

Perceptions of faculty members on the value of distance education at two different types of
institutions of higher education in The Kingdom of Saudi Arabia

by

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B.A., Imam Muhammad ibn Saud Islamic University, Riyadh, Kingdom of Saudi Arabia, 2012
M.S., Southwestern College, 2017

AN ABSTRACT OF A DISSERTATION

submitted in partial fulfillment of the requirements for the degree

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Abstract

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The sample of the study consisted of 122 faculty members of faculty in Qassim University (QU) and Princess Nourah University (PNU) in Saudi Arabia. Findings from this particular study at both Universities have shown promising evidence that faculty members had a positive attitude toward online courses to some extent. The findings failed to support the null hypothesis of no difference for perceived value of distance education, and institutional support of online education regarding the influence of institutional support of online education on faculty perceptions of distance education. The results indicated that as length of institutional support of online education increases, satisfaction with effectiveness of online learning also increases. Faculty perceived value of distance education were also found to be related to the individual's perceptions of distance education. As the perceived value of distance education were more positive, so too does satisfaction with effectiveness of online learning. Theoretically, the findings

of the current study are in concert with earlier research by Herzberg (1985) whose two-factor theory attributed increased responsibility advancement, and achievement to satisfaction.

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Table of Contents

List of Figures	xiii
List of Tables	xiv
Dedication	xvi
Chapter 1 - Introduction.....	1
Overview of the Problem.....	1
Statement of Research Problem.....	3
Definition of Terms	4
Distance Education	4
Kingdom of Saudi Arabia (KSA)	4
Princess Nourah Bint Abdulrahman University (PNU).....	4
Qassim University (QU)	5
Research Questions.....	5
Research Question #1	5
Null Hypotheses.....	6
Research Question #2	6
Null Hypotheses.....	6
Research Question #3	6
Null Hypotheses:.....	7
Significance of the Study	7
Delimitations and Limitations of the Study.....	9
Chapter Summary	9
Chapter 2 - Review of the Literature	11
Chapter Overview	11
Online Teaching.....	11
Faculty Members' Perceptions of Online Instruction.....	12
Factors That Create Faculty Reluctance for Online Instruction	18
Theoretical Framework for the Study	18
Contribution of the Study	22
Summary of Literature Review.....	22

Chapter 3 - Methodology	25
Introduction.....	25
Research Questions.....	25
Research Question #1	26
Null Hypotheses.....	26
Research Question #2	26
Null Hypotheses:.....	26
Research Question #3	27
Null Hypotheses:.....	27
Research Design	27
Population	28
Sampling	29
Instruments.....	29
Section I:	30
Section II:.....	30
Section III:	30
Section IV:	30
Validity and Reliability of the Survey Instrument.....	30
Pilot Testing.....	31
Data Collection	32
Data Analysis.....	34
Summary	36
Chapter 4 - Findings.....	36
Chapter Overview	36
Descriptive Statistics.....	37
Personal Characteristics	37
Descriptive Statistics of Study Variables.....	39
Perceived Value Scale.....	39
Attitude Scale.....	41
Computer and Internet Access Scale	42
Time Commitments Scale.....	43

Institutional Support Scale.....	43
Professional Development Needs Scale.....	45
Levels of Using Online Teaching Scale.....	46
Hypothesis Testing	47
Research Question 1	47
Princess Nourah University	48
Test Results of Null Hypotheses.....	48
H0 1.1.....	48
Finding	48
H0 1.2.....	49
Finding	49
H0 1.3.....	49
Finding	49
H0 1.4.....	49
Finding	49
Qassim University.....	49
Test Results of Null Hypotheses.....	50
H0 1.1.....	50
Finding	50
H0 1.2.....	50
Finding	50
H0 1.3.....	51
Finding	51
H0 1.4.....	51
Finding	51
Research Question 2	52
Princess Nourah University	53
Test Results of Null Hypotheses.....	53
Ho 2.1.....	53
Finding	53
Ho 2.2.....	53

Finding	53
Qassim University	54
Test Results of Null Hypotheses	54
H0 2.1	54
Finding	55
H0 2.2	56
Finding	56
H0 2.3	57
Finding	57
Research Question 3	59
Null Hypotheses	59
Princess Nourah University	60
Test Results of Null Hypotheses	60
H0 3.1	60
Finding	60
H0 3.2	61
Finding	61
Qassim University	62
Test Results of Null Hypotheses	62
H0 3.1	62
Finding	62
H0 3.2	64
Finding	64
Summary	64
Chapter 5 - Conclusions, Summary of the Results, and Recommendations for Future Studies...	65
Chapter Overview	65
Summary of The Study	66
Overview of The Results	67
Research Question #1	67
Princess Nourah University	67
Qassim University	68

Research Question #2	69
Research Question #3	70
Summary of the Results	72
Recommendations for Princess Norah University and Qassim University and Their Faculty.	73
Recommendations for Future Studies	74
References	77
Appendix A - Kansas State University Human Subjects' Approval	89
Appendix B - Survey Instrument (English Version).....	90
Appendix C - Survey Instrument (Arabic Version).....	96
Appendix D - Letter of Consent.....	102
Appendix E - Approval Letter of Princess Nourah University	104
Appendix F - Approval Letter of Qassim University	105

List of Figures

Figure 2.1. Maslow's Hierarchy of Needs Pyramid (1943).....	20
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List of Tables

Table 3.1. Cronbach's Reliability Coefficients for the Factor Scales on the Instrument	31
Table 3.2. Mapping of research questions, variables, and survey questions	34
Table 4.1. Participant Demographic Information	38
Table 4.2. Perceptions of the Value of Distance Education	40
Table 4.3. Attitude Toward Online Education.....	41
Table 4.4. Computer and Internet Access Scale	42
Table 4.5. Time Commitments Scale.....	43
Table 4.6. Institutional Support Scale.....	44
Table 4.7. Response for Having Access to Support Personnel.....	45
Table 4.8. Professional Development Needs Scale	45
Table 4.9. Levels of Using Online Teaching Scale	46
Table 4.10. Descriptive Statistics for the Study Variables	46
Table 4.11. Lambda Test Results of MANOVA on Faculty Perceptions and Personal Characteristics at Princess Nourah University.....	48
Table 4.12. Lambda Test Results of MANOVA on Faculty Perceptions in Qassim University..	50
Table 4.13. ANOVA for Perceptions in Adopting Distance Education by Gender in Qassim University.....	51
Table 4.14. Lambda Test Results of MANOVA on Academic Rank and Faculty Perceptions in Princess Nourah University	53
Table 4.15. MANOVA for Faculty Perceived Value of Distance Education Princess Nourah University.....	54
Table 4.16. Lambda Test Results of MANOVA on Academic Rank and Faculty Perceptions Qassim University.....	55
Table 4.17 ANOVA for Perceptions in Adopting Distance Education by Academic Rank in both Qassim University and Princess Nourah University.....	55
Table 4.18. MANOVA for Faculty Perceived Value of Distance Education Qassim University	56
Table 4.19. Descriptive Statistic of Faculty Prior Instructional Technology of Distance Education at both Princess Nourah University and Qassim University.....	57

Table 4.20 ANOVA of Faculty Prior Instructional Technology of Distance Education at both Princess Nourah University and Qassim University	59
Table 4.21. MANOVA for Institutional Support of Online Education Princess Nourah University	60
Table 4.22 ANOVA in Faculty Perception of Online Learning by Institutional Support of Online Education Princess Nourah University	61
Table 4.23 MANOVA for Technology-Related Professional Development Needs Princess Nourah University	62
Table 4.24 MANOVA for Institutional Support of Online Education Qassim University	62
Table 4.25 ANOVA in Faculty Perception of Online Learning by Institutional Support of Online Education	63
Table 4.26. MANOVA for Technology-Related Professional Development Needs Qassim University	64

Dedication

To my father who kept waiting for eight years to receive a joyous answer to his question: when will you be back? And to my mother who had that very question but kept hiding it for the same length of time.

To my husband who supported and encouraged me through difficult times, long nights while he also was burdened with his own.

To my little daughters and my son who lived an expatriate life by no choice of their own.

To my brothers and sisters who were there when I needed them.

To my instructors who believed in my capability.

To all my friends who supported me!

إلى أبي الذي مكث ينتظرني ثمان سنوات للحصول على إجابة سعيدة على سؤاله: متى ستعودين؟ ووالدتي التي لبثت
ثمان سنوات تضرر السؤال نفسه

إلى زوجي لدعمه المستمر وتشجيعه في الأوقات الصعبة، والليال الطويلة بينما كان هو أيضًا مثقلًا بأعبائه الخاصة

إلى أطفالي الصغار الذين عاشوا إلى جانبي غربه لا ناقة لهما فيها ولا جمل

إلى إخواني وأخواتي الذين كانوا معي عندما احتجت إليهم

إلى مشرفي الذي آمن بقدراتي

إلى أصدقائي الذين ساندوني

Chapter 1 - Introduction

Overview of the Problem

Saudi Arabia's higher education sector was officially founded with the establishment of King Saud University in 1957 and has continued to grow ever since. Public universities increased from eight in 2003 to 26 in 2010. In addition, more than 20 private universities and colleges were approved (Smith & Abouammoh, 2013). This increase shows how higher education in Saudi Arabia is rapidly developing. However, the unprecedented increase in competition in higher education worldwide, which is primarily driven by globalization and technology, makes it essential for Saudi Arabia's institutions of higher education to continually improve their quality and competitiveness. According to Albalawi (2007), “The challenge to Saudi universities to meet the educational needs of a growing student population who desire to attend universities increases from year to year” (p. 7).

Today, technology is changing the landscape of higher education. As each year passes, online courses have expanded rapidly and have the potential to extend the educational opportunities to many students, particularly those least well-served by traditional educational institutions (McCann & Holt, 2009; Wickersham & McElhany, 2010). Casey (2008) reported:

Distance education flourished in the United States for three main reasons: (1) the great distances of citizens from educational institutions, both geographically and socio-economically; (2) the thirst for education; and (3) the rapid advancement of technology...the significant parallels between the development of distance learning and the expanding role of technology in mass communication suggests that technology is the most compelling developmental factor. (p. 45)

Educators are using technology in the classroom, massive open online courses, and flipped classrooms to find new ways to enhance access and the student experience. Mayadas et

al. (2009) declared “online education is established, growing, and here to stay” (p. 49). Faculty are expected to keep up-to-date with the developments in technology and take advantage of their ability to facilitate learning in order to teach the next generation. Therefore, to ensure the success of online education at higher education institutions, it is important to understand the various factors that facilitate or inhibit effective instruction in online learning environments.

Several authors have declared the importance of preparing faculty to implement technology effectively in their teaching. Nixon and Leftwich (1998) advised redesigning curriculum requires establishing the mission and goals for the entire distance education program. In addition, Broady-Ortmann (2002) recommend before a distance education program is developed, faculty members should be surveyed to determine their attitudes toward such programs, their willingness to participate, and all concerns that faculty members may have regarding participation. A dedicated and committed faculty presence is seen as one of the key elements needed for success in distance education (Broady-Ortmann, 2002).

Due to the importance of the technological applications used for instructing online students in the future of education, preparing faculty to implement these technologies in universities would be an important step in improving the quality of teaching and learning. Technology literacy is a crucial skill for faculty and administrators. Technology literacy is defined as the following: “computer skills and the ability to use computers and other technologies to improve learning, productivity, and performance has become as fundamental to a person’s ability to navigate through society as traditional skills like reading, writing, and arithmetic” (Georgina & Olson, 2008, p. 1).

According to the Education Department's National Center for Education Statistics (2019), in fall 2018, 18.7% college students at U.S. institutions enrolled in at least some of their courses

online (up from 14.7% in 2016). It shows that the number of all students who took at least some of their courses online grew 4%. The proportion of all students who were enrolled exclusively online grew to 16.6% (up from 14.7% in 2016). Although demand for online education is growing, there is still widespread skepticism among faculty in their perceptions of online learning (Allen & Seaman, 2006). With faculty at the forefront of the online education movement, it is important to understand their attitudes as well as factors that impact their participation in online education.

Along with the challenges of establishing online course materials and online instruction, the increased workloads and the demand to work longer hours makes faculty members prone to burnout (Hogan & McKnight, 2007; McCann & Holt, 2009). Berge and Muilenburg (2001) reported that the three most significant barriers for faculty in adopting online teaching were related to faculty compensation and time, organizational change, and the lack of technical expertise and support. Grandzol (2006) also pointed out challenges to online teaching included the poor quality of instruction, training costs for faculty, evoking faculty resistance to change, lack of student-teacher interactions, employer skepticism, increased faculty workloads, the inappropriateness of the medium for teaching certain types of course content, problems in technology and administration, and loss of scholarly control. Furthermore, Giannoni and Tesone (2003) asserted the assumption in academia that online teaching was less desirable than face-to-face instruction, for various reasons, was another barrier to the adoption of online teaching.

Statement of Research Problem

Online education has expanded rapidly and has the potential to extend further the educational opportunities of many students. Consequently, faculty members are strongly encouraged to teach online courses. With changes in the technology of online education each

academic year, faculty members are faced with new challenges. It is important for faculty members and administrators to understand these challenges and implement strategies that aid and enhance support for faculty.

This research focused on the perceptions of distance education among faculty in two institutions of higher education in Saudi Arabia: the gender-segregated Qassim University (QU) and the single-sex Princess Nourah University (PNU). The research also aims to explore the factors that may influence faculty perceptions toward online education including gender, position, teaching experience, internet experience, and workload.

Definition of Terms

Distance Education

In 1990, Moore defined distance education as “all arrangements for providing instruction through print or electronic communications media to persons engaged in planned learning in a place or time different from that of the instructor or instructors” (p. xv).

Kingdom of Saudi Arabia (KSA)

The Kingdom of Saudi Arabia is a country situated in Southwest Asia. The region of the country covers approximately 300 square miles and the population is around 28 million. Its capital city is Riyadh. The founder of Saudi Arabia is King AbdulAziz ibn AbdulRahman Al Saud (Eamana, 2017).

Princess Nourah Bint Abdulrahman University (PNU)

Princess Nourah Bint Abdulrahman University (PNU) is a large female university in the city of Riyadh, capital of Saudi Arabia. The university was founded in 1970 as the first College of Education for women in the Kingdom. In 2004, there were six colleges in the city of Riyadh, and King Abdullah Bin Abdulaziz made the decision to unify all of the women's colleges in

Riyadh, thus creating the first all-female university in the Kingdom. King Abdullah Bin Abdulaziz named it after Princess Nourah Bint Abdurrahman, sister of King Abdul Aziz (the first King in Saudi Arabia) (Princess Nourah University, 2019).

Qassim University (QU)

Qassim University (QU) is a public university in the Al-Qassim Province of Saudi Arabia segregated by gender. In the 2002-2003 academic year, King Abdullah Bin Abdulaziz ordered the merger of the branches of Al-Imam Muhammad Ibn Saud Islamic University and King Saud University in Qassim into Qassim University. Girls' colleges in Qassim, as well as the Teachers College, were also merged into Qassim University. The university's main campus is in the middle of Qassim, near Qassim Regional Airport. It is built on an area of 7.8 million square meters. The university includes 35 colleges with scientific, literary, educational, and rehabilitative programs. Several colleges of the university are also spread across the region with separate buildings. The number of students enrolled in Qassim University during the academic year 2016 totaled 52000 students, and the number of the teaching staff members totaled over 5000 (History of Qassim University, 2016).

Research Questions

The purpose of this study was to investigate the perceptions of faculty members of online learning environments by exploring the factors that impact online instruction. Three research questions guided this study.

Research Question #1

Is there a significant relationship between faculty personal characteristics (age, gender, country of graduation, and years of teaching experience) and their perceptions of distance education?

Null Hypotheses

H_0 1.1. There are no statistically significant differences in faculty perceptions of distance education by faculty age.

H_0 1.2. There are no statistically significant differences in faculty perceptions of distance education by faculty gender.

H_0 1.3. There are no statistically significant differences in faculty perceptions of distance education by faculty country of graduation.

H_0 1.4. There are no statistically significant differences in faculty perceptions of distance education by faculty years of teaching experience.

Research Question #2

Is there a significant relationship between faculty contextual characteristics (academic rank, perceived value of distance education, and prior instructional technology use) and their perceptions of distance education?

Null Hypotheses

H_0 2.1. There are no statistically significant differences between faculty academic rank and faculty perceptions of distance education.

H_0 2.2. There are no statistically significant differences between faculty perceived value of distance education and faculty perceptions of distance education.

H_0 2.3. There are no statistically significant differences between faculty prior instructional technology use and faculty perceptions of distance education.

Research Question #3

Is there a significant relationship between faculty's technographic characteristics (institutional support of online teaching, technology-related professional development needs) and faculty perceptions of distance education?

Null Hypotheses:

H_{03.1}. There are no statistically significant differences in faculty perceptions of distance education by amount of institutional support of online teaching.

H_{03.2}. There are no statistically significant differences in faculty perceptions of distance education by amount of technology-related professional development needs.

Significance of the Study

With these brisk developments in online applications, it is crucial that higher education institutions in Saudi Arabia pay great attention to equip their faculty members with strategies to help them maintain effective online learning environments. Each semester faculty members in KSA face the challenges of designing and leading courses with issues particular to a digital environment through online instruction. It is critical to inquire about faculty perceptions of online learning in order to assist campus leaders in changing policies, if necessary, that will lead to improvement of teaching and learning conditions.

Findings of this study will be beneficial to local and university administrators and policy makers because it examined the various factors that facilitate or inhibit effective instruction in online learning environments. The study compared faculty attitudes toward online learning at two universities. Additionally, this data provides policy makers and leaders of universities information needed to determine whether faculty opinions about online instruction affect their ability to teach online.

According to Huang and Hsiao (2012), researchers have conducted many studies in an attempt to evaluate the success of online courses. Unfortunately, many of these studies were studying the perceptions of students taking online courses and only a few of them examined the perceptions of faculty members and the administrators who are involved with online education. Lieblein (2000) reported faculty members often do not accept the value of online teaching and were reluctant to embrace it because they are either terrified of using the various technological applications or they do not agree with the online pedagogical framework. Batts et al. (2010) agreed and reported administrative support of technology is critical for faculty when adopting technology, and faculty need to remain current in their online instructional skills. According to Dusick (2014), “Although the teacher may have control over some environmental factors (classroom setup, for example), a supportive administrative staff and support staff, are critical to encouraging the adoption of innovation” (p. 131).

Academic leaders can better implement institutional strategic plans to promote online programs if they understand faculty perceptions about teaching online. Kamal’s (2013) study found a statistically significant difference in faculty concerns in adopting online teaching based on administrative support. The faculty concern differences could indicate the need for different approaches to equip their faculty with strategies that help them maintain effective online learning. Additionally, two previous studies in Saudi Arabia have shown a statistically significant mean difference in faculty concerns between female and males when integrating technology into teaching, with less adequate support for new technologies for online teaching (Al-Sarrani, 2010; Kamal, 2013).

Delimitations and Limitations of the Study

One of the limitations of this study was the COVID-19 pandemic occurring during the research time. The COVID-19 pandemic had enormous impacts on many aspects of people's lives. Many people were facing concerns such as bereavement, isolation, loss of income, and fear of triggering mental health conditions or exacerbating existing ones, all of which might have affected the respond rate of the research. Faculty members especially had to continue to work through the pandemic. The nature of their research, their career level, and whether or not they had tenure, as well as their teaching load might have been the reason they were not motivated to answer the questionnaire.

This research focused only on faculty members at two institutions of higher education in the Kingdom of Saudi Arabia. Thus, the data collected from the survey cannot be generalized for all administrators at these two universities or to other Saudi Arabian universities. The participants of this study are faculty who are involved in teaching as well as researching. The participants' contact information was obtained from university websites which might be not up-to-date and thus a proportion of the sample could have been missed. For example, faculty who recently joined their universities might not be listed in the faculty directories. No incentive was provided for the sample to return the survey, so the survey size may have been limited, skewing the data.

Chapter Summary

As online education continues to grow, faculty and administrators play a key role in the success of effective online learning. The purpose of this study was to understand the perception of faculty toward online learning environments by exploring the factors that impact online

instruction. These needs and concerns must be addressed so that there is an alignment between faculty concerns and university program outcomes.

This study has been organized into five chapters. Chapter 1 includes introduction, statement of the problem, research questions, significance of the study, definition of terms, and delimitations and limitations of the study. Chapter 2 contains a review of the literature relevant to the study. Chapter 3 presents the methodology used in the study. Chapter 4 reports the findings of the data analyses. Chapter 5 incorporates the summary, findings, conclusions, and future recommendations for this study.

Chapter 2 - Review of the Literature

Chapter Overview

This literature review frames the problem and provides literature-based reasoning behind the formulation of the research questions. Since this study focused on faculty perception toward online teaching, two main bodies of literature were explored. First, the literature pertaining to faculty in the online learning environment was analyzed, focusing on identifying issues related to faculty that had been studied thus far. Second, the literature regarding the factors that create faculty reluctance for online instruction was examined. This analysis of the literature led to the identification of gaps in the literature and situated the current study in a historical context. In the next section, an overview of the theoretical framework of the study is provided.

Online Teaching

Before examining faculty perception of online teaching, it is important to define what is meant by online teaching. This section will explain how the focus of this study has been defined. The phrase “online teaching” has many meanings and these meanings have been elaborated on and discussed many times over the past years and continue to evolve. In a historical context, online learning was formed in 1890 by the early correspondence education (Altbach et al., 2011). According to Larreamandy-Joerns and Leinhardt (2006), higher education has changed significantly since the mid-nineteenth century when the teaching of students at a distance was carried out via paper-based materials delivered via the postal service. This prior method of correspondence teaching advanced into “distance education,” a term which was utilized broadly and was plainly characterized until the 1980's.

Distance education has been defined with a wide range of terminology. Moore and Kearsley (1996) have defined distance education as a learning environment where “students and teachers are separated by distance and sometimes by time” (p. 1). Rovai et al. (2008) emphasized if any element in structured learning is separated by “time and/or geography” (p. 1), then the learning takes place in a distance learning setting. However, probably the most cited definition of distance education is the one introduced by Moore and Kearsley (2012). They defined distance education as “planned learning that normally occurs in a different place from teaching...[and requires]...special organizational and administrative arrangements” (Moore & Kearsley, 2012, p. 2). This definition incorporates all forms of distance education; however, for the purpose of this study, distance education will refer only to asynchronous and synchronous online formats.

Faculty Members’ Perceptions of Online Instruction

In analyzing the literature, it was found that little research has been done on the way faculty from Saudi Arabia perceive online learning. The majority of research in distance education in Saudi Arabia abounded on the comparability of the courses, the learning transactions that occurred on the part of the student, the technology methods used by the instructors, and the level in which these factors combined to create a course deemed worthy of the standards of higher education. Therefore, this literature review sought to focus on the perception of faculty in both the United States and Saudi Arabia toward online education as faculty members are often the designers, implementers, and assessors of online courses (Schulte, 2010; Seaman, 2009). Shea et al. (2005) also highlighted the importance of such research:

In order to respond to bold calls for increasing the number of online courses and students ... in the next 10 years, careful attention must be paid to the participation of such faculty, without whom even existing levels of online offerings will not be sustainable. (p. 3)

Rockwell et al. (1999) emphasized higher education institutions should “take into account the wants, needs, interests, and aspirations of the faculty” (p. 5) to help them succeed in distance education teaching.

Faculty play a key role in the success of online learning environment and this is reflected in the numbers of research studies that have been conducted on the issues that affect faculty performance and satisfaction. A well-researched area with regard to faculty in the online learning environment is faculty willingness to adopt online instruction. Even though there has been greater acceptance of online learning by institutions and learners, as can be seen in higher levels of institutional involvement in this kind of education, faculty acceptance has not increased at the same rate. In the US, only 28% of chief academic officers believe their faculty accept the value and legitimacy of online education. Even in institutions with fully online programs, faculty acceptance is rated at 35.6% by their chief academic officers (Allen & Seaman, 2015).

This gap between institutional acceptance and faculty acceptance of online education has created a need to understand why some faculty feel uncomfortable about the transition to distance education while others feel comfortable migrating to the online learning environment. Researchers have used different populations, sample sizes, and methodologies to gain a deeper understanding of faculty adoption of online instruction. Studies have shown distance education is not solely a technological issue, rather it is related to faculty perceptions of online education (Howell et al., 2004; Mitchell & Geva-May, 2009).

This idea is supported by a study conducted in 2007 that analyzed the perceptions of faculty members regarding online instruction (Ulmer et al., 2007). The survey collected information from 173 faculty members who both did and did not possess experience teaching online. Faculty who had experience teaching online reported a high importance placed on the

effectiveness of online learning and viewed online learning as superior to traditional learning while faculty without experience did not share this belief and were skeptical of the online learning environment (Ulmer et al., 2007). Christensen and Eyring (2011) identified online learning as a disruptive innovation for the reason faculty perceived online learning as an inferior product that can take the place of the previously perceived higher quality traditional class environment, resulting in the traditional class environment losing its top position within higher education.

The study conducted by Tabata and Johnsrud (2008) to examine faculty participation in distance education in relation to adoption of technology innovations at a public postsecondary 10-campus system supported online learning as a catalyst in providing and increasing access to higher education. Tabata and Johnsrud (2008) stated “Higher education has experienced swift and unprecedented challenges from the impact of informational technology which effect a wide-range of diverse institutional activities and functions” (p. 625). These challenges have forced institutions to be innovative in their education offerings. The adopting and diffusing innovation technology in higher education systems rely heavily on faculty’s attitude toward the innovation (Tabata & Johnsrud, 2008). Tabata and Johnsrud (2008) also stated “Being able to gain first-hand information, assistance, and experience in distance education may help to foster positive attitudes that encourage participation” (p. 638). They found faculty were more likely to adopt online education when they found it relevant and meaningful to their jobs, and they found faculty who had never participated in distance education still maintained negative opinions of the medium. Familiarity with the use of technology, online instructional skills, and appropriate support with technology positively affected faculty adoption of online instruction (Tabata & Johnsrud, 2008). The respondents indicated the lack of technology support and the perception

that faculty would lose control over their courses seemed to influence their level of participating in online education. Another barrier to the adoption of online instruction is having to share their online instruction experiences with another faculty. Lastly, the study showed age was a consideration in that the younger faculty were the early adopters and were more comfortable migrating to the online learning (Tabata & Johnsrud, 2008).

A later study by Gautreau (2011) with only 42 faculty members identified specific factors that encourage or discourage faculty from participating in online instruction. The reasons vary depending on demographics and certain factors that are important to faculty. For instance, Gautreau (2011) indicated salary and recognition of faculty achievement were identified by the 22 of the 42 participants as having a bearing on decision to adopt online instruction, where age and gender did not have any bearing (Gautreau, 2011).

A survey conducted with 209 dental hygiene faculty in the United States by Koberna (2010) to identify factors that predicted adoption of online instruction showed faculty experience with online instruction reduced barriers to teaching online. Faculty with little or no experience with online experiences were more reluctant to teach online and they reported the most number of barriers. Faculty who had taught online reported that teaching such courses helped them develop pedagogical skills and practices that have improved their teaching. Furthermore, faculty with more experience, more confidence in their ability, and more positive attitude toward online teaching perceived more motivation and had less barriers to teaching online (Koberna, 2010).

Faculty's perceptions are related to faculty's experience with online learning outcomes (Allen & Seaman, 2012; Ulmer et al., 2007). Faculty overall hold cautious and pessimistic views of the learning outcomes of students in online education (Allen & Seaman, 2012). Allen and Seaman (2012) imparted the results of their study to explore whether faculty experience with

online education at institutions with online offerings in the United State played a role in these perceptions. Their findings showed 75 % of those who had never taught online courses for the current year reported online learning outcomes were inferior to face-to-face learning outcomes. For those faculty teaching at least one online course, only 39% believed learning outcomes were somewhat inferior to face-to-face outcomes. Additionally, faculty who have taught online expressed confidence and excitement that doing so made them better instructors. Sixty percent of faculty teaching online courses and blended courses at the same time reported more excitement than fear. Faculty who had never taught online were likely to express more fear than excitement about online education growth (Allen & Seaman, 2012).

Bollinger et al. (2014) conducted a study on 68 instructors who taught courses in the online environment at a large, public university in the United State to investigate their satisfaction with online teaching. They found instructors teaching online courses were generally satisfied with their approaches. They also found the instructors were highly satisfied with the affordances of technologies implemented in their online courses. Faculty levels of satisfaction with support provided by the institution were not high. The instructors' lowest levels of satisfaction were found when they felt they had been required to teach online due to factors such as absence of face-to-face interaction, lack of opportunity to experiment with online technology, and not enough time to develop an online course (Bollinger et al., 2014; Shea, 2007).

Al-Sarrani (2010) examined the concerns of faculty members in Saudi Arabia of three departments at Taibah University in adopting blended learning. Al-Sarrani (2010) found a statistically significant difference in the participants' concerns in adopting blended learning by gender ($p < 0.05$). The statistically significance differences were found in stages one (Informational) ($p < 0.01$) and five (Collaboration) ($p < 0.01$) for female faculty. Additionally, the

researchers found there was no statistical significance between faculty teaching experience and using blended learning, which required an LMS system to deliver information and knowledge. Lastly, the results determined there would likely be variations in the concerns to online teaching by department.

Hamdan (2014) studied the perceptions of 77 faculty members (18 males and 59 females) in Saudi Arabia who taught or were teaching online courses in order to identify how they perceive online learning. The results showed faculty members in the study preferred online and blended learning/teaching approaches over traditional face-to-face learning/teaching approaches. The participants indicated through online learning students were able to develop higher-order thinking skills. The study concluded online and blended learning/teaching approaches offered a platform for students to be actively engaged rather than passive learners. Also, the study concluded there is a need for more professional development and faculty support in enhancing faculty' technological proficiency and pedagogical tools.

Omar (2016) investigated faculty members' concerns and professional development needs when adopting online teaching at King Saud University in Saudi Arabia. His study of 296 faculty members found participants' belief that online classes would be beneficial to their students had a significant effect on faculty attitudes towards technology integration in the curriculum. Al-Sarrani (2010) also found that Saudi Arabia faculty members' use of technology in teaching aligned with their attitudes towards technology integration in the science curriculum.

Almuqayteeb (2009) conducted a study to explore female faculty members' attitudes toward computers, and the barriers that limit their use of computer technologies in girls' colleges in Dammam and Jubail, Saudi Arabia. Descriptive statistics, a one-way ANOVA, and multiple

regression analysis were conducted to analyze the data. The findings of the study revealed that female faculty members have positive attitude toward the use of computers in the classroom.

Likewise, Alenezi (2012), investigated faculty perceptions of online learning based on age, gender, education level, nationality, and teaching experiences. In two Saudi universities, a survey questionnaire was used to collect the data. Findings showed that females had a more positive perception of online learning with self-efficacy, positive perception, perceived enjoyment, behavioral intention, system satisfaction, technology tools, and positive perception (Alenezi, 2012).

Petherbridge (2007) studied adoption of a Learning Management System (LMS) in a higher educational environment in the U.S. She conducted a survey on 1,196 faculty members with 29.5% return rate. Based on her study, she found no statistically significant gender differences in the concerns of adoption of Web-based learning management systems. Alshalan (2019), studied faculty's adoption of learning management systems (LMS) at Kansas State University in the U.S and King Saud University in Saudi Arabia. The researcher found faculty members with a professor or associate professor rank showed less interest in adopting and using the Canvas LMS at Kansas State University.

Factors That Create Faculty Reluctance for Online Instruction

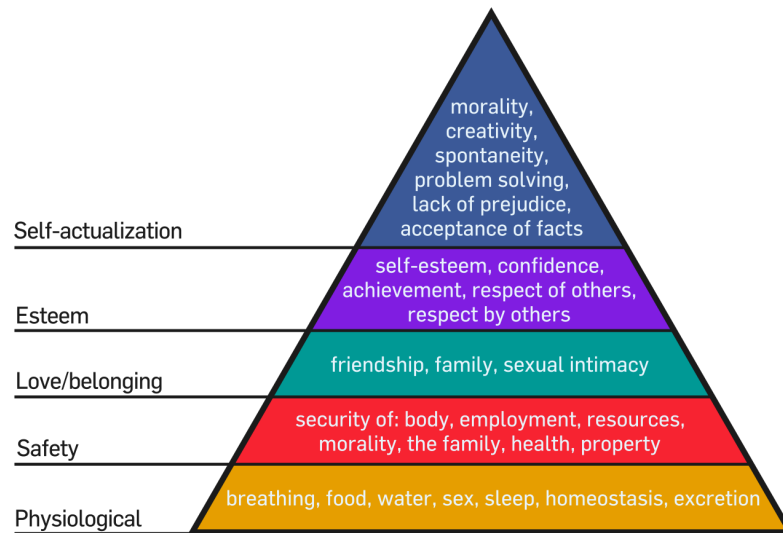
Theoretical Framework for the Study

Noting faculty professional identity needs are an essential part of substantive change, this study was conducted to assess faculty's current perceptions of distance education and whether higher education institutions in Saudi Arabia are ready to embrace the changes necessary to facilitate online learning. This study incorporated ideas from Herzberg' (1959) Two Factor Theory, as well as Maslow's (1943) theory of hierarchy of needs. These two theories influenced

the study of how certain motivational factors impact learning and the learning experience, primarily from a psychological standpoint. Various analytical studies have been conducted in the study of job satisfaction using these theories as a theoretical base (Alhumaidhi, 2015; Dhanapal et al., 2013; Larkin et al., 2016). Additionally, both of these theories provide a sufficiently broad scope that enable clear identification of variables that influence the use, or non-use, of distance education among higher education faculty. Thus, it is in line for this study to continue to use the same concepts that have traditionally been incorporated.

Maslow's (1943) theory assumes the most basic level of needs must be met before the individual will focus on higher level needs. While Maslow did not apply his concepts in an educational setting per se, his earlier works pointed to a specific interest in how certain motivational factors impact learning and the learning experience, primarily from a psychological standpoint (see, for example, Maslow & Groshong, 1934). According to Hersey et al. (1996), Maslow's theory the hierarchy of needs is strongly influenced by his background as a psychologist. In 1943 Abraham Maslow proposed the hierarchy of needs theory in his paper "A Theory of Human Motivation." Maslow created a classification system highlighting five needs levels that he proposed should underpin future research on motivation, thereby providing a better way to understand how individual needs are met (Hersey, 1996). The five levels of motivational need are the following (Figure 1): physiological needs (needs required to sustain life such as food, water, elimination, rest, and sleep); safety needs (shelter, job security, health, and safe environments); social needs (belonging, relationships with a spouse, partner, children, and/or friends); esteem needs (needs for positive feelings of self-worth and self-esteem for recognition and prestige); and self-actualization (the need for realizing a person's full potential, and essentially doing what one is meant to do in life) (Hersey, 1996).

Figure 2.1. Maslow's Hierarchy of Needs Pyramid (1943) from (<https://studylib.net/doc/14390784/maslow%E2%80%99s-hierarchy-of-needs>)



Maslow's theory has been revised over time for subsequent research on motivation and self-fulfillment in various settings, including education. Maslow's theory states a lower level must be completely satisfied and satisfied before moving onto a higher pursuit. However, current philosophers think of these levels as continuously overlapping each other. Throughout the years, his model has inspired and influenced various fields of scholarly inquiry, such as psychology (e.g., Goebel, 1981; Leidy, 1994; Lester et al., 1983), organizational behavior (e.g., Hall & Nougaim, 1968), healthcare (e.g., Benson & Dundis, 2003; Nydén et al., 2003), and management and staff development (e.g., Bailey & Pownell, 1998; Shoura & Singh, 1999).

Herzberg's two factor theory is also similar to Maslow's hierarchy of needs, with the main difference being the basis of Maslow's theory is human needs and their satisfaction. On the other hand, the Herzberg's theory relies on reward and recognition (Mol, 1992). Frederick Herzberg (1959), developed the model in 1959 when he interviewed over 200 professionals, analyzing the themes that came up when asking participants about positive and negative experiences at work. Herzberg identified two distinct groups of factors which he believed

influenced job satisfaction differently, the “motivators” and the “hygiene factors.” Herzberg’s theory assumes hygiene factors will cause an employee to work less if not present. Motivating factors will encourage an employee to work harder if present. The motivating factors include achievement, recognition, the work itself, responsibility, advancement, and possibility of growth. According to Herzberg (1959), these motivating factors will satisfy people and encourage them to work hard. Their absence will not necessarily lead to dissatisfaction, but a lack of satisfaction in one’s work (Herzberg et al., 1959). Likewise, hygiene factors or job context are defined as factors that are related to job dissatisfaction. Examples of hygiene factors include the company, organizational policies, administration, salary, status, job security, working conditions, personal life, and interpersonal relations (Doyle & Bottomley, 2004).

According to Herzberg (1959), the factors leading to job satisfaction are separate from those that lead to job dissatisfaction. The factors that cause satisfaction do not necessarily negate those that cause dissatisfaction; one does not necessarily increase exactly as the other decreases. One of Herzberg’s leading arguments was, “for an employee to be truly motivated, the employee’s job has to be fully enriched where the employee has the opportunity for achievement and recognition, stimulation, responsibility, and advancement” (Ramlall, 2004, p. 57). Herzberg found managers can eliminate the dissatisfaction among the employee by providing the appropriate and expected extrinsic motivators (Ramlall, 2004). Smerek and Peterson (2007) explained this idea was a departure from traditional thinking. They continued, “[t]he opposite of job satisfaction is not job dissatisfaction but, rather, no job satisfaction; and similarly, the opposite of job dissatisfaction is not job satisfaction, but no job dissatisfaction” (Smerek & Peterson, 2007, p. 3).

Contribution of the Study

This study investigated perceptions of faculty members in two different institutions of higher education, and how the possible differences factors and motivators in these environments may lead to different levels of job satisfaction across the two groups. By investigating the factors that may influence faculty perceptions toward online education including gender, position, teaching experience, internet experience, and workload, this study provides insight into which factors need to be improved in both universities. Through categorizing the motivators and demotivators affecting faculty members, both faculty members and administrators can understand the factors that would promote faculty satisfaction levels for online instruction.

Summary of Literature Review

Chapter 2 presented literature in regard to faculty perceptions of online learning in higher education. The review of the literature revealed there is a close relationship with this research and will be a supporting framework of this study. Most of the literature elaborated on perceptions and experiences of faculty members toward online education, the factors that create faculty reluctance for online instruction, and what online learning or distance learning means. The materials also have provided information on the issue of demographic variables such as age, gender, level of education, and computer skills, among other factors, and have been elaborated on as to their effect on faculty members' perceptions of e-learning.

Studies (e.g., Gibson et al, 2008; Howell et al., 2004; Mitchell & Geva-May, 2009) have revealed the issue of adapting distance education is due to faculty perceptions of online education such as fear of change, concerns about the reliability of technology, skepticism about student outcomes in online learning environments, workload issues, and other factors. This is especially accurate for less experienced online faculty (Allen & Seaman, 2012; Koberna, 2010;

Ulmer et al., 2007, Tabata, 2007; Tabata & Johnsrud, 2008). Faculty with more experience with online learning were less reluctant to teach online and they reported fewer barriers. They were comfortable with online instruction and even saw it as superior to the traditional classroom. Experienced faculty, therefore, seemed to have a positive response to online instruction and its efficacy, and they believed in the effectiveness of online education and saw little difference between traditional learning and online learning (Allen & Seaman, 2012; Koberna, 2010; Ulmer et al., 2007).

Bolliger and Wasilik (2009), Fish and Gill (2009), and Shea et al. (2005) provided insight into the factors that create faculty reluctance for online instruction. They highlighted the aspects of the online learning environment that enable faculty to have a positive perception. They also displayed some strategies faculty employ to create a good online learning environment not only for their students but also for themselves. Findings from their studies informed the practice of new and novice online faculty and provided them with suggestions on how they could create a positive online learning environment. The satisfaction online faculty experience can translate into student success and the overall success of online programs.

In considering the results from a variety of studies, it can be concluded that there are many studies on various aspects of online education and its effects on the perceptions of faculty members' relative to embracing online learning in the United States. However, there are only a few studies conducted on the perceptions of faculty members in the Kingdom of Saudi Arabia which reveal concerns. Huang and Hsiao (2012) documented the importance of "understanding instructors' experiences and perceptions...because studies have shown that instructors' attitudes and acceptance of technology to a large degree determines how successful the use of technology is in teaching and learning" (p. 16).

Herzberg's Motivation-Hygiene Theory (also known as the Two-Factor Theory) (1959), as well as Maslow's (1943) theory of hierarchy of needs have been found to be appropriate for determining the effect of motivational factors on the teaching experience of faculty members at Qassim University and Princess Nourah University.

This chapter presented a review of the literature for the research. To provide a better understanding of the research the chapter began with an overview of the meaning of online learning, as well as an analyzing of the literature that abounded on the faculty members' perceptions of online education. Additionally, the factors that created faculty reluctance for online instruction were also examined in the chapter, and the theoretical framework, as well as the contribution of the study.

Chapter 3 - Methodology

Introduction

The purpose of this chapter is to describe the methods and procedures used to accomplish the goals of this study. This study investigated the perceptions of faculty members in two different working environments: the gender-segregated Qassim University (QU) and the single-sex Princess Nourah University in Saudi Arabia. The problem examined is very important to Saudi Arabian educational reform, as these two environments of gender-segregated and single-sex universities differ considerably, and may pose unique advantages and challenges that affect faculty perceptions. The study looked at how faculty perceptions at Qassim University and Princess Nourah University differ regarding the adoption of distance education. The study also examined the possible influence of individual demographic variables including age, gender, the graduation country where the PhD was received (Saudi Arabia vs. other countries), and years of experience. Next, the study included a non-experimental, cross-sectional, closed Likert-type electronic survey questionnaire, and components were used to assess the impact on and efficacy of faculty contextual characteristics in their perceptions of distance education. This chapter reports all aspects of the research methodology used in this study. It is organized into the following sections: research questions, research design, research setting (population, sampling, instruments), data collection, data analysis, reliability and validity, and ethical considerations.

Research Questions

This study investigated perceptions of faculty members in two different working environments the gender-segregated Qassim University and the single-sex Princess Nourah

University in Saudi Arabia regarding the adoption of online teaching and how these concerns relate to their professional development needs. Three research questions guided this study:

Research Question #1

Is there a significant relationship between faculty personal characteristics (age, gender, country of graduation, and years of teaching experience) and their perceptions of distance education?

Null Hypotheses

H_0 1.1. There are no statistically significant differences in faculty perceptions of distance education by faculty age.

H_0 1.2. There are no statistically significant differences in faculty perceptions of distance education by faculty gender.

H_0 1.3. There are no statistically significant differences in faculty perceptions of distance education by faculty country of graduation.

H_0 1.4. There are no statistically significant differences in faculty perceptions of distance education by faculty years of teaching experience.

Research Question #2

Is there a significant relationship between faculty contextual characteristics (academic rank, perceived value of distance education, and prior instructional technology use) and their perceptions of distance education?

Null Hypotheses:

H_0 2.1. There are no statistically significant differences between faculty academic rank and faculty perceptions of distance education.

H₀ 2.2. There are no statistically significant differences between faculty perceived value of distance education and faculty perceptions of distance education.

H₀ 2.3. There are no statistically significant differences between faculty prior instructional technology use and faculty perceptions of distance education.

Research Question #3

Is there a significant relationship between faculty's technographic characteristics (institutional support of online teaching, technology-related professional development needs) and faculty perceptions of distance education?

Null Hypotheses:

H₀ 3.1. There are no statistically significant differences in faculty perceptions of distance education by amount of institutional support of online teaching.

H₀ 3.2. There are no statistically significant differences in faculty perceptions of distance education by amount of technology-related professional development needs.

Research Design

The study aimed to explore the factors that influence faculty's perceptions when adopting online teaching and their personal, contextual, and technographic characteristics. The study could be described as a relational one, according to Light et al.'s (1990) categories. A relational study examines "natural variation in predictors and outcomes to figure out whether they are associated" (Light et al., 1990, p. 3). Best and Kahn (2006) classified educational research into four categories: historical research, descriptive quantitative research, qualitative research, and experimental research. This research study fits in the descriptive quantitative category that aims to describe and interpret existing conditions and discover relationships among variables.

To analyze the quantitative data, descriptive statistics (mean and standard deviation) were used. A series of Multivariate Analysis of Variance (MANOVA) tests were used to find statistically significant mean differences among groups on multiple dependent variables. Unlike MANOVA, the Analyses of Variance (ANOVA) is inadequate to perform a test on groups' differences on several dependent variables. The only way to test multiple dependent variables using ANOVA is by conducting ANOVA multiple times, once for each dependent variable, and that increases the chance of Type I error.

SPSS® version 22.0. provides four different test statistics based on the MANOVA table, including: Pillai's Trace, Wilks' Lambda, Hotelling's Trace, and Roy's Largest Root. Wilks' lambda was selected to test whether there are differences between the means of identified groups of subjects on a combination of dependent variables. If the MANOVA revealed statistically significant differences, then an Analysis of Variance (ANOVA) test was conducted to identify values of significance. Additionally, a series of Tukey post hoc tests were conducted to determine where differences between groups exist. If the difference between the means of two groups is greater than Tukey's test, then the two groups can be considered different with confidence. Furthermore, an eta test for Strength of Association was reported to measure the strength of the relationships between the variables.

Population

The target population for this study was faculty members employed at two universities in the KSA. The universities selected were Qassim University (QU) and Princess Nourah University (PNU) in Saudi Arabia. Two reasons for choosing faculty members from QU and PNU were (a) no studies of faculty members' perceptions of e-learning had been conducted at

these universities, and (b) the researcher had a contact person in each university, which helped to increase the participants' response rates (Gasaymeh, 2009).

Sampling

A sufficiently large sample size is necessary to produce results among variables that are significantly different, as Creswell and Plano Clark (2011) emphasized: "The sample size needed for a rigorous quantitative study is typically quite large. The sample needs to be large enough to meet the requirements of statistical tests" (p. 175). The same situation is true for regression analysis. Field (2013) noted that "it's important to collect enough data to obtain a reliable regression model" (p. 313). In general, it is indicated that a researcher needs to have 10 or 15 cases per predictor to get a high-enough level of statistical power or effect (larger R) (Field, 2013). Therefore, in this study the entire population of faculty at the two universities was surveyed considering the response rate and missing data issues. This type of research is called a census study because information is collected from every individual in the population (Johnson & Christensen, 2014). The sample of this study consisted of 122 faculty members of faculty in Qassim University (QU) and Princess Nourah University (PNU) in Saudi Arabia.

Instruments

The survey instruments were first examined by KSU's Internal Review Board (IRB), and the written approval from the K-State IRB may be found in Appendix A. A survey questionnaire Likert-type electronic survey was used in this study to collect the data (see Appendix B). Some questions from the survey were revised from surveys published by Gasaymeh (2009) and Yidana (2007) while others were developed by the researcher. The questionnaire included six sections: (1) demographic information; (2) faculty attitudes towards online teaching; (3) faculty member's level of computer and internet access; and (4) the institutional level of support; (5) faculty's

professional development needs and prior instructional technology use; and (6) levels of using online teaching. The survey included the following sections:

Section I: Questions 1-6 collected data related to participants' demographic information (age, gender, academic rank, years of teaching experience, workplace, country of graduation).

Section II: Questions 7-25 revised from Gasaymeh (2009) examined faculty attitudes towards online teaching by using two scales of 19 dimensions (Perceived Value Scale, and Attitude Scale).

Section III: Questions 26-32 revised from Gasaymeh (2009) measured faculty's computer and internet accesses and time commitments by using two scales of five dimensions (Computer and Internet Access Scale, and Time Commitments Scale).

Section IV: Questions 33-45 revised from Yidana (2007) and questions 40-45 developed by the researcher measured by using two scales of nine dimensions (Institutional Support Scale, and Professional Development Needs Scale).

In the survey cover letter, participants were informed their participation was voluntary and there was no penalty if they did not participate (Appendix D). They were also assured that the survey was anonymous and participants would not, and cannot, be identified by name or by any other means. Participants were also informed that the results of the study would be available at their request.

Validity and Reliability of the Survey Instrument

Validity refers to “the extent to which a test measures what it is intended to measure” (Ary et al., 1990, p. 268). Reliability refers to whether that construct is consistently measured—will the same results be achieved on repeated measures (Heale & Twycross, 2015). In order to examine reliability, the researcher initially used the qualitative method of estimating reliability,

which cannot measure the degree of random error; however, definitions of terms and questions have been examined for clarity and to ensure they cover all probable responses. More rigorously, Cronbach's alpha (α) coefficients were calculated for each factor (see Table 3.1). The coefficient alpha values were moderate to high. Items loading on Perceived Value Scale ($\alpha = .87$), Attitude Scale ($\alpha = .85$), Computer and Internet Access Scale ($\alpha = .82$), and Time Commitments Scale ($\alpha = .86$). Items loading on Institutional Support Scale ($\alpha = .76$) had at least moderate inter-item correlations ($r_s > .67$) with the total scale score and contributed to the overall scale reliability.

Table 3.1. Cronbach's Reliability Coefficients for the Factor Scales on the Instrument

Characteristics	Number of Items	Cronbach's alpha	Cronbach's Alpha Based on Standardized Items
Perceived Value Scale	11	.870	.869
Attitude Scale	8	.850	.849
Computer and Internet Access Scale.	4	.820	.828
Time Commitments Scale	3	.862	.862
Institutional Support Scale	7	.768	.760
Professional Development Needs Scale	2	.824	.829

Pilot Testing

Pilot testing of an instrument is important in establishing content validity and in improving the questions, format, and scales (Creswell, 2003). Before proceeding with data collection, the researcher translated the survey to Arabic (Appendix C). Arabic language was selected as the translation language because participants were more familiar with reading the national language than English. In order to test the appropriateness of the research instrument,

the translated version of the survey was piloted with three friends who spoke Arabic as their mother tongue. They were asked to circle confusing areas and comment on what they did not understand. In addition, they were asked to respond to each of the questions. Additional questions were added to the pilot to inquire about the length and ease of completion, clarity of instructions, and the individual survey questions, which allowed participants to offer suggestions on any questions that were vague or they did not understand. Based on their feedback, confusing areas were identified and re-translated with consideration for local understanding.

Among the responses (N=3) who reported the questions were clear, one recorded the questions were long and it took more than 10 minutes. One respondent recommended changing the sequence of the questions to separate positive and negative statements. Changes were made to keep the survey briefer but no changes were made regarding changing the sequence of the questions because the scale aimed to prevent participants from answering questions with similar responses. The scale was also updated in Qualtrics to require forced responses to each question and added headers to all sections.

Data Collection

Closed-ended questions were used to explore the factors that influence faculty's perceptions when adopting online teaching and their personal, contextual, and technographic characteristics. According to Bell (2005), analyzing open-ended questions is more difficult than is the case with closed questions. Saunders et al. (2009) purported that closed-ended questions are very popular because responses provide a greater uniformity and are more easily processed. These questions are also less time-consuming for the respondent to answer. A questionnaire was used in this study to reveal information to be disclosed, and to reach more faculty members, which is important to attempt to generalize the research.

The collection of data for this research took place from April through May 2020. Data were collected from the faculty at the two types of universities by using an electronic survey sent to the participants through Qualtrics. The Deanships of Graduate Studies and Scientific Research at both the Princess Nourah University and Qassim University were contacted to obtain permission for faculty to participate in the survey. Once the permission was granted (see Appendix E & Appendix F), faculty members in the above-noted institutions were contacted via their social media accounts and emails and invited to participate in the survey. A link to the survey was sent to all faculty via email by the Deanships of Graduate Studies and Scientific Research at both the Princess Nora University and Qassim University with instructions on how to complete the survey, along with a brief introduction to the research. The size of the population who received the email was not known by the researcher since the email was sent by the Deanship of Faculty Affairs at both Universities.

After two weeks, a personalized email that included the name and title was sent by the researcher to some faculty members who listed their emails in the university websites to encourage them to participate. The researcher also sent a WhatsApp message to each contact person in each university, requesting each contact person to send the survey link to faculty members in their departments and encourage them to participate in the study. The contact persons were very cooperative and responded to the researcher with supportive messages, and the responses increased by 45 more responses. A significant body of research has found that survey request personalization is an effective means for increasing the response rate (Dillman et al., 2014). According to Dillman et al. (2014), “If the request is not personalized, it is very easy for respondents to ignore it, using the rationale that others in the group will surely respond” (p. 237).

The instrument was completed using the online survey tool, Qualtrics. Creswell (2009) noted that online survey tools such as Qualtrics enable the researcher to quickly create and deploy surveys and generate results and reports that can be downloaded to a spreadsheet or a database processing application. The survey was accessible over the internet, and the participants were able to complete the survey at home or at a location of their choice. Most faculty used the instant messaging application WhatsApp extensively, and most departments have chat groups to send announcements to the faculty. The participants had approximately month and a half to complete the survey, from mid of April to the end of May 2020. It is unknown the number of initial requests to participate in the survey were distributed by the universities; however, 122 faculty members completed the surveys. There were some faculty members who would begin to complete the survey, but then skip some of the questions or submit the survey without fully completing it. I discarded those surveys and did not use any of the responses at all. It should be noted that these data were collected during the 2020 COVID-19 global pandemic.

Data Analysis

Data were analyzed using the data analysis software package, SPSS® version 22.0. Descriptive statistics, including mean and standard deviation, were calculated for each item and for grouped items. Survey items were grouped by construct. The constructs are demographic information, the overall attitudes towards online teaching, the overall attitudes towards the use of computer and internet, the professional development needs and the levels of using online teaching (Table 3.2).

Table 3.2. Mapping of research questions, variables, and survey questions

Research Questions	Variable	Survey Questions
Research Question #1	Age	Section I: Demographic Information
	Gender	
	Country of graduation	
	Years of teaching experience	

Research Question #2	Administrative Support of Online Teaching. Department, and Academic Rank.	Section III: Computer and Internet Access Scale and Time Commitments Scale. Section IV: Institutional Support Scale.
Research Question #3	Prior Instructional Technology Use. Technology-Related Professional Development. Attitudes Toward Online Teaching.	Section II: Faculty Attitudes Towards Online Teaching. Section V: Professional Development Needs and Prior Instructional Technology Use. Section V: Levels of Using Online Teaching

To answer the research questions about the relationship between faculty's personal characteristics (age, gender, country of graduation, and years of teaching experience) and their perceptions of the value of distance education (RQ1), descriptive statistics, including mean and standard deviation were analyzed. Multivariate ANOVA (MANOVA) were conducted to answer research questions by comparing the differences between groups. The data from MANOVA were used to find the significance for each dependent variable age, gender, country of graduation, and years of teaching experience.

Multivariate ANOVA (MANOVA) was also conducted to compare the means for each construct/factor across the multivariate sample means for research question two and three. A MANOVA was used to analyze the data to answer the research question two because MANOVA can identify relationships between variables when there is more than one dependent variable. The MANOVA detects whether groups differ along a combination of dimensions, and identifies any significant interaction between variables (Field, 2013; Pallant, 2013).

Using these methods, data were collected and analyzed to help further knowledge of these issues in the field of study. The descriptive, quantitative research design provided a variety of ways to analyze and present survey data. In this design, data were collected at a single point of

time, providing a snapshot of the perceptions of faculty members. Details from the data analysis are provided in the results section.

Summary

The purpose of this quantitative study was to examine the perceptions of faculty in two institutions in Saudi Arabia toward distance education. The goal of the study was to provide insight university administrators and policy makers as they seek to develop meaningful online learning environments which will positively influence student success. This chapter explained the research methodology, design, and survey sampling employed. The chapter also explained the variables, tests for validity, as well as methods of data analyses. Chapter Four presents the findings from the data collected.

Chapter 4 - Findings

Chapter Overview

The purpose of this quantitative study was to understand whether a relationship exists between faculty perceptions of distance education and their (a) personal characteristics, (b) contextual characteristics (academic rank, perceptions of teaching effectively within the online environment, and prior instructional technology use), and (c) institutional support of online teaching, technology-related professional development needs; and which variables have the greatest influence in faculty perceptions of distance education.

In this chapter, the researcher provides an analysis of the data collected through this research and has divided it into three sections. Section 1 outlines the survey demographic description. Section 2 outlines the data collected from the research questions. Section 3 covers a summary of research findings.

Descriptive Statistics

Personal Characteristics

This section of the chapter includes participant demographic data. Table 4.1 provides information concerning the following descriptive characteristics in the research sample: Age, gender, academic rank, years of teaching experience, workplace, and country of graduation.

Table 4.1. Participant Demographic Information

Variables	Category	Frequency	Percent
Gender	• male	35	28.5%
	• female	87	87%
Age	• under 30	8	6.59%
	• 31 to 40	39	31.7%
	• 41 to 50	55	44.7%
	• over 50	20	16.3
	• professor	17	13.8%
Rank	• associate professor	24	19.5%
	• assistant professor	47	38.2%
	• lecturer	26	21.1%
	• teaching assistant	8	6.5%
	• 5 year or less.	29	23.6%
Experience	• 6-10 years.	18	14.6%
	• 11-15 years.	21	17.1%
	• 16-20 years.	15	12.2%
	• 20+ years.	39	31.7%
	• princess Nourah university	39	31.7%
University	• Qassim university	83	67.5%
	• Saudi Arabia.	51	41.5%
Country of Graduation	• United States.	10	8.1%
	• United Kingdom.	7	5.7%
	• Australia.	3	2.4%
	• other.	51	41.5%

Age

As shown in Table 4.1, the majority of the sample respondents (44.7%) were ages 41–50 years; they were followed closely by respondents (31.7%) ages 30 to 40 years. The next largest grouping of respondents (16.3%) was ages over 50 years, and only (6.5%) respondents of age under 30. Frequency refers only to the respondents of the survey and not the university or national average (Table 4.1 and Figure 4.1).

Gender

The gender distribution of the respondents is shown in Table 4.1. Females are represented more than males. The gender of the respondents (Table 4.1) shows that the population was

70.7% female, 28.5% male. The faculty population of the surveyed universities is also contained and was distributed with 82.60% female and 17.39% male. Therefore, the sample closely resembles the faculty population of the two universities.

Academic Rank

In terms of academic rank, the highest percentage (38.2%) was Assistant Professor, followed by 21.1% Lecturer, 19.5% Associate Professor, and 13.8% Professor. The rank of Teaching Assistant comprised 6.5% (see Table 4.1).

Country of Graduation

Just over 40% (41.2%) of the participants got their last degree from Saudi Arabia, and 41.5% faculty members chose other (not Saudi Arabia, United States or the UK). Only 8.1% reported completing their last academic degree was from the United State, while 5.7% graduated from the UK. Three faculty members (2.4%) graduated from Australia (see Table 4.1).

Years of Teaching Experience

Thirty-nine faculty members (31.7%) had taught for more than 20 years. Twenty-nine faculty members (23.6%) had taught for 5 years or less. Twenty-two faculty members (17.1%) had taught for 11-15 years followed closely by eighteen faculty members (14.6%) having taught for 6-10 years. Fifteen faculty members (12.2%) had taught for 16-20 years (Table 4.1).

Current Workplace

Among the sample, 39 faculty members (31.7%) reported teaching in Princess Nora University and 83 faculty members (67.5%) reported teaching in Qassim University (Table 4.1).

Descriptive Statistics of Study Variables

Perceived Value Scale

Participants were asked to specify their level of agreement or disagreement on a five-point scale (5 indicating strongly agree, 3 indicating neutral, and 1 indicating strongly disagree)

of statements concerning their perceptions of the value of distance education. Table 4.2 shows the frequency percentage of participants' responses for 11-items.

Table 4.2. Perceptions of the Value of Distance Education

Statement	Percent%				
	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
I am happy with the fact that instruction can be delivered over distance via the internet.	0.8%	4.1%	14.6%	40.7%	38.2%
I like to talk with others about online education.	3.3%	5.7%	27.6%	41.5%	21.1%
Using the internet to deliver instruction would be enjoyable.	4.1%	4.9%	23.6%	39.8%	26.0%
There are unlimited possibilities for the use of online education that have not yet been thought about.	0.8%	2.4%	23.6%	45.5%	26.8%
Online distance education will increase my efficiency in teaching.	5.7%	6.5%	22.0%	39.0%	25.0%
Online education will increase quality of teaching and learning because it integrates all forms of media: print, audio, video, animation.	4.9%	7.3%	16.3%	43.9%	26.8%
Online education can engage learners more than other forms of learning.	7.3%	13.0%	24.0%	32.5%	21.1%
Online education will increase the flexibility of teaching and learning process.	4.1%	7.3%	14.6%	47.2%	26.0%
Online education will improve communication between students and teachers.	8.1%	16.3%	26.0%	30.1%	18.7%
Online education will enhance the pedagogic value of a course.	6.5%	13.0%	38.2%	28.5%	12.2%
I would like to know more about online education.	2.4%	4.1%	13.0%	41.5%	38.2%

Based on Table 4.2 the majority of the respondents (78.9%) either strongly agreed or agreed they were happy instruction can be delivered over distance via the internet, 62.6% of the

respondents agreed they liked to talk with others about distance education, and 65.8% of the respondents either strongly agreed or agreed they felt using the internet to deliver instruction would be enjoyable. Of the respondents, 72.3% either strongly agreed or agreed online education will increase quality of teaching and learning because it integrates all forms of media: print, audio, video, animation. Then 53.6% either strongly agreed or agreed that online education can engage learners more than other forms of learning, and 73.2% either strongly agreed or agreed online education will increase the flexibility of teaching and learning process. Almost half of the faculty 48.8% either strongly agreed or agreed that online education will improve communication between students and teachers.

Attitude Scale

Participants responded to eight items regarding their attitude toward online education.

Data can be found in Table 4.3

Table 4.3. Attitude Toward Online Education

Attitude scale	Percent%				
	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
I feel intimidated by online education.	45.5%	16.3%	22.0%	10.6%	4.9%
Online education makes me uncomfortable because I do not understand it.	43.9%	31.7%	8.1%	9.8%	5.7%
Online education is difficult to handle and therefore frustrating to use.	35.8%	28.5%	20.3%	11.4%	3.3%
Online education experiences cannot be equated with face-to-face teaching.	2.4%	8.1%	22.8%	28.8%	37.4%
I would rather to teach in face-to-face environment rather than teaching via the internet.	2.4%	9.8%	24.4%	32.5%	30.1%
I would stay away from online education as much as possible.	23.6%	32.5%	26.8%	11.4%	4.9%
I do not intend to use online education in the near future.	34.1%	31.7%	19.5%	9.8%	4.1%

Almost two-thirds of the faculty members disagreed (61.8%) with the negatively stated statements “I feel intimidated by online education”. Of the respondents, 75.6% disagreed with the statement “Online education makes me uncomfortable because I do not understand it”. Then (64.6%) disagreed with the negatively stated statement “Online education is difficult to handle and therefore frustrating to use”. Almost two-thirds of the faculty members (66.2%) agreed that “Online education experiences cannot be equated with face-to-face teaching,” and 62.6% agreed with the statement “I would rather to teach in face-to-face environment rather than teaching via the internet”. This suggested that they felt confident and comfortable concerning the implementation of online education, but they still did not think that online education experiences can be equated with face-to-face teaching, and they would rather to teach face to face.

Computer and Internet Access Scale

There were four items regarding faculty’s computer and internet access to support online education (Table 4.4).

Table 4.4. Computer and Internet Access Scale

Attitude scale		Percent%			
Statement	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
I can get access to a computer whenever I need it.	1.6%	4.9%	6.5%	34.1%	52.0%
I can get access to a reliable internet connection whenever I need it.	2.4%	12.2%	17.1%	27.6%	39.8%
I can get access to a printer whenever I need it.	10.6%	21.1%	16.3%	26.0%	25.2%
I can get access to a scanner whenever I need it.	13.0%	17.1%	17.9%	25.2%	26.0%

Based on Table 4.4, the majority of faculty members (86.1%) either strongly agreed or agreed they could get access to a computer whenever they needed it. Over two-thirds of participants (67.4%) strongly agreed or agreed that they could get access to a reliable internet connection whenever they needed it. Approximately 50% agreed they could get access to a printer and a scanner whenever they needed it.

Time Commitments Scale

There were three items for faculty time commitments technology-related. Table 4.5 displays the frequency data for these items. Almost two-thirds of participants (57.7%) disagreed or strongly disagreed with “I do not have time to learn how to use new computer technologies on my own.” Also 58.5% disagreed or strongly disagreed with the negatively worded statements “I do not have time to join training about the use of new computer technologies,” and “I do not have time to create online education materials.”

Table 4.5. Time Commitments Scale

Attitude scale		Percent%			
Statement	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
I do not have time to learn how to use new computer technologies on my own.	31.7%	26.0%	18.7%	16.3%	6.5%
I do not have time to join training about the use of new computer technologies.	26.0%	32.5%	13.0%	18.7%	8.9%
I do not have time to create online educational materials.	23.6%	22.8%	18.7%	22.8%	11.4%

Institutional Support Scale

The institutional support of online education was measured with seven statements and one question. The results of the question and each statement are presented in Table 4.6. Over

82.1% of participants either agreed or strongly agreed with “The university administrators encourage the use of the new technologies to deliver instruction,” and “The university provides training in the implementation of the new technologies in education.” Approximately 73.2% agreed with “The university provides any needed technical assistance for the faculty members.” Then 64.2% agreed with “The university will provide any needed financial support for online education projects.” Over 70.7% agreed with “The university provides the computer technologies needed to develop and deliver online education courses.” A minority of 14.6% of faculty members did not agree that the university provides training in adopting online education and technical skills, while 33.3% agreed and 51.2% were neutral. Over 60% agreed with “The university would reward faculty members who are teaching in an online environment.”

Table 4.6. Institutional Support Scale

Attitude scale		Percent%			
Statement	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
The university administrators encourage the use of the new technologies to deliver instruction.	1.6%	3.3%	12.2%	39.0%	43.1%
The university provides training in the implementation of the new technologies in education.	2.4%	2.4%	17.9%	30.9%	45.5%
The university provides any needed technical assistance for the faculty members.	3.3%	7.3%	15.4%	37.4%	35.8%
The university will provide any needed financial support for online education projects.	5.7%	8.1%	21.1%	32.5%	31.7%
The university provides the computer technologies needed to develop and deliver online education courses.	2.4%	5.7%	20.3%	33.3%	37.4%
The university provides training in online education and technical skills.	17.9%	15.4%	51.2%	8.1%	6.5%
The university would reward faculty members who are teaching in an online environment.	4.1%	10.6%	23.6%	43.9%	17.1%

Personal Assistant

The majority of faculty members (70.0%) answered that they had access to personnel (e.g., student assistants, staff) to help them use any online learning systems, and only 28.0% answered that they did not have a personal assistant (Table 4.7).

Table 4.7. Response for Having Access to Support Personnel

Response	Frequency	Percent
Yes	87	70.73%
No	36	29.72%
Total	122	100.0%

Professional Development Needs Scale

There were four items related to faculty professional development needs. The results of this scale (Table 4.8) indicated 51% agreed or strongly agreed that they have an immediate need for more training with curriculum that integrates technology. Of the respondents, 74.8% agreed or strongly agreed they need technical support to support my technology usage in instruction. Then 51.3% agreed or strongly agreed they need instructional technology seminars/workshops, and 65% agreed or strongly agreed their university's faculty technology professional development plan meets their technology needs.

Table 4.8. Professional Development Needs Scale

Attitude scale	Percent%				
Statement	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
I have an immediate need for more training with curriculum that integrates technology.	5.7%	12.2%	20.3%	42.3%	18.7%
I need technical support to support my technology usage in instruction.	4.1%	6.5%	13.8%	55.3%	19.5%
I need instructional technology seminars/workshops.	3.3%	7.3%	37.4%	35.0%	16.3%
My university's faculty technology professional development plan meets my technology needs.	4.3%	6.0%	24.0%	54.0%	11.0%

Levels of Using Online Teaching Scale

For this scale faculty were asked to select one statement that best describes their level of using online teaching in their instruction. Of the respondents, 20.3% of participants chose “I am comfortable using online teaching and it has become a part of my routine instructional strategy” as their level with online teaching, while 17.1% chose “I have recently learned about how to use online teaching.” Then 15% chose “I have little or no knowledge about how to use online teaching,” and 13% chose “I have been using online teaching for an extended period. At this time, I am looking to make major improvements in the way I use it.” (Table 4.9).

Table 4.9. Levels of Using Online Teaching Scale

Attitude scale		
Statement	Frequency	Percent
I have been using online teaching for an extended period. At this time, I am looking to make major improvements in the way I use it.	16	13.0%
I have been using online teaching to improve outcomes and I am sharing my experiences with colleagues.	13	10.6%
I have been using online teaching for a while and I am beginning to make changes to improve outcomes.	10	8.1%
I am comfortable using online teaching and it has become a part of my routine instructional strategy.	25	20.3%
I am using online teaching with a focus on short-term actions, as I have little time for reflection.	13	10.6%
I am preparing to use online teaching for the first time.	5	4.1%
I have recently learned about how to use online teaching.	21	17.1%
I have little or no knowledge about how to use online teaching.	19	15.4%

Table 4.10. Descriptive Statistics for the Study Variables

	N	Mean	Std. Deviation
Perceived Value Scale	121	41.1405	7.46693
Attitude Scale	121	20.7769	6.36067
Computer and Internet Access Scale	122	14.9098	3.89533

Time Commitments Scale	122	7.6639	3.47746
Institutional Support Scale	122	26.3607	4.66048
Professional Development Needs Scale	122	7.3689	1.91644
Valid N (listwise)	122		

Hypothesis Testing

SPSS® software platform was used to analyze the following research questions. The researcher utilized MANOVA to address the research questions. When statistically significant differences were found in any of the personal characteristics, a series of analysis of variance (ANOVA) tests were conducted to identify values of significance. The following are the results of the analysis for each of the research questions and respective hypotheses.

Research Question 1

One-way Multivariate Analysis of Variance (MANOVA) Tests were conducted for research question one:

Is there a significant relationship between faculty personal characteristics (age, gender, country of graduation, and years of teaching experience) and their perceptions of distance education?

$H_0 1.1$. There are no statistically significant differences in faculty perceptions of distance education by faculty age.

$H_0 1.2$. There are no statistically significant differences in faculty perceptions of distance education by faculty gender.

$H_0 1.3$. There are no statistically significant differences in faculty perceptions of distance education by faculty country of graduation.

$H_0 1.4$. There are no statistically significant differences in faculty perceptions of distance education by faculty years of teaching experience.

In order to determine if there were statistically significant differences between faculty personal characteristics (age, gender, country of graduation, and years of teaching experience) and their perceptions of the value of distance education, a series of the MANOVA tests were conducted.

Princess Nourah University

Table 4.11 provides a summary of the Wilks' Lambda test results of the MANOVA on Princess Nourah University faculty personal characteristics (age, gender, country of graduation, and years of teaching experience) and their concerns in adopting distance education.

Table 4.11. Lambda Test Results of MANOVA on Faculty Perceptions and Personal Characteristics at Princess Nourah University

Independent Variables		Value	F	Hypothesis df	Error df	Sig.
Age	Wilks' Lambda	.361	1.350	21.000	66.594	.178
Gender	Wilks' Lambda	.610	2.099 ^b	7.000	23.000	.085
Country of Graduation	Wilks' Lambda	.307	1.614	21.000	66.594	.072
Academic Rank	Wilks' Lambda	.393	.739	28.000	69.928	.812
Years of Teaching Experience	Wilks' Lambda	.250	1.172	28.000	69.928	.291

Note. b. Exact Statistic

Test Results of Null Hypotheses

H0 1.1. There are no statistically significant differences in faculty perceptions of distance education by faculty age.

Finding

One-way MANOVA on the Lambda test results (Lambda (21, 66) = .361, $p > .05$) did not show a statistically significant difference. Thus, there are no statistically significant differences in faculty perceptions of distance education by age. The null hypothesis Ho 1.1 was accepted.

H0 1.2. There are no statistically significant differences between faculty gender and faculty perceptions of distance education.

Finding

Princess Nourah University is a single-sex university with only females. Having a single-sex sample size did not provide information if gender did pose a significant impact on faculty perceptions of distance education.

H0 1.3. There are no statistically significant differences between faculty country of graduation and faculty perceptions of distance education.

Finding

One-way MANOVA on the Lambda test results (Lambda (21, 66) = .307, $p > .05$) did not show a statistically significant difference. Thus, the participants' perceptions in adopting distance education were not influenced by their country of graduation. The null hypothesis H_0 1.3 was accepted.

H0 1.4. There are no statistically significant differences in faculty perceptions of distance education by faculty years of teaching experience.

Finding

One-way MANOVA on the Lambda test results (Lambda (28,69) = .250, $p > .05$) did not show a statistically significant difference. Thus, the participants' perceptions of distance education by their years of teaching experience. The null hypothesis H_0 1.4 was accepted.

Qassim University

Table 4.12 provides a summary of the Wilks' Lambda test results of the MANOVA on Qassim University faculty personal characteristics (age, gender, country of graduation, and years of teaching experience) and their perception of distance education. When statistically significant differences were found in any of the personal characteristics, a series of analysis of variance (ANOVA) tests were conducted to identify values of significance.

Table 4.12. Lambda Test Results of MANOVA on Faculty Perceptions in Qassim University

Independent Variables		Value	F	Hypothesis df	Error df	Sig.
Age	Wilks' Lambda	.637	1.375	21.000	169.966	.137
Gender	Wilks' Lambda	.742	2.934 ^b	7.000	59.000	.011
Country of Graduation	Wilks' Lambda	.676	.879	28.000	214.150	.646
Years of Teaching Experience	Wilks' Lambda	.564	1.316	28.000	214.150	.142

Note. b. Exact Statistic

Test Results of Null Hypotheses

H0 1.1. There are no statistically significant differences in faculty perceptions of distance education by faculty age.

Finding

One-way MANOVA on the Lambda test results (Lambda (21, 169) = .637, $p > .05$) did not show a statistically significant difference. Thus, there are no statistically significant differences in faculty perceptions of distance education by age. The null hypothesis H_0 1.1 was accepted.

H0 1.2. There are no statistically significant differences between faculty gender and faculty perceptions of distance education.

Finding

One-way MANOVA on the Lambda test results on Table 4.13 were statistically significant at the $<.05$ level (7, 59) = .742) and showed a statistically significant difference. Thus, the participants' concerns in adopting distance education were influenced by their gender. The significant value of the Lambda MANOVA test was .011 at the $\alpha = .05$ level in Table 4.13. Therefore, the null hypothesis H_0 1.2 was rejected. Table 4.13 gives the significance values for concerns in adopting distance education based on gender.

H0 1.3. There are no statistically significant differences between faculty country of graduation and faculty perceptions in adopting distance education.

Finding

One-way MANOVA on the Lambda test results ($\text{Lambda}(28, 214) = .676, p > .05$) did not show a statistically significant difference. Thus, the participants' perceptions in adopting distance education were not influenced by their country of graduation. The null hypothesis H_0 1.3 was accepted.

H0 1.4. There are no statistically significant differences in faculty perceptions of the value of distance education by faculty years of teaching experience.

Finding

One-way MANOVA on the Lambda test results ($\text{Lambda}(28, 214) = .564, p > .05$) did not show a statistically significant difference. Thus, the participants' perceptions of the value of distance education by their years of teaching experience. The null hypothesis H_0 1.4 was accepted.

Table 4.13. ANOVA for Perceptions in Adopting Distance Education by Gender in Qassim University

Current Work Place	Sum of Squares	df	Mean Square	F	Sig.		
Qassim University	Perceived Value Scale	Between Groups	61.258	1	61.258	1.216	.273
		Within Groups	4028.790	80	50.360		
		Total	4090.049	81			
	Attitude Scale	Between Groups	36.496	1	36.496	1.151	.287
		Within Groups	2536.979	80	31.712		
		Total	2573.476	81			
	Computer and Internet Access Scale.	Between Groups	3.074	1	3.074	.226	.636
		Within Groups	1101.215	81	13.595		
		Total	1104.289	82			
	Time Commitments Scale	Between Groups	.007	1	.007	.001	.980
		Within Groups	833.801	81	10.294		
		Total	833.807	82			
	Institutional Support Scale	Between Groups	59.319	1	59.319	3.893	.052
		Within Groups	1234.223	81	15.237		
		Total	1293.542	82			
	Professional Development Needs Scale.	Between Groups	1.687	1	1.687	.455	.502
		Within Groups	300.265	81	3.707		
		Total	301.952	82			

	Within Groups	300.265	81	3.707
	Total	301.952	82	

According to the ANOVA results of Qassim University, gender did have statistically significant differences in faculty perception of distance education, which suggested faculty members' gender did not have any impact on how faculty are concerned about, or involved with distance education.

Research Question 2

Is there a significant relationship between faculty contextual characteristics (academic rank, perceived value of distance education, and prior instructional technology use) and their perceptions of distance education?

Ho 2.1. There are no statistically significant differences between faculty academic rank and faculty perceptions of distance education.

Ho 2.2. There are no statistically significant differences between faculty perceived value of distance education and faculty perceptions of distance education.

Ho 2.3. There are no statistically significant differences between faculty prior instructional technology use and faculty perceptions of distance education.

In order to determine if there were statistically significant differences in faculty's contextual characteristics (academic rank, perceived value of distance education, and prior instructional technology use) and their perceptions of distance education, a series of MANOVA tests were conducted. When statistically significant differences were found in any of the contextual characteristics, a series of analysis of variance (ANOVA) tests were conducted to identify values of significance.

Princess Nourah University

Test Results of Null Hypotheses

Ho 2.1. There are no statistically significant differences between faculty academic rank and faculty perceptions of distance education.

Finding

One-way MANOVA on the Lambda test results ($\text{Lambda}(28,69) = .393, p > .05$) did not show a statistically significant difference (Table 4.14). Thus, the participants' perceptions of distance education were not influenced by their academic rank. The null hypothesis Ho 2.1 was accepted.

Table 4.14. Lambda Test Results of MANOVA on Academic Rank and Faculty Perceptions in Princess Nourah University

Independent Variables		Value	F	Hypothesis df	Error df	Sig.
Academic Rank	Wilks' Lambda	.393	.739	28.000	69.928	.812
Years of Teaching Experience	Wilks' Lambda	.250	1.172	28.000	69.928	.291

Ho 2.2. There are no statistically significant differences between faculty perceived value of distance education and faculty perceptions of distance education.

Finding

Table 4.15 provides a summary of the Wilks' Lambda test results of the MANOVA on faculty perceived value of distance education. A one-way MANOVA of question 1 and 5 Lambda test found that the results were statistically significant at the $<.05$ level ($(1,27) = .830$ and $.827$) and showed statistically significant difference. Thus, faculty perceptions of distance education were influenced by their perceived value of distance education. The significant value of the Lambda MANOVA test were .026 and .025 at the $\alpha = .05$ level in Table 4.15. The null hypothesis Ho 2.2 was rejected.

Table 4.15. MANOVA for Faculty Perceived Value of Distance Education Princess Nourah University

Independent Variables		Value	F	DF	Error df	Sig	Eta
I am happy with the fact that instruction can be delivered over distance via the internet.	Wilks' Lambda	.830	5.546 ^b	1.000	27.000	.026	.170
I like to talk with others about online education.	Wilks' Lambda	.970	.841 ^b	1.000	27.000	.367	.030
Using the internet to deliver instruction would be enjoyable.	Wilks' Lambda	.920	2.340 ^b	1.000	27.000	.138	.080
There are unlimited possibilities for the use of online education that have not yet been thought about.	Wilks' Lambda	.901	2.965 ^b	1.000	27.000	.097	.099
Online distance education will increase my efficiency in teaching.	Wilks' Lambda	.827	5.651 ^b	1.000	27.000	.025	.173
Online education will increase quality of teaching and learning because it integrates all forms of media: print, audio, video, animation.	Wilks' Lambda	.987	.351 ^b	1.000	27.000	.559	.013
Online education can engage learners more than other forms of learning.	Wilks' Lambda	.946	1.531 ^b	1.000	27.000	.227	.054
Online education will increase the flexibility of teaching and learning process.	Wilks' Lambda	.994	.157 ^b	1.000	27.000	.695	.006
Online education will improve communication between students and teachers.	Wilks' Lambda	.999	.026 ^b	1.000	27.000	.874	.001
Online education will enhance the pedagogic value of a course.	Wilks' Lambda	.996	.115 ^b	1.000	27.000	.737	.004
I would like to know more about online education.	Wilks' Lambda	.931	2.005 ^b	1.000	27.000	.168	.069

Note. b. Exact Statistic

Qassim University

Test Results of Null Hypotheses

H0 2.1. There are no statistically significant differences between faculty academic rank and faculty perceptions in adopting distance education.

Finding

One-way MANOVA on the Lambda test results on Table 4.16 were statistically significant at the $<.05$ level ($28, 214 = .328$) and showed a statistically significant difference. Thus, the participants' concerns in adopting distance education were influenced by their academic rank. The significant value of the Lambda MANOVA test was .000 at the $\alpha = .05$ level in Table 4.16. Therefore, the null hypothesis $H_0 2.1$ was rejected. Tables 4.17 gives the significance values for concerns in adopting distance education based on academic rank.

Table 4.16. Lambda Test Results of MANOVA on Academic Rank and Faculty Perceptions Qassim University

Independent Variables		Value	F	Hypothesis df	Error df	Sig.
Academic Rank	Wilks' Lambda	.328	2.769	28.000	214.150	.000

Table 4.17 ANOVA for Perceptions in Adopting Distance Education by Academic Rank in both Qassim University and Princess Nourah University

Current Work Place	Sum of Squares	df	Mean Square	F	Sig.		
Qassim University	Perceived Value Scale	Between Groups	99.055	4	24.764	.478	.752
		Within Groups	3990.994	77	51.831		
		Total	4090.049	81			
	Attitude Scale	Between Groups	8.233	4	2.058	.062	.993
		Within Groups	2565.242	77	33.315		
		Total	2573.476	81			
	Computer and Internet Access Scale.	Between Groups	107.274	4	26.819	2.098	.089
		Within Groups	997.015	78	12.782		
		Total	1104.289	82			
	Time Commitments Scale	Between Groups	35.259	4	8.815	.861	.491
		Within Groups	798.548	78	10.238		
		Total	833.807	82			
	Institutional Support Scale	Between Groups	149.504	4	37.376	2.548	.046
		Within Groups	1144.039	78	14.667		
		Total	1293.542	82			
	Professional Development Needs Scale.	Between Groups	32.153	4	8.038	2.324	.064
		Within Groups	269.798	78	3.459		
		Total	301.952	82			
	Perceived Value Scale	Between Groups	232.542	4	58.136	.846	.506
		Within Groups	2335.048	34	68.678		

Princess Nourah University	Attitude Scale	Total	2567.590	38			
		Between Groups	156.984	4	39.246	.653	.628
		Within Groups	2041.990	34	60.059		
	Computer and Internet Access Scale.	Total	2198.974	38			
		Between Groups	146.042	4	36.511	2.127	.099
		Within Groups	583.548	34	17.163		
	Time Commitments Scale	Total	729.590	38			
		Between Groups	51.682	4	12.920	.985	.429
		Within Groups	446.062	34	13.119		
	Institutional Support Scale	Total	497.744	38			
		Between Groups	66.750	4	16.687	.510	.729
		Within Groups	1113.148	34	32.740		
Professional Development Needs Scale.	Total	1179.897	38				
	Between Groups	1.628	4	.407	.126	.972	
	Within Groups	109.962	34	3.234			
	Total	111.590	38				

H0 2.2. There are no statistically significant differences between faculty perceived value of distance education and faculty perceptions of distance education.

Finding

Table 4.18 provides a summary of the Wilks' Lambda test results of the MANOVA on faculty perceived value of distance education. A one-way MANOVA of question 1 and 5 Lambda test found that the results were statistically significant at the $<.05$ level $(1,70) = .901$ and showed statistically significant difference. Thus, faculty perceptions of distance education were influenced by their perceived value of distance education. The significant value of the Lambda MANOVA test was .007 at the $\alpha = .05$ level in Table 4.19. The null hypothesis H_0 2.2 was rejected.

Table 4.18. MANOVA for Faculty Perceived Value of Distance Education Qassim University

Independent Variables		Value	F	DF	Error df	Sig	Eta
I am happy with the fact that instruction can be delivered over distance via the internet.	Wilks' Lambda	1.000	.021 ^b	1.000	70.000	.885	.000
I like to talk with others about online education.	Wilks' Lambda	1.000	.009 ^b	1.000	70.000	.926	.000
Using the internet to deliver instruction would be enjoyable.	Wilks' Lambda	.999	.094 ^b	1.000	70.000	.760	.001

There are unlimited possibilities for the use of online education that have not yet been thought about.	Wilks' Lambda	.999	.056 ^b	1.000	70.000	.813	.001
Online distance education will increase my efficiency in teaching.	Wilks' Lambda	.999	.080 ^b	1.000	70.000	.778	.001
Online education will increase quality of teaching and learning because it integrates all forms of media: print, audio, video, animation.	Wilks' Lambda	.998	.152 ^b	1.000	70.000	.698	.002
Online education can engage learners more than other forms of learning.	Wilks' Lambda	.996	.303 ^b	1.000	70.000	.584	.004
Online education will increase the flexibility of teaching and learning process.	Wilks' Lambda	.992	.539 ^b	1.000	70.000	.465	.008
Online education will improve communication between students and teachers.	Wilks' Lambda	1.000	.001 ^b	1.000	70.000	.973	.000
Online education will enhance the pedagogic value of a course.	Wilks' Lambda	1.000	.033 ^b	1.000	70.000	.856	.000
I would like to know more about online education.	Wilks' Lambda	.901	7.709 ^b	1.000	70.000	.007	.099

Note. b. Exact Statistic

H0 2.3. There are no statistically significant differences between faculty prior instructional technology and faculty perceptions of distance education.

Finding

Findings of descriptive statistics (see Table 4.19, and Table 4.20), including mean and standard deviation revealed a statistically significant relationship between faculty perception of distance education and faculty prior instructional technology. The null hypothesis H_0 2.2 was accepted.

Table 4.19. Descriptive Statistic of Faculty Prior Instructional Technology of Distance Education at both Princess Nourah University and Qassim University

Please select one statement of the following statements best describes your level of using

online teaching in your instruction.					
	Frequency	Percent	Valid Percent	Cumulative Percent	
Valid	I have been using online teaching for an extended period. At this time, I am looking to make major improvements in the way I use it.	16	13.1	14.4	14.4
	I have been using online teaching to improve outcomes and I am sharing my experiences with colleagues.	13	10.7	11.7	26.1
	I have been using online teaching for a while and I am beginning to make changes to improve outcomes.	10	8.2	9.0	35.1
	I am comfortable using online teaching and it has become a part of my routine instructional strategy.	21	17.2	18.9	54.1
	I am using online teaching with a focus on short-term actions, as I have little time for reflection.	13	10.7	11.7	65.8
	I am preparing to use online teaching for the first time.	5	4.1	4.5	70.3
	I have recently learned about how to use online teaching.	19	15.6	17.1	87.4
	I have little or no knowledge about how to use online teaching.	14	11.5	12.6	100.0
	Total	111	91.0	100.0	
Missing Total	System	11	9.0		
	122	100.0			

Table 4.20 ANOVA of Faculty Prior Instructional Technology of Distance Education at both Princess Nourah University and Qassim University

ANOVA					
Please select one statement of the following statements best describes your level of using online teaching in your instruction.					
	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	4.392	1	4.392	.791	.376
Within Groups	605.248	109	5.553		
Total	609.640	110			

Research Question 3

Is there a significant relationship between faculty's technographic characteristics (Institutional support of online teaching, technology-related professional development needs) and faculty perceptions of distance education?

Null Hypotheses

$H_0 3.1$. There are no statistically significant differences in faculty perceptions of distance education by institutional support of online teaching.

$H_0 3.2$. There are no statistically significant differences in faculty perceptions of distance education by technology-related professional development needs.

In order to determine if there were statistically significant relationship between faculty's technographic characteristics (Institutional support of online teaching, technology-related professional development needs) and their perceptions of distance education, a series of MANOVA tests were conducted. When statistically significant differences were found in any of the technographic characteristics, a series of analysis of variance (ANOVA) tests were conducted to identify values of significance.

Princess Nourah University

Test Results of Null Hypotheses

H0 3.1. There are no statistically significant differences in faculty perceptions of distance education by institutional support of online teaching.

Finding

Table 4.21 and Table 4.22 provide a summary of the Wilks' Lambda test results of MANOVA on Institutional Support of Online Education. One-way MANOVA on the question 18 Lambda test results Lambda was statistically significant at the $<.05$ level ($1,31) = .877$) showed a statistically significant difference. Thus, faculty perceptions of distance education were influenced by their institutional support of online education. The significant value of the Lambda MANOVA test was .045 the alpha = .05 level in Table 4.19. The null hypothesis $H_0 3.1$ was rejected. Table 4.20 provide the significance values of faculty concerns in adopting online education on faculty administrative support of technology.

Table 4.21. MANOVA for Institutional Support of Online Education Princess Nourah University

Independent Variables		Value	F	DF	Error df	Sig
The university administrators encourage the use of the new technologies to deliver instruction.	Wilks' Lambda	.989	.359 ^b	1.000	31.000	.553
The university provides training in the implementation of the new technologies in education.	Wilks' Lambda	.902	3.367 ^b	1.000	31.000	.076
The university provides any needed technical assistance for the faculty members.	Wilks' Lambda	.943	1.879 ^b	1.000	31.000	.180
The university will provide any needed financial support for online education projects.	Wilks' Lambda	.982	.554 ^b	1.000	31.000	.462
The university provides the computer technologies needed to develop and deliver distance courses.	Wilks' Lambda	.999	.018 ^b	1.000	31.000	.894

The university provides training in online education instructional and technical skills.	Wilks' Lambda	.946	1.756 ^b	1.000	31.000	.195
The university would reward faculty members who are teaching in an online environment.	Wilks' Lambda	.877	4.357 ^b	1.000	31.000	.045

Note. b. Exact Statistic

Table 4.22 ANOVA in Faculty Perception of Online Learning by Institutional Support of Online Education Princess Nourah University

			Sum of Squares	df	Mean Square	F	Sig
Princess Nourah University	Perceived Value Scale	Between Groups	303.879	7	43.411	.594	.755
		Within Groups	2263.711	31	73.023		
		Total	2567.590	38			
	Time Commitments Scale	Between Groups	82.094	7	11.728	.875	.537
		Within Groups	415.650	31	13.408		
		Total	497.744	38			
	Institutional Support Scale	Between Groups	15.436	7	2.205	.059	1.000
		Within Groups	1164.461	31	37.563		
		Total	1179.897	38			
	Attitude Scale	Between Groups	400.513	7	57.216	.986	.459
		Within Groups	1798.461	31	58.015		
		Total	2198.974	38			

H0 3.2. There are no statistically significant differences in faculty perceptions of distance education by technology-related professional development needs.

Finding

Table 4.23 provides a summary of the Wilks' Lambda test results of MANOVA on technology-related professional development needs. One-way MANOVA on the Lambda test results (Lambda (1,35) = .997, .985, and .984 $p > .05$) did not show a statistically significant

difference. Thus, the participants' perceptions in adopting distance education were not influenced by their technology-related professional development needs. The null hypothesis H_0 2.1 was accepted.

Table 4.23 MANOVA for Technology-Related Professional Development Needs Princess Nourah University

Independent Variables		Value	F	DF	Error df	Sig
I have an immediate need for more training with curriculum that integrates technology.	Wilks' Lambda	.997	.095 ^b	1.000	35.000	.760
I need technical support to support my technology usage in instruction.	Wilks' Lambda	.985	.523 ^b	1.000	35.000	.474
I need instructional technology seminars/workshops.	Wilks' Lambda	.984	.577 ^b	1.000	35.000	.452

Note. b. Exact Statistic

Qassim University

Test Results of Null Hypotheses

H0 3.1. There are no statistically significant differences in faculty perceptions of distance education by institutional support of online teaching.

Finding

Table 4.24 provides a summary of the Wilks' Lambda test results of MANOVA on Institutional Support of Online Education. One-way MANOVA on the question 16 Lambda test results Lambda was statistically significant at the $<.05$ level $(1,75) = .922$, it showed a statistically significant difference. Thus, faculty perceptions of distance education were influenced by their institutional support of online education. The significant value of the Lambda MANOVA test were .014 the alpha = .05 level as seen in Table 4.23. The null hypothesis H_0 3.1 was rejected.

Table 4.24 MANOVA for Institutional Support of Online Education Qassim University

Independent Variables	Value	F	DF	Error df	Sig
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The university administrators encourage the use of the new technologies to deliver instruction.	Wilks' Lambda	.987	.955 ^b	1.000	75.000	.332
The university provides training in the implementation of the new technologies in education.	Wilks' Lambda	.995	.386 ^b	1.000	75.000	.536
The university provides any needed technical assistance for the faculty members.	Wilks' Lambda	.960	3.149 ^b	1.000	75.000	.080
The university will provide any needed financial support for online education projects.	Wilks' Lambda	.999	.078 ^b	1.000	75.000	.780
The university provides the computer technologies needed to develop and deliver distance courses.	Wilks' Lambda	.922	6.305 ^b	1.000	75.000	.014
The university provides training in online education instructional and technical skills.	Wilks' Lambda	.955	3.568 ^b	1.000	75.000	.063
The university would reward faculty members who are teaching in an online environment.	Wilks' Lambda	.986	1.054 ^b	1.000	75.000	.308

Note. b. Exact Statistic

Table 4.25 ANOVA in Faculty Perception of Online Learning by Institutional Support of Online Education

			Sum of Squares	df	Mean Square	F	Sig
Qassim University	Perceived Value Scale	Between Groups	343.166	7	49.024	.968	.461
		Within Groups	3746.883	74	50.634		
		Total	4090.049	81			
	Time Commitments Scale	Between Groups	61.728	7	8.818	.857	.545
		Within Groups	772.079	75	10.294		
		Total	833.807	82			
	Institutional Support Scale	Between Groups	35.028	7	5.004	.298	.952
		Within Groups	1258.514	75	16.780		
		Total	1293.542	82			
	Attitude Scale	Between Groups	55.838	7	7.977	.234	.976
		Within Groups	2517.637	74	34.022		
		Total	2573.476	81			

H0 3.2. There are no statistically significant differences in faculty perceptions of distance education by technology-related professional development needs.

Finding

Table 4.26 provides a summary of the Wilks' Lambda test results of MANOVA on technology-related professional development needs. One-way MANOVA on the Lambda test results (Lambda (1,35) = .992, .999, and .999 $p > .05$) did not show a statistically significant difference. Thus, the participants' perceptions in adopting distance education were not influenced by their technology-related professional development needs. The null hypothesis H_0 2.1 was accepted.

Table 4.26. MANOVA for Technology-Related Professional Development Needs Qassim University

Independent Variables		Value	F	DF	Error df	Sig
I have an immediate need for more training with curriculum that integrates technology.	Wilks' Lambda	.992	.598 ^b	1.000	79.000	.442
I need technical support to support my technology usage in instruction.	Wilks' Lambda	.999	.101 ^b	1.000	79.000	.751
I need instructional technology seminars/workshops.	Wilks' Lambda	.999	.101 ^b	1.000	79.000	.751

Note. b. Exact Statistic

Summary

The results of the data analysis were presented in chapter four. The researcher's main goal was to increase an understanding of faculty's attitudes and perceptions toward distance education in two institutions of higher education in Saudi Arabia. The quantitative research identified faculty characteristics that influence attitudes and perceptions about distance education, and factors contributing to faculty attitude about distance education, and how faculty perceptions of online education influence their perceptions of the value of it.

Chapter 5 - Conclusions, Summary of the Results, and Recommendations for Future Studies

Chapter Overview

The purpose of this study was to understand the perception of faculty toward online education by exploring the factors that impact online instruction at Qassim University and Princess Nourah University. The study also investigated faculty professional development needs in adopting and implementing online education. The study proposed three research questions:

Research Question #1: Is there a significant relationship between faculty personal characteristics (age, gender, country of graduation, and years of teaching experience) and their perceptions of distance education?

Research Question #2: Is there a significant relationship between exists between faculty contextual characteristics (academic rank, perceived value of distance education, and prior instructional technology use) and their perceptions of distance education?

Research Question #3: Is there a significant relationship between faculty's technographic characteristics (Institutional support of online teaching, technology-related professional development needs) and faculty perceptions of distance education?

To answer these three research questions, a survey was designed to collect quantitative data from closed-ended questions. In this chapter, a summary of the quantitative data findings and conclusions for these findings are provided. Finally, recommendations for Qassim University and Princess Nourah University for future studies are presented.

Summary of The Study

Using Herzberg's Two Factor Theory (1959), as well as Maslow's (1943) theory of hierarchy of needs, as theoretical frameworks, this study intended to examine and explain faculty members' perceptions, beliefs, and behavioral intentions concerning online education as well as the relationship between faculty members' attitudes toward online education and their perceptions of their level of computer and internet access, their readiness for time commitments required for internet based distance education, level of institutional support, their level of computer and internet skills, and their perceived value of online education.

The dependent variable in this study was the attitudes of faculty members in two Saudi Arabian public universities toward online education. The independent variables were faculty members' academic rank, faculty members' perceived value of distance education, and faculty members' perceptions of their level of prior instructional technology use. The investigated factors, that might have formed the faculty members' perceptions toward online education, had been identified from the theoretical framework that was in use in this study.

The availability of the motivational factors to impact the impact learning and the learning experience represents a significant factor that might influence the initial perceptions by the faculty members toward online education. Maslow's hierarchy of needs (1943) theoretical model of adoption can be divided into basic needs and growth needs. The lower four levels are often referred to as deficiency needs (D-needs), and the top need is known as growth or being needs (B-needs) (Maslow, 1943). Maslow's hierarchy of needs include physiological, safety, love, esteem, and self-actualization. In this study, availability of needs the first factor in Maslow's (1943) theory of hierarchy of needs, was examined through six independent variables (a) faculty' perceptions of their perceived value of online education, (b) faculty perceptions of their attitude

toward online education, (c) faculty perceptions of their level of computer and internet access, (d) faculty perceptions of their readiness for time commitments required for online education, (e) faculty perceptions toward institutional support , and (f) faculty perceptions toward their professional development needs.

Previous academic research has studied online learning and has examined the opinions of university faculty in both the U.S and Saudi Arabia (Allen & Seaman, 2012; Bollinger et al., 2014; Hamdan, 2014; Koberna, 2010; Mills et al., 2009; Omar, 2016; Tabata & Johnsrud, 2008; Shea, 2007; Ulmer et al., 2007). Such opinion-based research is valuable and even instrumental when building a systematic, scalable, replicable and efficient online program. As the link between students and the institution, faculty performance and needs must be understood by the institution and the larger educational arena.

Current research supports the importance of understanding faculty's perception as one of the most important determinants of student satisfaction with online learning. The data for this study were collected from faculty members in two Saudi public universities, which are the gender-segregated Qassim University (QU) and the single-sex Princess Nourah University (PNU). The purpose of this quantitative study was to increase understanding of Saudi universities faculty attitudes and perceptions about online education. Using an online survey instrument, quantitative data were collected from 122 faculty members.

Overview of The Results

Research Question #1: Is there a significant relationship between faculty personal characteristics (age, gender, country of graduation, and years of teaching experience) and their perceptions of distance education?

Princess Nourah University

One-way MANOVA test results of the personal characteristics indicated that faculty' perceptions of distance education in Princess Nourah University were not influenced by their age, country of graduation, and years of teaching experience.

Qassim University

Findings of descriptive statistics, including mean and standard deviation revealed a statistically significant relationship between faculty perception of distance education and one of the factor which was gender. Results of data analysis could not support a significant relationship between faculty perception of distance education and the other three factors: age, country of graduation, and years of teaching experience.

These results were consistent with the findings of the reviewed literature that focused on faculty concerns and attitudes towards online teaching (Almuqayteeb, 2009; Al-Kethery, 2006; Al-Sarrani, 2010; Alenezi, 2012). Similarly, Al-Sarrani (2010) examined faculty concerns when adopting technology in Saudi Arabia in three departments in the College of Science at Taibah University. The result of the study indicated a significantly difference between Science faculty's use of technology in teaching by department based on gender. Females expressed a higher level of disturbance than males at the Informational, and personal stages in adopting distance education. Likewise, Almuqayteeb (2009) the findings of his study revealed that female faculty members have positive attitude toward the use of computers in the classroom.

Nonetheless, this significant difference between gender and faculty concerns in adopting online teaching were not found in studies at the university level in the United States. Gender has been found to be non-predictive (Hwu, 2011; Petherbridge, 2007). However, studies conducted in Saudi Arabia and in Arabian Gulf countries found that gender does have a significant

relationship. This is might due to cultural differences or the amount of support provided to male and female faculty members.

Research Question #2: Is there a significant relationship between faculty contextual characteristics (academic rank, perceived value of distance education, and prior instructional technology use) and their perceptions of distance education?

Findings from MANOVA test results for this research question revealed a statistically significant relationship between faculty perception of distance education at Qassim University and one of the factors which was academic rank. Results of data analysis could not support a significant relationship between faculty perception of distance education and the other factors: perceived value of distance education, and prior instructional technology use. On the contrary, findings did not find a significant relationship between faculty perception of distance education at Princess Nourah University and their academic rank.

This finding is consistent with a study by Alshalan (2019), the researcher found that faculty members with a professor or associate professor rank showed less interest in adopting and using the Canvas LMS at Kansas State University. In the other hand, the researcher found no statistical differences between the academic rank of the faculty members at King Saud University and their perception (LMS). Petherbridge (2007) also found a relationship between faculty perception of distance education and their academic rank. She asserted that “respondents who are tenured or with the rank of instructor had lower self-personal concerns than other faculty, implying tenured faculty, or those hired with a teaching focus, are not as worried about the rewards structure for using technology” (Petherbridge, 2007, p. 269). On the contrary, other studies indicated no significant relation between academic rank and faculty concerns in adopting online teaching (Alnujaidi, 2008; Al-Sarrani, 2010; Kamal, 2013; Omar, 2016).

Findings from MANOVA test results for this research question revealed a statistically significant relationship between faculty perception of distance education at both Princess Nourah University and Qassim University with one of the factor which was perceived value of distance education. Results of data analysis could not support a significant relationship between faculty perception of distance education and the other factors: academic rank, and prior instructional technology use. This finding corresponds with the findings of Wilson (2001) and Brooks (2003). According to Brooks (2003),

A course administrator's attitude toward the course designers can either help or hinder implementation of an online learning environment. On the other hand, the attitude of the course designers toward an online learning environment can be compared to the attitude of administrators. Therefore, if the designers do not believe in the value of an online learning environment, the mission of the university will not be realized. (p. 4)

With such concerns, students can easily sense whether or not the course designers believe in what they are promoting. Knowing that a lack of implementation of an online learning environment may increase students drop out is one way to determine how to increase and maintain a high retention rate.

Research Question #3: Is there a significant relationship between faculty's technographic characteristics (institutional support of online teaching, technology-related professional development needs) and faculty perceptions of distance education?

One-way MANOVA test results for this research question revealed a statistically significant relationship between faculty perception of distance education at both Princess Nourah University and Qassim University with one of the factor which was institutional support of

online teaching. The significance values were .045, and .014. Therefore, the null hypothesis H_0 3.1 was rejected.

Results of data analysis could not support a significant relationship between faculty perception of distance education and the other factor: technology-related professional development needs. Therefore, the null hypothesis H_0 3.2 was accepted. Wilson (2001) stated faculty with no previous experience with distance education had little interest, while those with previous experience with distance education showed more interest.

Descriptive statistics on survey questions regarding institutional support of online education indicated very positive responses, and a statistically significant difference in the faculty's concerns in adopting online teaching based on institutional support of online education. This finding is not consistent with previous studies (Al-Sarrani, 2010; Dusick, 2014; and Kamal, 2013). Additionally, two previous studies in Saudi Arabia have shown a statistically significant mean difference in faculty's concerns between female and males when integrating technology into teaching for various reasons, with less adequate support for new technologies for online teaching (Al-Sarrani, 2010; Kamal, 2013). Dusick (2014) concluded teachers may have control over some environmental factors such as (classroom setup, for example), but a supportive administrative staff and support staff, are very critical to encourage the adoption of innovation.

There were four items related to faculty professional development needs. The results of that scale indicated that most faculty at both universities indicated that training has occurred, but based on the data provided by the survey it has not met the needs of faculty. Additionally, faculty felt it was important to offer more training with curriculum that integrates technology, and to provide technical support to support faculty who teach online. Faculty indicated the

administrative should provide more technology seminars/workshops as being critical to the development of online programs.

The barriers identified in this study will help institutions understand how to better implement effective administrative support for online teaching faculty. Institutions could help the faculty by organizing the online teaching programs so that faculty can share ideas and knowledge on the technology needs of online teaching faculty.

Summary of the Results

This study used a quantitative design based on data obtained from two higher education institutions in Saudi Arabia. The data included the results for 122 respondents. This correlational study examined the strength of relationships between the dependent variable—academic rank, perceived value of distance education, and prior instructional technology use—and the independent variables: variable age, gender, country of graduation, and years of teaching experience. This study was conducted to add to the body of knowledge on the perceptions of faculty members of online learning environments, changing higher education institutions practices in the online environment, changes in teaching practices, and online learning in Saudi Arabia.

The findings failed to support the null hypothesis of no difference for perceived value of distance education, and institutional support of online education regarding the influence of institutional support of online education on faculty perceptions of distance education. The results indicated as length of institutional support of online education increases, satisfaction with effectiveness of online learning also increases. Faculty perceived value of distance education was also found to be related to the individual's perceptions of distance education. As the perceived value of distance education was more positive, there is an increase of satisfaction with

effectiveness of online learning. Theoretically, the findings of the current study are in concert with earlier research by Herzberg (1959), whose two-factor theory attributed increased responsibility, advancement, and achievement to satisfaction.

Recommendations for Princess Norah University and Qassim University and Their Faculty

In light of the current study results, I recommend several procedural recommendations, including the rehabilitation and training of faculty members on distance education technologies to activate and use them effectively in crises. This research revealed that Qassim University and Princess Norah University needed to assist faculty members in addressing their needs to have professional development in order to demonstrate confidence and comfort in their online teaching ability. Faculty members need to be trained and supported throughout their online teaching experience, and they need to have professional development even after they have been teaching beyond the first year in order to affects student performance in online classrooms.

Institutions also have to resort to specialized agencies in the field of training and electronic education. Institutions should offer online faculty members the positive feedback periodically they need from their specialized agencies along with information about ways to improve their teaching if they do not meet the expectations of the institution.

Experienced faculty members with online courses can also support in mentoring newer faculty members. Faculty members and institutions should work together to meet the needs of students by partnering to serve the community. Understanding this relationship can help all involved craft their roles in ensuring better students' learning in the future.

The curriculum also needs to fit within the needs of students. Teaching is an important career that has an influence not only on individuals, but also on the community as a whole. It is a

transmission of knowledge, culture, and ultimately life itself. Sometimes it can be frustrating to take online courses for a long period of time, faculty and students might start experiencing signs of social isolation. So, faculty need to take some time to examine assumptions and beliefs on how they can help their students to become more engaged with the material. Online active learning can help students to get involved and learn more. Active learning is anything that students can do other than listening to the instructor's lecture. Faculty members can help students apply the knowledge they gain, and increase their attention by using some online active learning techniques. Interactive online teaching techniques, has been shown to enhance learning. Each learner must be actively engaged in the learning environment and apply the knowledge (Royse, 2001, p.64).

Faculty also need to make their teaching relevant to student's needs. Students learn new knowledge easier if they can connect it to per-knowledge. For example, faculty need to relate their teaching to student's real-life experience, and they need to explain clearly why course content is important, as well as how students will benefit from it (Royse, 2001, p.64). Most of adult learners know exactly where are they want to work. So, they want to know how the new knowledge will fit into their personal and professional background. Faculty need to keep in mind that the content of their courses will prepare students to their real life (Seldin, 1995, p.241). More time and efforts in planning and designing courses and activities will ensure better online education.

Recommendations for Future Studies

The main objective of this research was to understand challenges and implement strategies that aid and enhance support for faculty and use the results to investigate the effectiveness of online courses in enhancing students' learning and understanding.

One of the major limitations faced during the research was the lack of qualitative studies focused on faculty's perceptions of teaching in an online environment in Saudi Arabia. Future research on this issue could be done to better implement institutional strategic plans to promote online programs, especially at higher education level. A study should investigate the relationship between professional development programs and the adoption of online teaching. Administrators must seek vital resources to address educators needs.

Another highly recommended study for the future would be the extent of the use of online courses in teaching at Saudi's higher education sector amongst students. Gathering information regarding students' interactions with online courses during their learning process, how the resources were obtained, software used, and frequency of using the resources in their lessons would be helpful to the educators and administrators from the Ministry of Education. Research suggests some students in distant learning programs spend more time developing cognitive and critical thinking skills (Barr & Tagg, 1995) and less time in the social domain for growth and development creating a sense of isolation, not because of distance, but from the instructor and fellow learners. Feelings of isolation occurs when students are unable to interact with their peers, are not computer literate while experiencing technical difficulties and often suffer from academic deficiencies; these factors may lead to unsuccessful online experiences (McInnerney & Roberts, 2004).

A future study on the gender issue would be highly recommended with a larger sample size. Having a smaller sample size in this study did not provide much information if gender did pose a significant impact on faculty perceptions of distance education. It would also be recommended that the sample size should have equal numbers of male and female faculty members.

Findings from this particular study have shown promising evidence faculty members had a positive attitude toward online courses to some extent, which is in accord with the findings of Adeel et al. (2011). In higher education, the most crucial factor when it comes to implementation of technology is heavily dependent on faculty members and their interest in this technology (Valentine, 2002; Allen & Seaman, 2007). For instance, Collis and Montgomery (1995) stated, “It is not the technology but the instructional implementation of the technology that determines the effects on learning” (p. 146).

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Appendix A - Kansas State University Human Subjects' Approval



University Research Compliance Office

TO: Dr. J. Spencer Clark
Curriculum and Instruction
226 Bluemont Hall

Proposal Number: 9995

FROM: Rick Scheidt, Chair
Committee on Research Involving Human Subjects

DATE: 12/19/2019

RE: Proposal Entitled, "Perceptions of faculty members on the value of distance education at two different types of institutions of higher education in The Kingdom of Saudi Arabia"

The Committee on Research Involving Human Subjects / Institutional Review Board (IRB) for Kansas State University has reviewed the proposal identified above and has determined that it is EXEMPT from further IRB review. This exemption applies only to the proposal - as written - and currently on file with the IRB. Any change potentially affecting human subjects must be approved by the IRB prior to implementation and may disqualify the proposal from exemption.

Based upon information provided to the IRB, this activity is exempt under the criteria set forth in the Federal Policy for the Protection of Human Subjects, **45 CFR §46.101, paragraph b, category: 2, subsection: ii.**

Certain research is exempt from the requirements of HHS/OHRP regulations. A determination that research is exempt does not imply that investigators have no ethical responsibilities to subjects in such research; it means only that the regulatory requirements related to IRB review, informed consent, and assurance of compliance do not apply to the research.

Any unanticipated problems involving risk to subjects or to others must be reported immediately to the Chair of the Committee on Research Involving Human Subjects, the University Research Compliance Office, and if the subjects are KSU students, to the Director of the Student Health Center.

Appendix B - Survey Instrument (English Version)

Section I: Demographic Information

1. Please select which age group you belong:	• Under 30 • 31 to 40 • 41 to 50 • Over 50
2. Gender:	Male • Female
3. Academic Rank	• Professor • Associate Professor • Assistant Professor • Lecturer • Teaching Assistant
4. Years of teaching experience.	• 5 year or less. • 6-10 years. • 11-15 years. • 16-20 years. • 20+ years.
5. Which university do you currently work at?	• Prince Norah University • Qassim University
6. Country of graduation.	• Saudi Arabia. • United States. • United Kingdom. • Australia. • Other.

Section II: Faculty Attitudes Towards Online Teaching

Using the scale below, please indicate your level of agreement or disagreement in the space provided by assigning a score ranging from 1 to 5.

Rating Scale: Strongly Agree (SA = 5), Agree (A = 4), Neutral (N = 3), Disagree (D = 2), Strongly Disagree (SD = 1)

Statement	SA	A	N	D	SD

7. I feel intimidated by online education.	5	4	3	2	1
8. Online education makes me uncomfortable because I do not understand it.	.	..	3	.	.
	5	4		2	1
	.	..		.	.
9. I am happy with the fact that instruction can be delivered over distance via the Internet.	5	4	3	2	1
10. I like to talk with others about online education.	.	..	3	.	.
	5	4		2	1
	.	..		.	.
11. Using the Internet to deliver instruction would be enjoyable.	.	..	3	.	.
	5	4		2	1
	.	..		.	.
12. Online education is difficult to handle and therefore frustrating to use.	.	..	3	.	.
	5	4		2	1
	.	..		.	.
13. There are unlimited possibilities for the use of online education that have not yet been thought about.	.	..	3	.	.
	5	4		2	1
	.	..		.	.
14. Online distance education will increase my efficiency in teaching.	.	..	3	.	.
	5	4		2	1
	.	..		.	.
15. Online education will increase quality of teaching and learning because it integrates all forms of media: print, audio, video, animation.	.	..	3	.	.
	5	4		2	1

	+	++		+	
16. Online education can engage learners more than other forms of learning.	+	++	3	+	+
	5	4		2	1
	+	++		+	
17. Online education will increase the flexibility of teaching and learning process.	+	++	3	+	+
	5	4		2	1
	+	++		+	
18. Online education will improve communication between students and teachers.	+	++	3	+	+
	5	4		2	1
	+	++		+	
19. Online education will enhance the pedagogic value of a course.	+	++	3	+	+
	5	4		2	1
	+	++		+	
20. Online education is not effective for student learning.	+	++	3	+	+
	5	4		2	1
	+	++		+	
21. Online education experiences cannot be equated with face to face teaching.	+	++	3	+	+
	5	4		2	1
	+	++		+	
22. I would rather to teach in face to face environment rather than teaching via the Internet.	+	++	3	+	+
	5	4		2	1
	+	++		+	
23. I would stay away from online education as much as possible.	+	++	3	+	+
	5	4		2	1
	+	++		+	

24. I would like to know more about online education.	5	4	3	2	1
25. I do not intend to use online education in the near future.	5	4	3	2	1

Section III: Computer and Internet Access Scale and Time Commitments Scale

Using the scale below, please indicate your level of agreement or disagreement in the space provided by assigning a score ranging from 1 to 5.

Statement	SA	A	N	D	SD
26. I can get access to a computer whenever I need it.	1	2	3	4	5
27. I can get access to a reliable Internet connection whenever I need it.	1	2	3	4	5
28. I can get access to a printer whenever I need it.	1	2	3	4	5
29. I can get access to a scanner whenever I need it.	1	2	3	4	5

Statement	SA	A	N	D	SD
30. I do not have time to learn how to use new computer technologies on my own.	1	2	3	4	5
31. I do not have time to join training about the use of new computer technologies.	1	2	3	4	5
32. I do not have time to create Internet-based instructional materials.	1	2	3	4	5

Section IV: Institutional Support Scale

Statement	SA	A	N	D	SD
33. The university administrators encourage the use of the new technologies to deliver instruction.	1	2	3	4	5
34. The university provides training in the implementation of the new technologies in education.	1	2	3	4	5
35. The university provides any needed technical assistance for the faculty members.	1	2	3	4	5
36. The university will provide any needed financial support for Internet-based educational projects.	1	2	3	4	5
37. The university provides the computer technologies needed to develop and deliver Internet-based distance courses.	1	2	3	4	5
38. The university provides training in Internet-based instructional and technical skills.	1	2	3	4	5
39. The university would reward faculty members who are teaching in an online environment.	1	2	3	4	5

Section V: Professional Development Needs and Prior Instructional Technology Use

Please circle the option that best reflects how you feel about each of the statements.

Rating Scale: Strongly Agree (SA = 5), Agree (A = 4), Neutral (N = 3), Disagree (D = 2), Strongly Disagree (SD = 1)

Statement	SA	A	N	D	SD
40. I have an immediate need for more training with curriculum that integrates technology.	5	4	3	2	1
	.	..	.	.	

Statement	SA	A	N	D	SD
40. I have an immediate need for more training with curriculum that integrates technology.	5	4	3	2	1
41. I need technical support to support my technology usage in instruction.	5	4	3	2	1
42. I need instructional technology seminars/workshops.	5	4	3	2	1
43. My university's faculty technology professional development plan meets my technology needs.	5	4	3	2	1

44. Do you have access to personnel (e.g., student assistants, staff) that can help you use any of the online learning systems?

- ☐ YES
- ☐ NO

Section V: Levels of Using Online Teaching

45. Please select one statement of the following statements best describes your level of using

online teaching in your instruction.

Statement	Select one statement that best describes your level of using online teaching in your instruction
I have been using online teaching for an extended period. At this time, I am looking to make major improvements in the way I use it.	...
I have been using online teaching to improve outcomes and I am sharing my experiences with colleagues.	
I have been using online teaching for a while and I am beginning to make changes to improve outcomes.	...
I am comfortable using online teaching and it has become a part of	...

Appendix C - Survey Instrument (Arabic Version)

KANSAS STATE
UNIVERSITY

العربية

تصورات أعضاء هيئة التدريس حول قيمة التعليم عن بعد في نوعين مختلفين من مؤسسات التعليم العالي في المملكة العربية السعودية

استمارة الموافقة المسبقة

يقدم هذا الاستطلاع لأعضاء هيئة التدريس بجامعة القصيم المنعزلة حسب الجنس. وجامعة الأميرة نورة أحادية الجنس في المملكة العربية السعودية الراغبين في المشاركة الرأي في الدراسة. يهدف هذا المسح إلى دراسة تصورات المشاركين في الجامعتين وكيف تختلف فيما يتعلق بالرضا الوظيفي العام والشواغل واحتياجات التطوير المهني فيما يتعلق باعتماد التعليم عبر الإنترنت. المشاركة في هذا الاستطلاع طوعية تمامًا ويمكن للمشارك إنهاء أي وقت أو تخطي أي سؤال. المشاركة مجهولة ولن يتم استخدام الردود إلا للأغراض البحثية لهذه الدراسة.

إجراءات المسح وطول مدة الدراسة

إذا وافقت على المشاركة ، فسيُطلب منك الرد على عناصر الاستبيان التي تتضمن أسئلة مغلقة. سيُطلب إكمال المسح هذا من 10 إلى 15 دقيقة الرد.

المخاطر

لا توجد مخاطر متوقعة للمشاركة في هذا الاستطلاع.

الفوائد

تم تصميم هذه الدراسة لفحص تصورات أعضاء هيئة التدريس للعوامل المتعلقة بالبيئة عبر الإنترنت في بيئتي عمل مختلفتين ، وكذلك رضاهم عن هذه العوامل. فهم تصورات أعضاء هيئة التدريس للتعليم عبر الإنترنت في بيئتي عمل مختلفتين سوف يساعد قادة الحرم الجامعي في تغيير السياسات التي من شأنها أن تؤدي إلى تحسين التدريس عبر الإنترنت وظروف التعلم، إذا لزم الأمر.

السرية

ستكون البيانات في هذه الدراسة سرية للباحث. علاوة على ذلك ، ستكون المشاركة مجهولة ولن تطلب أي معلومات شخصية.

المشاركة

مشاركتك طوعية ، ويمكنك الانسحاب من الدراسة في أي وقت ووعند خسارة أي من المزايا التي يحق لك الحصول عليها. لا توجد تكاليف عليك أو على أي طرف آخر.

التصل

إذا كان لديك أي أسئلة حول هذا البحث ، فلا تتردد في الاتصال:
آلاء السويلمي في: Alsuelmi@ksu.edu
الدكتور ج. سبنسر كلارك في: jspencerclark@ksu.edu

إذا كان لديك أي أسئلة حول حقوقك كمشارك في الأبحاث ، يمكنك الاتصال
Sch ريك شيدت ، رئيس لجنة الأبحاث المعنية بالمواضيع البشرية ، 203 فيرتشايلد
هول ، جامعة ولاية كنساس ، مانهاتن ، كنساس 66502 (785) 3224-532
شيريل دوير ، نائب الرئيس المشارك لشؤون الامتثال للبحوث ، 203 قاعة فيرتشايلد ،
جامعة ولاية كنساس ، مانهاتن ، كنساس 66502 (785) 3224-532

موافقة

أوافق على المشاركة في هذه الدراسة.
لا أوافق على المشاركة في هذه الدراسة.

أوافق على المشاركة في هذه الدراسة.

لا أوافق على المشاركة في هذه الدراسة.

jhh

يرجى تحديد اللغة العمرية التي تنتمي إليها:

أقل من 30
30 إلى 40
41 إلى 50
أكثر من 50

جنس:

الذكر
أنثى

الرتبة الأكاديمية:

استاذ دكتور
استاذ مشارك
استاذ مساعد
محاضر
معيد

سنوات الخبرة في التدريس:

5 سنوات أو أقل
6-10 سنوات
11-15 سنة
16-20 سنة
20+ سنة

في أي جامعة تعمل حالياً؟

جامعة الامير نورة
جامعة القصيم

بلد التخرج

المملكة العربية السعودية
الولايات المتحدة الأمريكية
المملكة المتحدة
أستراليا
آخر

باستخدام المقياس أدناه ، يرجى الإشارة إلى مستوى موافقتك أو عدم موافقتك في المساحة المتوفرة عن طريق تعيين درجة تتراوح من 1 إلى 5.

مقياس التقييم: أوافق بشدة (5) ، أوافق (4) ، محايد (3) ، لا أوافق (2) ، أعارض بشدة (1).

موافق بشدة. مقياس النقطة 5	موافق على. مقياس النقطة 4	محايد. مقياس النقطة 3	تعارض. مقياس النقطة 2	لا أوافق بشدة مقياس النقطة 1	
☐	☐	☐	☐	☐	أشعر بالخوف من التعليم عبر الإنترنت.
☐	☐	☐	☐	☐	يجعلني التعليم عبر الإنترنت غير مرتاح لأنني لا أفهم ذلك.
☐	☐	☐	☐	☐	أنا سعيد بحقيقة أنه يمكن تسليم التعليمات عن بُعد عبر الإنترنت.
☐	☐	☐	☐	☐	أحب التحدث مع الآخرين حول التعليم عبر الإنترنت.
☐	☐	☐	☐	☐	استخدام الإنترنت لتقديم التعليمات سيكون ممتعاً.
☐	☐	☐	☐	☐	التعليم عبر الإنترنت من الصعب التعامل معه وبالتالي محبط للاستخدام.
☐	☐	☐	☐	☐	هناك إمكانيات غير محدودة لاستخدام التعليم عبر الإنترنت لم يتم التفكير فيه بعد.
☐	☐	☐	☐	☐	التعليم عبر الإنترنت سيزيد من كفاءتي في التدريس.
☐	☐	☐	☐	☐	سيزيد التعليم عبر الإنترنت من جودة التعليم والتعلم لأنه يدمج جميع أشكال الوسائط: الطباعة والصوت والفيديو والرسوم المتحركة.
☐	☐	☐	☐	☐	يمكن للتعليم عبر الإنترنت إشراك المتعلمين أكثر من أشكال التعلم الأخرى.
☐	☐	☐	☐	☐	التعليم عبر الإنترنت سيزيد من مرونة عملية التعلم والتعلم.
☐	☐	☐	☐	☐	سيحسن التعليم عبر الإنترنت التواصل بين الطلاب والمعلمين.
☐	☐	☐	☐	☐	التعليم عبر الإنترنت سيعزز القيمة التربوية للدورة.
☐	☐	☐	☐	☐	التعليم عبر الإنترنت غير فعال التعلم الطلاب.
☐	☐	☐	☐	☐	لا يمكن مساواة تجارب التعلم عبر الإنترنت بالتدريس وجهاً لوجه.
☐	☐	☐	☐	☐	أفضل أن أدرس وجهاً لوجه البيئة بدلاً من التدريس عبر الإنترنت.
☐	☐	☐	☐	☐	أود الانتماء عن التعليم عبر الإنترنت قدر الإمكان.
☐	☐	☐	☐	☐	أود معرفة المزيد عن التعليم عبر الإنترنت.
☐	☐	☐	☐	☐	لا أوي استخدام التعليم عبر الإنترنت في المستقبل القريب.

باستخدام المقياس أدناه ، يرجى الإشارة إلى مستوى موافقتك أو عدم موافقتك في المساحة المتوفرة عن طريق تعيين درجة تتراوح من 1 إلى 5.

لا أوافق بشدة مقياس النقطة 1	تعارض. مقياس النقطة 2	محايد. مقياس النقطة 3	يوافق على. مقياس النقطة 4	موافق بشدة. مقياس النقطة 5
☐	☐	☐	☐	☐
يشجع مسؤولو الجامعة استخدام التقنيات الحديثة لتقديم التعليم.				
☐	☐	☐	☐	☐
توفر الجامعة التدريب في مجال تطبيق التقنيات الحديثة في التعليم.				
☐	☐	☐	☐	☐
توفر الجامعة أي مساعدة تقنية مطلوبة لأعضاء هيئة التدريس.				
☐	☐	☐	☐	☐
توفر الجامعة تقنيات الكمبيوتر اللازمة لتطوير وتقديم الدورات عبر الإنترنت.				
☐	☐	☐	☐	☐
توفر الجامعة التدريب في الدورات التعليمية والمهارات الفنية عبر الإنترنت.				
☐	☐	☐	☐	☐
ستكافئ الجامعة أعضاء هيئة التدريس الذين يقومون بالتدريس في بيئة عبر الإنترنت.				

باستخدام المقياس أدناه ، يرجى الإشارة إلى مستوى موافقتك أو عدم موافقتك في المساحة المتوفرة عن طريق تعيين درجة تتراوح من 1 إلى 5.

لا أوافق بشدة مقياس النقطة 1	تعارض. مقياس النقطة 2	محايد. مقياس النقطة 3	يوافق على. مقياس النقطة 4	موافق بشدة. مقياس النقطة 5
☐	☐	☐	☐	☐
يمكنني الوصول إلى جهاز الكمبيوتر كلما احتجت إليه.				
☐	☐	☐	☐	☐
يمكنني الوصول إلى اتصال إنترنت موثوق عندما أحتاج إليه.				
☐	☐	☐	☐	☐
يمكنني الوصول إلى طباعة كلما احتجت إليها.				
☐	☐	☐	☐	☐
يمكنني الوصول إلى الماسح الضوئي كلما احتجت إليه.				
☐	☐	☐	☐	☐
ليس لدي وقت لمعرفة كيفية استخدام تقنيات الكمبيوتر الجديدة لوحدي.				
☐	☐	☐	☐	☐
ليس لدي وقت للانضمام إلى التدريب حول استخدام تقنيات الكمبيوتر الجديدة.				
☐	☐	☐	☐	☐
ليس لدي وقت لإنشاء المواد التعليمية المستندة إلى الإنترنت.				

باستخدام المقياس أدناه ، يرجى الإشارة إلى مستوى موافقتك أو عدم موافقتك في المساحة المتوفرة عن طريق تعيين درجة تتراوح من 1 إلى 5.

لا أوافق بشدة مقياس النقطة 1	تعارض. مقياس النقطة 2	محايد. مقياس النقطة 3	يوافق على. مقياس النقطة 4	موافق بشدة. مقياس النقطة 5	
☐	☐	☐	☐	☐	لدي حاجة ملحة لمزيد من التدريب مع المناهج الدراسية التي تدمج التكنولوجيا.
☐	☐	☐	☐	☐	أحتاج إلى دعم فني لدعم استخدام التكنولوجيا في التعليم.
☐	☐	☐	☐	☐	أحتاج إلى ندوات / ورش عمل حول تكنولوجيا التعليم.
☐	☐	☐	☐	☐	خطة التطوير المهني لتكنولوجيا أعضاء هيئة التدريس بجامعي تلبي احتياجاتي التكنولوجية.

هل لديك حق الوصول إلى الموظفين (مثل مساعدي الطلاب والموظفين) الذين يمكنهم مساعدتك في استخدام أي من أنظمة التعلم عبر الإنترنت؟

☐ نعم

☐ لا

يرجى تحديد عبارة واحدة من العبارات التالية تصف بشكل أفضل مستواك في استخدام التدريس عبر الإنترنت في التعليمات الخاصة بك.

لقد تم استخدام التدريس عبر الإنترنت لفترة طويلة. في هذا الوقت ، أتطلع إلى إجراء تحسينات كبيرة في طريقة استخدامها.

أستخدم التدريس عبر الإنترنت لتحسين النتائج وأشارك تجربتي مع الزملاء.

أستخدم التدريس عبر الإنترنت لفترة من الوقت وأبدأ في إجراء تغييرات لتحسين النتائج.

أنا مرتاح لاستخدام التدريس عبر الإنترنت وأصبح جزءاً من استراتيجيتي التعليمية الروتينية.

أنا أستخدم التدريس عبر الإنترنت مع التركيز على الإجراءات قصيرة الأجل ، حيث لا يوجد لدي وقت كاف للتفكير.

أنا أستعد لاستخدام التدريس عبر الإنترنت لأول مرة.

لقد تعلمت مؤخراً كيفية استخدام التدريس عبر الإنترنت.

لدي معرفة قليلة أو معدومة حول كيفية استخدام التدريس عبر الإنترنت.

Appendix D - Letter of Consent

Informed Consent Form

This survey is given to the faculty members in the gender-segregated Qassim University (QU) and the single-sex Princess Nourah University in Saudi Arabia who are willing to share their opinion in the study. This survey aims to investigate participants' perceptions at the two universities and how they differ with respect to the overall job satisfaction and the concerns and professional development needs regarding the adoption of online teaching. Participation in this survey is totally voluntarily and the participant can quit any time or skip any question. Participation is anonymous and responses will only be used for the research purposes of this study.

SURVEY PROCEDURES AND LENGTH OF STUDY

If you agree to participate, you will be asked to respond to the survey items that include closed ended questions. Completing this mail survey will require about 10-15 minutes to respond.

RISKS

There are no foreseeable risks for participating in this survey.

BENEFITS

This study is designed to measure faculty perceptions of factors related to the online environment at two different working environments, as well as their satisfaction with these factors. Understanding faculty perceptions of online learning in two different working environments will assist campus leaders in changing policies that will lead to improvement of online teaching and learning conditions, if necessary.

CONFIDENTIALITY

The data in this study will be confidential to the researcher. Moreover, participation will be anonymous and there is no personal information will be asked.

PARTICIPATION

Your participation is voluntary, and you may withdraw from the study at any time and for any reason. If you decide not to participate, or if you withdraw from the study, there is no penalty or loss of benefits to which you are otherwise entitled. There are no costs to you or any other party.

CONTACT

If you have any questions about this research, please feel free to contact:

Alaa Alsuelmi at: Alsuelmi@ksu.edu

Dr. J. Spencer Clark at: jspencerclark@ksu.edu

If you have any questions about your rights as a research participant, you may contact
o Rick Schidt, Chair, Committee on Research Involving Human Subjects, 203 Fairchild
Hall, Kansas State University, Manhattan, KS 66502, (785) 532-3224
o Cheryl Doerr, Associate Vice President for Research Compliance, 203 Fairchild Hall,
Kansas State University, Manhattan, KS 66502, (785) 532-3224

CONSENT

_____ I give consent to participate in this study.

_____ I do NOT give consent to participate in this study.

Appendix E - Approval Letter of Princess Nourah University

Kingdom of Saudi Arabia
Ministry of Education
Princess Nourah bint
Abdulrahman University
(048)
University Vice Rectorate
for Graduate Studies
and Scientific Research
Deanship Of Scientific Research



المملكة العربية السعودية
وزارة التعليم
جامعة الأميرة
نورة بنت عبد الرحمن
(٤٨)
وكالة الجامعة للحراسات العليا
والبحث العلمي
عمادة البحث العلمي

موضوع التعميم: بشأن تسهيل مهمة الباحثة / آلاء بنت عبد الرحمن السويلمي
حفظهن الله
سعادة د/ عميدة

كلية الآداب	☐	كلية العلوم	☐	كلية علوم الحاسب والمعلومات	☐
كلية الآداب	☐	كلية الهندسة	☐	كلية الخدمة الاجتماعية	☐
كلية الآداب	☐	كلية الإدارة والأعمال	☐	كلية الصيدلة	☐
كلية الآداب	☐	كلية التمريض	☐	كلية الصحة وعلوم التأهيل	☐
كلية الآداب	☐	كلية الطب البشري	☐	كلية طب الأسنان	☐
كلية الآداب	☐	معهد اللغة الإنجليزية	☐	أخرى :	☐
كلية الآداب	☐	معهد اللغة العربية للناطقات بغيرها	☐		

السلام عليكم ورحمة الله وبركاته..

محتوى التعميم:

نفيد سعادتكم بأن الباحثة / آلاء بنت عبد الرحمن السويلمي، طالبة دكتوراه في كلية التربية بقسم المناهج وطرق التعليم ومبتعته بجامعة كانساس، وبصدد إعداد بحث بعنوان: (تصورات أعضاء هيئة التدريس حول قيمة التعليم عن بعد في نوعين مختلفين من مؤسسات التعليم العالي في المملكة العربية السعودية) نأمل من سعادتكم التكريم بتسهيل مهمة الباحثة أعلاه بنشر الاستبيان الإلكتروني على أعضاء هيئة التدريس بجميع الأقسام، وذلك حسب الأنظمة المتبعة لديكم.

https://kstate.qualtrics.com/jfe/form/SV_6RsI2gr9w9EQJv

وتقبلوا منا فائق الشكر وبإلغ التقدير

عميدة البحث العلمي

د. منال بنت عبد الرحمن

د. خلود بنت سعد المقرن

نموذج تعميم - رقم
(012508-F37)

الرقم: ٢٠٨٦٩ التاريخ: ٢٣ / ٦ / ١٤٤١ هـ

Appendix F - Approval Letter of Qassim University

Qassim University responded that their action of sending the questionnaire is an action of approval and they do not need to send any approval letter.

