised calls for advocating

further research into instructors attitudes and motivation patterns regarding the use of elearning for course delivery—iven these considerations of the significance of research into issues of post adoption use of elearning tools and continuance intention attitudes and motivation have recently attracted similar research awareness and interests—bdullah—bidin—uan Majid—tan—in—onn—et al—

ccordingly this study attempted to evaluate the situation that currently exists with respect to teacher attitudes and motivation as well as to elucidate the problems teachers encounter in the adoption of elearning in tertiary education institutions. The main research question of this study reads ow do Saudi university language instructors feel towards using elearning tools in their teaching.

rom this main research question the following sub questions were formulated

What are the attitudes of language instructors towards integrating e learning assistive tools into their teaching

ow are language instructors motivated towards using elearning tools in their teaching

n addition this study sought to look at the problems that might affect instructors' decision to adopt e learning in their instructional delivery indings from such research can help increase the usability and accessibility of online courses

Literature review

The learning management system of lackboard Release is designed to allow students to access and respond to teachers announcements assignments lectures course mail and other evaluation procedures and rubrics such features help introduce students to the syllabus material and assignments of a aiven course

The learning management system lackboard is used for e MS of learning as it consists of the tools used for class management and for student administration and progress tracking n addition to these standard tools the system has additional features and tools necessary to address continuous assessments which were implemented during this study as effective learning features oic ozic oticki These features Mornar meet the requirements suggested by in the design and implementation of effective e learning namely instructional structure and interaction

There is 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 Prior research conducted at university institutions Idosari b Ishumai meri а Mekheimer ageeh

indicates that for many students and teachers e learning is still difficult to accept despite the fact that NT employed for e learning purposes has become more user friendly and accessible than ever

owever this research also indicates that university institutions have already carved out pathways to foster the implementation of elearning in three formats partially supported elearning mixed e learning course delivery and full fledged course delivery ageeh owever these incentives do not sufficiently motivate teachers and students The reasons for this reluctance to accept e learning models have been associated with the faith and attitudes of teachers and Manochehri Sharif learners Ishumai meri ageeh uhdi bin Siddia bd amid cultural affordance values technology and achievement factors Ιi atz udi et al Mc lelland

Attitudes towards INT in e-learning

Previous research on attitudes See reviews in Triandis izen and ishbein lumefeld avis et al has elaborated on izen the concept of attitudes and their effects on computer based learning indicating that attitude comprises affective cognitive and behavioural components iaw claims that constructs of user attitudes toward computer and nternet technologies should be divided into three major types of

measurements affective cognitive and behavioural dditionally ones and ssroff argue the importance of considering both affective and social components when trying to understand user attitudes Thus user attitudes towards elearning could be studied from various perspectives such as in of affective terms coanitive behavioural or social components

ttitudes towards elearning are generated by the learners salient beliefs about the consequences of continued use and his or her evaluation of these consequences jzen. Such beliefs regarding usefulness and the outcomes of use provide strong internal incentives for the adoption of elearning avis et al.

Therefore a positive attitude towards the consequences or outcomes of computer use results in a higher rate of usage. The attitudes formed by beliefs and beliefs regarding computer use can exist on several levels for example a utilitarian level. Immefeld observed that teachers' beliefs about the unique potential of computers to motivate students and enhance their

ndividuals positive attitudes towards elearning determine how effective the implementation of e learning techniques and methods can be if teachers and students entertain

self esteem also influence decisions

about computer use

more positive attitudes towards networked computers for their learning then they would have greater behavioural intentions to use them to learn iaw iaw et al

Thus 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 perceived eg institutional pressures imposed by college teacher evaluation procedures educational reform endeavours total quality management criteria bandwagon effects etc and beliefs about the usefulness and ease of use of NT ence the presence of motivated teachers and students with positive attitudes towards the outcomes of e learning media results in a higher rate of usage bidin et al iaw et al Mekheimer

Motivation theories

ategorically motivation is viewed from three perspectives a content motivation as is the case with Maslow's hierarchy of needs or Mc Ielland's achievement motivation theory in whose perspective motivation is the need to gain self esteem and self achievement and satisfy the need for power and affiliation b process motivation a perspective that stresses intrinsic factors in generating and maintaining an individual's efforts in

No

learning as in dam's goal setting theory and c integrated motivation which emphasises intrinsic and extrinsic factors influencing human behaviour as in awlerthe's integrated expectancy model

defined motivation as ohns the extent to which persistent effort is directed towards a goal ohns whereas aw Victor and Yu defined **Learning** motivation in particular as the extent to which a student invests persistent effort towards learning Motivation in this sense is categorically either intrinsic intrinsic be it can triggered intrinsically by individuals externally by sources depending on the situational variables and environmental factors of a given learning setting aw etal Ryan eci earning behaviours or patterns of behaviour are determined and directed by a conscious expectation of the individual to exert effort leading to the accomplishment of a desired goal or outcome Porter awler

ccording to hen 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 p

owever instructors' and students

motivation has received little attention in discussions about elearning. Nehme

Within the context of elearning Salmon's five stage e moderating model for teaching and learning online frames motivation as the springboard for any online learning system or this motivation to be positively effective in elearning situations. Nehme suggests that achieving access motivation for an elearning system requires that students needs be met by identifying their learning goals and recognising their anxiety levels which may have a negative impact on their accessibility and motivation p

Cognitive, emotive and social factors: an overarching perspective

oanitive learning theories have emphasised the role of affect in learning though such research remains generally Picard et al. scarce urrin Wand Shen Wand ana Shen dmitting 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 affect generally directs the learners motivation eller Suzuki ort Reilly and Picard Stein and evine

s noted in prior research engaged learners are behaviourally intellectually and emotionally involved in their learning tasks Wang ang Wang

Models of technology acceptance requires the administrators of MSs to hire the right people ensure that the appropriate elements and resources are in place to succeed assess learning results through learning outcomes and provide ongoing feedback to learners Thus cognitive emotive and social factors of learning are recognised as critical elements of an MS when used as input for continuously assessing learning outcomes These input elements together transform the MS into a learning system run and controlled by the cognitive emotive and social presence of instructors and learners which ultimately generates engagement in the elearning process as a whole onsequently e learners will not only have the opportunity to accomplish their learning goals but will also be actively involved in the learning process

Prior research indicates that perceptions of the usefulness and ease use of e learning technology influences students attitudes towards behavioural intentions and actual use of MSs garwal arahanna ageeh avis et al showed that perceived usefulness efficiently gears learners' attitudes MS use Thus positively towards perceived usefulness creates positive attitudes regarding the use of MSs for e learning avis et al ageeh

Several models have been developed to explain the need for e learning MS to be incorporated into everyday **Learning** activities such as the theory of reasoned and theory of planned action TR both of which were behaviour TP proposed to account for and predict behavioural intentions to use MSs in e learning van iljon otzé avis eong These models posit that learning is guided by attitudes and motivation jzen eong n this vein izen explains

s 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 ntention is thus assumed to be the immediate antec edent of behaviour jzen p

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

To summarise there has been a qualitative shift in research paradigms with regard to technology implementation for e learning suggesting that the focus has moved from technology related conditions e.g. availability of hardware and software a focus on infrastructure to a issues relevant to perceptions of

personality factors involved in e learning e.g. attitudes and motivation or the metastructure involved in planning and implementing effective e learning

Method

The results of descriptive research involving both qualitative in depth interviews and attitude surveys were used to assess teachers' and students' perceptions of attitudes towards and motivation for e learning via lackboard in the nglish epartment of the ollege of anguages and Translation of ing halid University at bha U

This study made use of two types of surveys a quantitative data survey

consisting of a item questionnaire and a qualitative data survey administered online via oral interviews with nglish language teachers of both genders

Sampling

total of males and females purposefully selected nalish language teachers from the ollege of anguages and Translation both the male campus and the female campus in a selected district were requested to participate in this study The participants' teaching experience ranged from less than five years to more than vears and the instructors were different trained at colleges and universities Table shows the distribution of the sample according to various characteristics.

Table 1: Attributes of the sample

Variable		N	Percentage %	Total		
Variable		1	1 creentage 70	N	%	
Nationality	Saudis					
	Non Saudis					
ender	Males					
	emales					
Teaching	yrs					
xperience	yrs					
	yrs					
	More than yrs					
Qualification	Ph					
	M					

Instruments

Two introspective perceptual instruments were used in the study. The first was a questionnaire given to the inglish language teachers and the second was a structured interview with selected teachers in the inglish department conducted to recognise the instructors' attitudes towards and motivation for e learning in their teaching and online course work delivery via lackboard.

Validation of Instruments

To assess the validity of the question nnaire and the interview script both tools were emailed to a jury of teachers in the nglish department who have had prior expertise with elearning and teaching online The jury approved the face and content validity of the instruments The questionnaire items and the interview script questions were appropriately reworded based on the recomme ndations of the jurors

urthermore the internal consis tency of the survey items regarding faculty attitudes towards elearning applications at U was calculated based on the total score of each dimen sion and the total score of all items of the survey Table summarises the item total correlations of instructor attitudes of each dimension score with respect to the total score

Table 2: Correlation analysis of item-dimension correlations

imensions				
Perceived self efficacy				
Perceived enjoyment				
Perceived usefulness				
Perceived system satisfaction				

r orrected item total correlation p

Reliability of the Questionnaire

To estimate the reliability of the questionnaire the ronbach Ipha coefficient method was used The alpha value of the total items of the questionnaire reached which indicates the reasonable reliability of the Table summarises the instrument ronbach lpha values for the four dimensions of the questionnaire

Table 3: Cronbach alpha values for the four dimensions of the questionnaire

	р			
	Perceived self efficacy			
	Perceived enjoyment			
	Perceived usefulness			
	Perceived system			
	satisfaction			
	Total score			

Р

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

Results

total of questionnaires with valid responses from the male sample and from the female sample were considered for data analysis. The data gathered via the questionnaire were converted to empirically

verifiable numerical values The numerical values and were assigned to the responses Strongly agree gree Undecided isagree and Strongly disagree respectively The statistical procedure employed to test the research hypothesis had to be a non parametric test thus the ruskal Wallis and Mann Whitney U tests were used to analyse the collected data Raw data gathered from the survey study were analysed using SPSS Version

Results with regard to instructors' attitudes

To answer the first research question probing the attitudes of faculty towards e learning in Saudi universities mean scores ranks frequencies and percentages were calculated as summarised in Table

Table 4: Calculated Means, ranks and percentages of informant responses

tem			S			U						S	
No N Means	Ranks	req	7.	req	7.	req	7.	req	7.	req	7.		
PR V S Y													
								-	-				
								-	-				
PR V NOYM NT													
								_	_				
								_	_			_	_
												-	-
								-	-				
				Р	R	V L	JS U	N S	3				
								-	-				
												ı	-
									•				
PR V SYSTMSTS TON													
								-	-	-	-	-	-
								-	-			-	-
								-	-	-	-	_	-

Results Regarding Perceived selfefficacy

The most highly ranked items of the self efficacy dimension was item No which reads feel confident making online instruction with a mean score of and an agreement percentage of followed by item No which reads "feel confident using e learning environments" with a mean of enerally the responses of the inform ants regarding this dimension indicate a positive attitude towards perceived self efficacy

Results Regarding Perceived enjoyment

The responses of the informants regarding the dimension of perceived enjoyment indicates an overall agreem ent that the use of e learning is fun and that respondents enjoy integrating video audio graphics and animated material into their teaching tem No exhibited the highest rank for this dimension indicating that teachers enjoy the use of instant messaging emailing discussion boards the virtual classroom of lackboard and Ilum ive Sessions in their teaching this item received an agreement perce ntage of and a mean score of out of

Results regarding Perceived usefulness

With respect to the third dimension of perceived usefulness the highest ranked item was item No. which reads believe using online instruction is useful for teaching with a mean score of out of The second highest ranked item was item No which reads believe using elearning environments is helpful for learning which gained a mean score of Overall the responses of the regarding this dimension informants indicate a more negative attitude towards the usefulness of elearning Perhaps the teachers failed to appraise their own uses of e learning systems

Results Regarding Perceived system satisfaction

With respect to the dimension of perceived system satisfaction an overall positive attitude was detected. The highest ranked item was item No which reads am satisfied with using online instruction This item received the highest percentage of agreement with a Overall the mean score of out of survey of the perceived attitudes of faculty towards the use of elearning technology reveals 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

Results Regarding Instructors' Motivation

total of teachers both males and females of the total sample participated in a structured interview conducted online via discussion boards of the online learning system of lackboard in order to identify teach ers motivation towards the use of elearning tools and whether they were intrinsically or extrinsically motivated to use these techniques enerally the teachers were more intrinsically than extrinsically motivated towards using assistive e learning tools To identify the informants intrinsic motivation they were asked questions that exam ined four indicators of intrinsic motivation self worth and satisfaction competence interest and determination ameron and Pierce

To identify their extrinsic motivation the participants were asked questions that probed the effects of using lackboard on the 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 elearning endeavours These indicators extrinsic or instrumental motivation have been implied in prior research lumefe Id ilworth Porter Sedebery lark

espite the fact that most of the informants expressed positive feelings regarding their motivation for integrating e learning into their teaching all such respondents were young or middle aged Of the very few informants who were resistant in some way to using these technologies in their teaching were three native speakers two males one merican the other Romanian and a female South v the same token all of the Saudi teachers that were interviewed indicated that they are frustrated by the low levels of performance exhibited by students not only in language proficiency but also in computer literacy and competency in using the MS

inally it appears that most of the teachers interviewed were enthusiastic and motivated towards the use of elearning tools in their teaching of nglish They also saw the computers made available as motivation for students in the learning process and as tools with pedagogical potential through which 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 provided language educators the opportunity to use powerful learning technology tools to enhance their teaching n wealthy

rabia countries such as Saudi technology may be available for teachers and students alike but the enthusiasm to use it for learning must be there igher education institutions reauire hiahlv motivated users to become the competent 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

n addition prior research and relevant literature on elearning has shown that both external factors including social environment and learning management systems and factors internal includina the individual characteristics of teachers and students are crucial for the efficient adoption implementation and diffusion of elearning Thus a higher level of individual computer self efficacy is positively associated with a higher level of learning performance which increases the use of elearning Wu Tennyson sia 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 strongly associated with the effective adoption of elearning environments the findings presented herein are in

agreement with prior research findings on intrinsic motivations avis agozzi Warshaw extrinsic and motivations Teo im ai Roca agné which are believed to be important factors for encouraging learners and instructors to use elearning systems The results of this study also indicate that perceived self-efficacy perceived system satisfaction perceived usefulness and perceived enjoyment have direct positive effects on the intention to use an efficiently as they have direct positive effects on the intention and motivation to use e learning - findings commensurate with those of prior research Roca and agné

owever the challenges faced by teachers that shaping their motivation and attitudes are vast and complex and affect teachers on a personal level applying a learning tool or system it is necessary to investigate both teachers' and learners' attitudes toward that tool or ssentially understanding their system perceptions toward learning environments is a crucial issue that must be addressed to enhance teaching performance learning effects which is why teachers' and learners' emotional reactions to the use of technology for teaching and learning should be seriously considered nglish 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 that can 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. The results also provide evidence that instructors are highly motivated both extrinsically and intrinsically to apply elearning technology in deliverina coursework online believing that e learning could be an assistive teaching tool This attitude is well suited to raising awareness about the use of higher education technology in learning The findings of this study imply that creating technology awareness motivation and changing faculty and learners' behaviours and attitudes is required for the success of future e learning adoption implementation and diffusion ecause learners and teachers are habituated to traditional teaching approaches Miller et al especially in developing countries where T is still in its infancy of adoption some Saudi teachers' motivation and attitudes were observed to be negatively affected by students' reluctance to respond to e learning activities on lackboard perhaps due to the intricacies of the system These findings related to system design are commensurate with research findings reported by ennon and Maurer who indicated that system design should be easy to use or else it will create confusion among users

urthermore ongoing training for users of MSs is a necessity. Therefore it is important to provide computer and internet training for users to become familiar with elearning technology and enhance users' skills and attitude toward technology. This notion is consistent with the results reported by ee who observed that the provision of computer support and training to learners by universities strongly influence learners' perceived ease of use and usefulness of learning systems.

inally Saudi universities should adopt the following strategies to enhance e learning adoption implementation and diffusion and thereby promote increase elearning technology use а disseminate up to date and useful learning training workshops with the purpose of increasing technology awareness and providing training to all types of technology users both learners and faculty b expand e learning services while promoting the usefulness and convenience of such services by providing nternet access in classrooms and other infrastructures that promote e learning c establish and redesign the user friendly websites of e learning systems and promote the ease of use of electronic learning services for both faculty and students alike and d increase users'

motivation towards e learning use and improve their positive attitudes towards overall self efficacy enjoyment usefulness and satisfaction with a given system

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