Attitudes of Faculty Members at the University of Hail towards Using the Blackboard as a Distance-Learning System during COVID-19

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Abstract:

As the learning process around the world and particularly in Saudi Arabia is suddenly shifting from traditional learning (classrooms environment) to distance learning through Blackboard at the time of the COVID-19 outbreak, It was discovered that faculty members' perception toward using Blackboard as a E –learning management system play an important role in the learning and teaching process. So, the current study aims to seek the faculty members' perception at the University of Hail (UOH) towards using the Blackboard as a e –learning management system. The quantitative descriptive approach was used in conjunction with an online questionnaire to collect data from all colleges at the University Of Hail (UOH). The sample included (135) faculty members at UOH, 64 of them were female faculty and 71of them were male faculty. The questionnaire contains two parts: First, involves demographic information and second part consisted 27 items that measure the perceptions of and challenges facing faculty members towards using the Blackboard as e –learning management system. The study's main findings are that faculty members are enthusiastic about using Blackboard as a e-learning management system. However, they see using the blackboard as not appropriate for teaching all subjects. Also, there are differences in the faculty members' perceptions due to years of experience, college classification and gender.

Introduction:

In the last years, there is increasingly interested in most universities globally in E-learning system so as to overcome some problem such as increasing number of students or

small number of lecturers, to provide a large and fast information base, and to facilitate communication between students and faculty members. It should be noted that the information technology revolution has infiltrated higher education and has imposed itself on the educational learning process, as a result of which the Department of Higher Education implemented an E-learning system as a new learning environment in its universities (Alshorman & Bawaneh, 2018; Al-Mutairi, 2015).

According to Alshorman and Bawaneh (2018), the genuine desire of faculty members to integrate new technology with learning would help to create a positive impact on university education and foster creativity in the learning process. Alokluk (2018) argued that Blackboard (Learning Management System) is seen as the new E-learning system that have increased significantly over the years in higher education. This system provides faculty members a chance to interact with their students in a new and enjoyable way. It also enables educational institutions to incorporate the internet into their teaching and learning processes (AL jarrah, 2011).

It is a learning management system from the Blackboard Company for Direct Educational Services in Washington. All Saudi universities, including the UOH, have the Blackboard e-learning management system, which was implemented by the Saudi Higher Education Council. Diversify by removing all barriers and obstacles that educational institutions and students face. This system has also aided many educational institutions in disseminating education through the internet. Furthermore, it is distinguished by its adaptability and ability to grow and expand; available in several languages, including Arabic, it is intended to assist teachers and students in interacting in lectures delivered via the internet. In addition to performing activities that are related to teaching. Blackboard allows teachers to submit course materials, discussion forums, chats, online quizzes, academic resources, and more in a traditional face-to-face classroom.

Many studies have been conducted to investigate the use of the LMS as a modern electronic system in university teaching.

Blackboard is a learning management system that provides a platform for instructors to create and manage course content, communicate with students, and assess student learning. Despite its many benefits, some faculty members may be hesitant to use the Blackboard system due to various reasons such as lack of familiarity with technology or concerns about the effectiveness of online teaching.

Al-khresheh (2022) study carried out a detailed review of the overall impact of deploying the Blackboard online platform in the EFL teaching-learning process. Numerous

studies have been analyzed thoroughly to conclude whether these technology-oriented tools directly affect the EFL teaching-learning process. The study provided a definitive opinion regarding the usefulness of blackboard technology, that EFL classes were positively influenced when Blackboard technology was utilized. Blackboard technology's advantages in EFL were found to outnumber their disadvantages.

Al-Mutairi (2015) and Alqadere (2011) discovered that it could improve faculty members' efficiency and help them cope with university courses and self-learning sources that support their teaching process.

However, technical challenges remain in integrating this technology successfully into modern classrooms. Also, teachers need much training, encouragement, and support to move towards further advanced and collaborating pedagogies online.

Most universities of KSA and particularly Abdulrahman Bin Faisal University adopted LMS (b) to develop the learning and teaching process. Alshorman and Bawaneh (2018) stated that faculty members of Abdulrahman Bin Faisal University have a positive attitude toward use it as blended learning system by putting learning materials in the platform, providing their student with assignments and feedback. However, Liguori and Winkler (2020) argued that the COVID-19 pandemic forced universities to switch their teaching process from offline learning to online learning overnight. Faculty members around the world and particularly in KSA have perceptions toward using Bb as a (LMS). Thus, the current study investigate the faculty members' perceptions at the UOH towards using the Blackboard as a e –learning management system

Although several studies dealt with e-learning platforms, particularly LMS such as Bb; the current study differed in that it dealt with the Perception of Faculty Members (from various disciplines) toward using the Bb during the Corona crisis and refraining from going to schools as an alternative to continuing learning during crises.

Literature review:

E-Learning management System:

E-Learning System, which has existed for centuries, is a method of learning remotely without a need for direct communication with a faculty member in the classroom. According to Mugridge (1991), it is "a type of education in which there is normally a separation between teacher and learner and thus one in which other means—for example, the printed and written word, the telephone, computer conferencing or teleconferencing—are used to bridge the

physical gap". In the late 1800s, the University of Chicago in the USA has established correspondence program, as a first distance-learning program, in which faculty members and students were at different locations (Gunawardena & McIsaac, 2004).

According to Keleş and zel (2016), the primary goal of distance learning is to overcome geographical barriers such as living in less densely populated and nonurban areas. Choitz and Prince (2008) added that E-Learning aims to overcome time barriers and particularly for those who face time difficulties to continue the study and do not able to physically attend courses in universities due to their jobs. It achieves equity in educational opportunities among students who are not able to access to quality education (Keleş & Özel, 2016). As well as, E-Learning provides users with various advantages. The essential feature of this method is its flexibility in education, which allows students to study at anytime and anywhere they want. On the other hand, there are some disadvantages of E-Learning. For example, there is a lack of eye contact between students and faculty members. (Choitz & Prince, 2008).

In recent years, the concept of e-learning has expanded beyond the correspondence program to include a variety of programs such as independent study courses via computer networking or communication between students and faculty members via e-mail and class sessions (Jeffries, 2016). Trakru and Jha (2019) argued that with the technological revolution, e-learning has emerged as a distance learning program that Distance Learning System supports students' educational process. As a result, most, if not all, universities around the world have implemented this educational program to meet the needs of their students and to make the teaching process easier. E-learning is defined as "the use of electronic technology advancements to create, deliver, and manage learning content, to facilitate communication and collaboration among parties involved, and to manage the learning activity itself" (Punnoose, 2012). Therefore, e-learning can be seen as an alternative method of traditional learning or as complement to it (Vrasidas & McIsaac, 2000). Fagerlund (2012) added that with e-learning, students no longer rely entirely on faculty members in educational process. This means that e-learning facilitated faculty members' roles as facilitators of learning rather than just educators, as well as guides to students in locating valuable resources that aid in the learning process. However, both faculty members and students do need a pedagogical and technical knowledge in how to use e-learning in order to use it effectively (Trakru & Jha, 2019).

There are two types of e-learning that assist students in completing the learning process in an efficient manner: synchronous (real-time) or asynchronous (flexitime). According to Wagner et al. (2008), in synchronous e-learning, all students must participate in the lesson at the same time, and the mode of delivery includes video conferencing, chat sessions, and

telecourses, whereas in asynchronous e-learning, students do not need to be online at the same time. The method of deliver in asynchronous e-learning includes instruction and tutorials that enable students to learn at whenever and wherever they want such as blogs, email and online discussion boards.

In fact, e-learning can help students to increase their academic performance, attendance and encouragement. Jabli and Qahmash (2013), who sought the students' attitudes towards e-learning in KSA, confirmed that majority of students in higher education increased their academic performance at the end of the course, which is due to the flexibility of e-learning. Furthermore, students can see e-learning as a useful method compared to face-to-face method because it increases the quality of education. Echo360 (2011) indicated that e-learning environment allows students to go back to the lesson and review misunderstood points that presented in traditional learning method. However, it should be taken into account that using e-learning needs cognitive and computer operational skills to overcome the obstacles they face (Trakru & Jha, 2019). Thus, campus attendance and particularly faculty's role in the class are needed for students so as to understand how to use e-learning and what skills are needed to achieve the educational aim (Guri-Rosenblit, 2005). Faculty members should use technological innovations to keep up to date with the latest technological developments used in educational process in order to transfer it to students more effectively (Altun et al., 2008; Ibrahim & Alamro, 2021b). Alturise, (2020) recommended the necessity of continuing to holding training courses for faculty members on how to use technology and its latest systems, where Bb was considered one of this new system.

(Bb) in E- learning Management system:

According to Ibrahim et al. (2019), e-learning is intended to manage all learning activities, and is also referred to as LMS or Virtual Learning Environments (VLEs). According to Al-Zawaidi (2014), Bb is one of the most widely used LMSs in higher education. Bb Inc. founded it in 1997 in the United States. It is described as "a Web-based server software with course management, a customizable open architecture, and a scalable design that allows integration with student information systems and authentication protocols." Al-Zawaidi (2014) and Ibrahem and Alamro (2021a). In Bb, students, faculty members and administrators are able to access to online learning services in order to meet their needs rapidly.

Keleş and Özel (2016) illustrated that the concept behind the Bb is to help faculty members to manage teaching and learning process such as delivering course content and to manage administration process such as student registration or tests and statistics check. In fact, Bb have

many educational features, it allows faculty members to use it as communication tool and that includes:

- Announcements: Bb helps faculty members to post announcements for students to read.
- Chat: it allows students to talk to others and share ideas.
- Discussion: its function is to help both faculty members and students to create topics that related to course for discussion.
- Mail: it gives students and faculty members a chance to send mail to each another.

It also helps faculty members to share content with their students and that is through:

- Assessments: it allows faculty members to post-quizzes and exams for students, and it requires internet.
- Grade Book: it allows faculty members to post grades for students to view.
- Calendar: It enables faculty members to post assignment and test due dates.
- Learning Modules: it allows faculty members to post lessons for students to review what was taken or prepare these lessons before the lecture.
- Assignments: It enables students to submit homework assignments online.
- Media library: It enables faculty members to post videos or other forms of media.

According to Jones et al. (2005), approximately 90% of universities in USA adopted LMSs whether open sources (Dokeos or Moodle) or closed sources (tutor or Bb). In KSA, almost all university institutions adopted Bb system as a closed resource in order to blend traditional learning with e-learning (Alzawaidy, 2014). There are many studies conducted on the use of Bb in university institutions. They found that most of faculty members see Bb as an easy LMS to use and they are willing to increase their knowledge about Bb. Alghamdi and Bayaga (2016) found that young generation have more positive energy to learn everything new about technology that related to learning and education, especially in modern systems such as the Bb, more than older generation. It is clear that the Bb can provide both faculty members and students various benefit to facilitate teaching and learning process (Bradford et al., 2007). It provides them with quick feedback, effective communication and building skills such as time management and communication. Martin (2020) added that through Bb faculty members are able to maintain effectively online communicating with their students in the everyday course of learning. By, this LMS, faculty members can communicate strongly with their students in order to support them emotionally and to deliver learning content to them by email, video, audio or chat. Furthermore, Ibrahim et al. (2019) discovered that, while faculty members have a positive attitude toward using Bb in the teaching system at Hafr Al-Batin University, students

may be one of the factors that negatively affect their utilization of the system. The reason might be due to the faculty member's role in how to use Bb and how far they allow their students to share ideas. Heirdsfield et al. (2011), however, argued that some faculty members had a negative attitude toward using Bb as a LMS. They found faculty members were reluctant in introducing video or audio lectures instead of face- to face lectures for students, which this might be due to their low background knowledge in new system such as how recording lectures, upload videos from YouTube channel, slide share. Machado and Tao (2007) added that faculty members believe the Bb do not support all subjects. For example, mathematics subjects or science subjects are subjects that not supported by the Bb, because it does not have the feature of dealing with and writing digital calculations or dealing with materials that require laboratories. So, it can be said that even though the Bb Collaborate offered several alternatives to support teaching and learning process, it could not solve this problem entirely. As well as, Missula (2008) argued that faculty members use Bb for administrative purposes more than pedagogical purposes. They argued that faculty members do need to recognise Bb as a LMS that may meet their need and help them to achieve their educational gaols. So, training courses are needed to help them in learn how to use the teaching strategies in this LMS system effectively whether in the blended or DL.

Previous studies have been conducted in KSA context showed the faculty members' attitude toward using Bb as blended learning system, such as Alshorman & Bawaneh (2018); Al-Zawaidi(2014); Ibrahim et al. (2019). However, at the time of the COVID-19 outbreak, the learning process around the world and particularly in KSA is suddenly shifting from traditional learning (classrooms environment) to DL through Bb, which became the current challenge to be faced by faculty members. In the context of the present study, the UOH, the Bb is used as the only LMS among faculty members with their students. As shifting from traditional learning (classrooms environment) to DL through Bb became challenging facing faculty members in the period of COVID 19. Therefore, the current study aims to investigate faculty members' Perceptions toward using the Bb as a distance learning system at UOH during Covid-19.

E- learning methodologies during the COVID-19:

More than a billion full-time students have resumed their studies via online platforms. Attending classes via E- learning Management system resulted in the largest "online movement" in history. Online learning is a tool that can make the teaching-learning process more student-centered, innovative, and flexible (Singh &Thurman, 2019).

Many platforms offer Massive Open Online Courses to students. The Corona Virus pandemic introduced everyone to a new world of online learning and remote teaching. Teachers engaged them in remote teaching via a variety of platforms, including Google Hangouts, Skype, Adobe Connect, Microsoft Teams, Zoom, and others. In order to run smooth teaching-learning programs, a list of online etiquette was shared with students, as well as proper instructions for attending classes (Saxena, 2020).

The COVID-19 situation is a completely new environment, and basic needs satisfaction during learning under pandemic conditions has never been studied before. Given that educational institution closures have impacted billions of students worldwide and have sparked heated debate in some countries, it appears especially important to gain insights into which factors consistently influence conducive or maladaptive learning behavior in these circumstances across a wide range of countries and contextual settings (Pelikan, at al., 2021). Some online teaching strategies used to facilitate effective and efficient teaching and learning practices (lectures, case studies, debates, discussions, experiential learning, brainstorming sessions, games, drills, etc.) (Saxena, 2020., Ibrahem et al., 2021b; Dhawan, 2020)

We can tailor our procedures and processes to the needs of the learners thanks to e-learning methods. There are numerous online tools available, which are necessary for an effective and efficient learning environment. To maintain a human touch in their lectures, educators can use a combination of audio, videos, and text to reach out to their students during this crisis. This can aid in the creation of a collaborative and interactive learning environment in which students can provide immediate feedback, ask questions, and learn in an engaging manner (Saxena, 2020; Ibrahem, et al., 2021a).

All institutions must look for new online pedagogical approaches and try to use technology more effectively. Many universities around the world have fully digitalized their operations, recognizing the critical need of the current situation. In the midst of this chaos, online learning is emerging as a victor ludorum. As a result, improving the quality of online teaching-learning is critical at this stage (Dhawan, 2020). **Research questions:**

- What are the Perceptions of faculty members at the UOH towards using the Bb as E-Learning management System?
- What are the challenges facing the faculty members at the UOH towards using the Bb as E-Learning management System?
- Is there a difference in the perception of faculty member toward using the Bb as E-Learning management System?

Methodology:

The researcher used the descriptive survey method based on the nature of the study and the information to be obtained, which means collecting data about a specific phenomenon and analyzing that data to reach the final result of the study in which the survey was used, where the survey method studies the variables as they are found in nature. so, This study adopted a quantitative approach to identify the It used a questionnaire as the study's instrument, which was created after conducting a literature review (Ibrahim et al., 2019; Alzawaidy, 2014; Keleş & Özel, 2016; Alshorman & Bawaneh. 2018) by the researcher. The objective of the questionnaire is to learn about the perceptions of UOH faculty members toward using the Bb as a DLS. The questionnaire is divided into two sections: The first is demographic information, which consists of six questions: Gender, age, teaching experience, college classification, and academic rank, which is designed with multiple choices. Second part consisted 27 items that measure the perceptions of and challenges facing faculty members at the UOH towards using the Bb as As E-Learning management System?

faculty members' Perceptions at the UOH towards using the Bb As E-Learning management System. According to Anderson, et al, (2012) this approach was appropriate for such a study.

▪ *Instrument:*

(It was obtained by analyzing a number of previous studies). Respondents on this scale express their agreement or disagreement with the items using a 5-point Likert scale ranging from strongly disagree to strongly agree.

▪ *Sample:*

The study population included all UOH faculty members, and a stratified random sample was drawn from the research community, which included (135) faculty members from various faculties who took part in this study during the second semester of 2019/2020.

In this study, both male (53%) and female (47%) faculty members participated in an anonymous online survey designed to elicit their perceptions toward using the Bb as a Distance Learning System.

▪ *Validity and Reality of the Instrument:*

To ensure the tool's validity, it was presented in its initial form to a group of expert arbitrators in the field of study, totaling (10) arbitrators, who expressed their opinions on the questionnaire's paragraphs in terms of appropriateness, belonging to the fields in which they

were placed, and accuracy and integrity of the language. Arbitrators are directed to criticize the length and repetition of certain paragraphs.

Based on the arbitrators' observations and directions, the researcher made the amendments agreed upon by the majority of the arbitrators, as the wording of the phrases was changed and some were deleted or added.

To A panel of experts from various colleges at UOH was invited to measure the validity of items in the instrument to ensure their validity. Because it is appropriate for statistical analysis and study purposes, the reliability of items in the instrument was measured by calculating a coefficient using the Cronbach's Alpha equation. The results in table (1) shows that the alpha value for all 27 items was .934, which is a very high score (Tan, 2009), indicating that the scales were reliable.

Table 1. reliability statistics

Cronbach's Alpha	N of Items
.934	27

▪ **Data analysis:**

After the data collection stage was completed, the responses were converted to SPSS Statistics version 21 for further statistical analysis. The researcher used descriptive analysis by Mean, Standard Deviation (SD) to investigate faculty members' perceptions toward using the Bb as a distance-learning system at UOH.

▪ **Limitations**

While the study demonstrated positive results, there were 3 limitations that should be mentioned. First, the research was limited to Faculty Members who used Blackboard as E-Learning management System During COVID-19 crisis, second the research procedures were applied to small group, and third was the research was carried out during the first semester of the academic year 2020-2021.

Findings:

Before answering the research questions of the current study, demographic data will be shown firstly (figure 1). More than half of participants in the study was male and around of 50% of them aged between 36-46 years old. As well as three-quarters of them (38%, 34%) had

more than 10 years of and 6_10 years of teaching experience respectively. It shows that (52%) of participants were teaching assistants and the rest of them (48%) were lecturers, assistant professors, co professors and professors. According to the graph below, (32% of those who responded and filled out the electronic questionnaire) were from Preparatory Year College, followed by Humanity Colleges (30%), Science and Engineering Colleges (22%, 16%), and Health Colleges (22%, 16%).
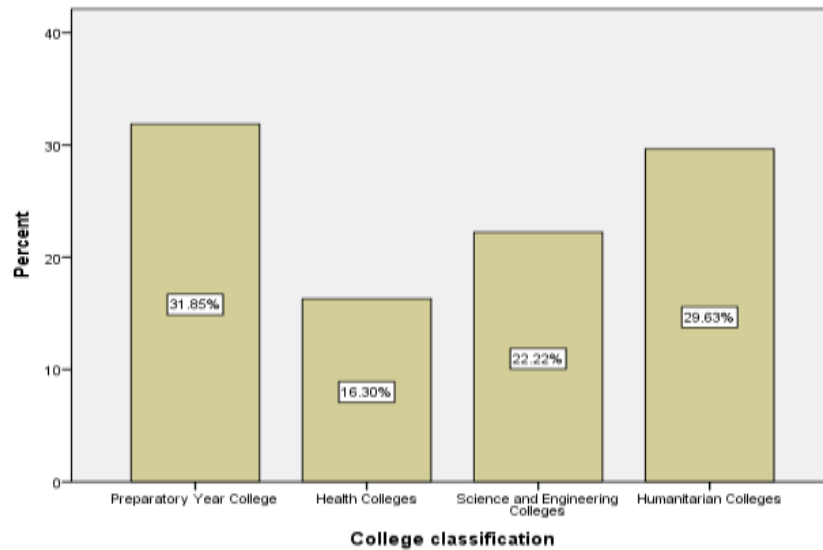

Figure 1 college classification

To answer first question *"What are the perceptions of faculty members at the UOH towards using the Bb as a Distance Learning System?"*, mean and standard deviations were calculated as a shown in the Table 2.

Table 2. perceptions of UOH faculty members toward using the Bb as E-Learning management System

Item	Mean	Standard Deviation	Result
1- I love teaching in the Blackboard as a E-Learning management System	3.9556	.9990	Agree
2- Teaching by the Blackboard system is an enjoyable experience	4.0667	.9865	Agree
3- Blackboard can replace traditional education	2.9481	1.2597	not agree nor disagree
4- I prefer teaching in the classroom over teaching in the blackboard	1.9407	.8874	Disagree

Item	Mean	Standard Deviation	Result
5- The blackboard system positively affects teaching and learning procedures	3.7704	.8973	Agree
6- The blackboard system facilitates the delivery of assignments and projects	4.2444	.8055	strongly agree
7- The blackboard system provides the opportunity for real deep learning	2.1037	1.0809	not agree nor disagree
8- The blackboard system provides a flexible environment for teaching and learning	3.6963	1.0314	Agree
9- Using the blackboard enhances the effectiveness of teaching	3.5630	1.0900	Agree
10- The blackboard system helps in diagnosis students' strengths and weaknesses	3.8222	1.2270	Agree
11- I can effectively evaluate my students through the tasks assigned to them on the blackboard system	3.2741	1.1745	not agree nor disagree
12- The blackboard system provides better feedback about students' learning more than in traditional teaching	2.8963	1.2295	not agree nor disagree
13- Using the blackboard system helps to build effective communication with students	3.4963	1.1774	Agree
14- I can interact with my students freely and easily during teaching in the blackboard system	3.4370	1.1883	Agree
15- Voice chat with students enhances communication effectiveness in the virtual classroom	3.6815	1.0766	Agree
16- Written conversation with students enhances communication effectiveness in the virtual classroom	3.4296	1.1431	Agree
17- Our technical specialists deal with Blackboard problems effectively	3.8000	0.9910	Agree
18- The university provides the necessary training for faculty members to use the blackboard system	3.9185	0.9467	Agree
19- The university provides the necessary technical support when using the blackboard system	3.9407	0.8874	Agree
20- I feel confident working with and teaching in the Blackboard system	3.8148	.9556	Agree
21- I have the necessary skills to teach in the Blackboard system	4.2000	.8177	strongly agree
22- The functions in the Blackboard system are easy to use	4.1407	.8119	strongly Agree
23- I can use the Blackboard system to teach without any help from experts	3.8074	1.0545	Agree

Table 2 shows that the faculty members strongly agreed on two items, namely "The Bb system facilitates the delivery of assignments and projects" with (Mean = 4.2444, Stdv = 0.8055) and "I have the necessary skills to teach in the Blackboard system" with (Mean = 4.2000, Stdv = .8177). However, faculty members disagreed on one item, namely "I prefer teaching in the classroom over teaching in the blackboard" with (Mean = 1.9407, Stdv = .8874). They were evenly divided on four items and agreed on all others. Clearly, faculty members at UOH had a positive *perception* toward using the Bb as E-Learning management System

To answer second question"What are the challenges facing the faculty members at the UOH towards using the Bb as a DISTANCE LEARNING SYSTEM?", mean and standard deviations were calculated as a shown in the Table 3.

Table 3. Challenges facing the faculty members at the UOH towards using Bb as E-Learning management System

Item	Mean	Standard Deviation	Result
24- Using the blackboard is appropriate for teaching all subjects	2.4370	1.2132	Disagree
25- Tests takes in the blackboard system do not reflect the students' actual level	1.9630	1.0104	Agree
26- The blackboard system slows down the teaching process due to technical problems	2.2370	1.0381	Disagree
27- I face technical issues while teaching in the blackboard system	2.8593	1.0870	not agree nor disagree

Table 3 shows that faculty members disagreed on two items, namely "Using the Bb is appropriate for teaching all subjects" with (Mean = 2.4370, Stdv = 1.2132) and "The Bb system slows down the teaching process due to technical problems" with (Mean = 2.2370, Stdv = 1.0381). However, faculty members were not sure about the item "I face technical issues while teaching in the Bb system", and they agreed on the item "Tests takes in the Bb system do not reflect the students' actual level" with (Mean = 1.9630, Stdv = 1.0104).

To answer third question "Is there a difference in the perception of faculty member toward using the Bb as E-Learning management System" ANOVA, Tukey Post Hoc Test, An Independent-Samples T-Test were needed to be conducted.

In table 4, a one-way between subjects ANOVA was used to compare faculty members' perceptions toward using the Bb as E-Learning management System.

Table 4. ANOVA
Perceptions

	Sum of Squares	Df	Mean Square	F	Sig.
Between Groups	3139.928	2	1569.964	7.154	.001
Within Groups	28966.709	132	219.445		
Total	32106.637	134			

Table 4 shows that there was a significant effect in faculty members' perceptions of using Bb as E-Learning management System. [F (2, 132) = 7.154, p = 0.001] at the p.05 level. The Tukey Post Hoc test was used to compare each period of teaching experience to the others.

Table 5. Post- hoc analysis for experiences levels
Perceptions

	N	Mean	Std. Deviation	Std. Error	95% Confidence Interval for Mean		Min.	Max.
					Lower Bound	Upper Bound		
Less than 5 years	38	89.5526	13.13485	2.13075	85.2353	93.8699	49.00	109.00
6- 10 years	46	79.9348	17.35819	2.55933	74.7800	85.0895	38.00	108.00
More than 10 years	51	78.0980	13.43466	1.88123	74.3195	81.8766	42.00	110.00
Total	135	81.9481	15.47908	1.33223	79.3132	84.5831	38.00	110.00

Post Hoc comparisons using the Tukey HSD by confidence intervals of effects (The evidence of differences was accepted by violated of zero value existence in the interval limits). The results indicated that the mean score for the faculty of less than 5 years of experience (M = 89.55, SD = 13.13) was significantly different than the faculty of 6-10 years of experience (M = 79.93, SD = 17.36), and the faculty of more than 10 years of experience (M = 78.10, SD = 13.43) as in table 5.

In addition, a one-way between subjects ANOVA was performed to compare the effect of college classification on faculty members' perceptions of using Bb as E-Learning management System, as shown in table 6.

Table 6. ANOVA
Perception

	Sum of Squares	Df	Mean Square	F	Sig.

Between Groups	5431.546	3	1810.515	8.891	.000
Within Groups	26675.091	131	203.627		
Total	32106.637	134			

There was a significant effect of college classification on perceptions towards using Bb at the p<.05 level [F (3, 131) = 8.891, p = 0.000]. Tukey Post HOC Test was conducted to compare each college to every other one as in table 7.

Table. 7. Descriptive

perception

	N	Mean	Std. Deviation	Std. Error	95% Confidence Interval for Mean		Min.	Max.
					Lower Bound	Upper Bound		
Preparatory Year College	43	74.4651	15.42316	2.35201	69.7186	79.2117	38.00	99.00
Health Colleges	22	87.9091	14.94724	3.18676	81.2819	94.5363	49.00	109.00
Science and Engineering Colleges	30	90.4000	11.23296	2.05085	86.2055	94.5945	63.00	108.00
Humanitarian Colleges	40	80.3750	14.61767	2.31126	75.7000	85.0500	51.00	110.00
Total	135	81.9481	15.47908	1.33223	79.3132	84.5831	38.00	110.00

Post hoc comparisons using the Tukey HSD Test indicated that the mean score for the faculty of the Preparatory Year (M = 74.47, SD = 15.42) was significantly different than the faculty of the Health colleges (M = 87.91, SD 14.95) and the faculty of the Science and Engineering colleges (M = 90.40, SD = 11.23). The mean score for the faculty of the Science and Engineering colleges was significantly different than the faculty of the Humanitarian colleges (M = 80.38, SD = 14.62).

Table 8. Group Statistics

Gender		N	Mean	Std. Deviation	Std. Error Mean
perceptions	Female	64	75.4844	13.87357	1.73420
	Male	71	87.7746	14.58786	1.73126

These results suggest that gender has an effect on perceptions of faculty members toward using Bb as E-Learning management System..

Table 9. Group Statistics

Gender		N	Mean	Std. Deviation	Std. Error Mean
Challenges	Female	64	8.8125	2.96474	.37059
	Male	71	10.1127	2.69682	.32005

Discussion:

The purpose of this study was to look into the perceptions of UOH faculty members toward using the Bb as E-Learning management System. Based on the findings, it is clear that faculty members at the UOH are enthusiastic about using the Bb as E-Learning management System. Faculty memebrs believed that the Bb facilitates the delivery of assignments and projects. It can be attributed to a variety of factors. The most important reason is that faculty members are aware of the utility of e-programs and their added value in university teaching. Therefore, faculty memebrs prefer teaching process associated with Bb over teaching process in the classroom. The result is consistent with many studies auch as (Alshorman and Bawaneh, 2018; Mutairi, 2015 and Alqadere, 2011). Mutairi (2015); Alqadere (2011) argued that using Blackboard in teaching process can improve the efficiency of faculty members and help them cope with the university courses and the sources of self-learning that support their teaching process. According to Alshorman and Bawaneh (2018), the genuine desire of faculty members to integrate new technology with learning would help to create a positive impact on university education and foster creativity in the learning process.

Although faculty members at the UOH have a positive perception towards using the Bb as E-Learning management System, they face some challenges when using the Bb as E-Learning management System. They see using the Bb as not appropriate for teaching all subjects. We may agree with this point of view, because this challenge is not related to technical skills that faculty members need to have when using the system, but rather it is related to the Bb system itself. For example, mathematics subjects or science subjects are subjects that not supported by the Bb, because it does not have the feature of dealing with and writing digital calculations or dealing with materials that require laboratories. So, it can be said that even though the Bb Collaborate offered several alternatives to support teaching and learning process, it could not solve this problem entirely. The result is consistent with the study of Machado and Tao (2007) stated that the Bb still have some limitation that make it difficult to teach some subjects or some science subjects that requires laboratories.

The findings revealed that teaching experience had a significant effect on faculty members' perceptions of using Bb as E-Learning management System.

The faculty of less than 5 years of experience was significantly different than the faculty of 6-10 years of experience and the faculty of more than 10 years of experience. The reason behand that may be because young generation have more positive energy to learn everything new about technology that related to learning and education, especially in modern systems such as the Blackboard, more than older generation, which this result is supported by the study of Alghamdi and Bayaga (2016). The finding also shows that college classifications have significant effect on perceptions of faculty members towards using Bb as a distance-learning system. Perceptions of faculty of the Preparatory year were significantly different than the perceptions of faculty of the other colleges. We may argue that there is a diversity of the faculty members of the preparatory year in terms of specializations and nationalities. It may be also because the large number of students in the preparatory year, so the faculty members of the Preparatory Year see that the Bb as a worth way to facilitate the teaching process. Finally, it is clear that gender has significant effect on perceptions of faculty members towards using Bb as E-Learning management System.

As a result, an Independent-Samples T-Test was performed to examine differences in challenges when using Bb among male and female faculty, There was a significant difference in the scores for male faculty (M=10.11, SD=2.70) and female faculty (M=8.81, SD=2.96); t (133).-2.668, p = 0.009. These results suggest that gender has an effect on challenges when using Bb.

Male faculty were significantly different in their perceptions towards using Blackboard as e-Learning management System than female faculty. The reason for this is that male faculty members have had more freedom in recent years to attend training courses hosted by their universities in order to improve their teaching efficiency and confidence in using modern technology such as Bb as the LMS (Alshorman & Bawaneh, 2018).

Conclusion:

The current study's findings concluded that, first, as the learning process around the world, particularly in Saudi Arabia, abruptly shifts from traditional learning (classroom environment) to distance learning via Bb during the COVID-19 outbreak, faculty members have a positive perception toward using Blackboard as a E-Learning management System. As a result, they see Bb as a pedagogical management tool that will make the teaching and learning process easier in the future. However, they see using the blackboard as not appropriate for

teaching all subjects. Secondly, the faculty of less than 5 years of experience was significantly different in their perceptions towards using Blackboard as E-Learning management System than the faculty of 6-10 years of experience and the faculty of more than 10 years of experience. Thirdly, the faculty members of the Preparatory Year see that the Blackboard as a worth way to facilitate the teaching process comparing to other faculty members in different colleges. Finally, Male faculty were significantly different in their perceptions towards using Bb E-Learning management System than female faculty, due to the opportunities that their universities provide them to attend training courses over the last years to develop their teaching efficiency.

Following the study's findings, the following recommendations are made: Because faculty members are enthusiastic about using Bb as e-Learning management System, higher education institutions in Saudi Arabia should provide them with Bb training courses to help them become more efficient in using this new system. Further research into this issue using qualitative methods such as interviews is also required to gain a better understanding of it. Furthermore, increasing the efficiency of network connectivity encourages faculty members to use Bb.

Recommendations:

- Provide training and support: Offer training sessions and resources that help faculty members learn how to use Blackboard effectively. Provide ongoing support through workshops, online tutorials, and one-on-one consultations.
- Highlight the benefits: Emphasize the benefits of using Blackboard such as improved communication with students, easy access to course materials, and streamlined grading processes.
- Encourage collaboration: Encourage faculty members to collaborate with each other by sharing best practices and tips for using Blackboard effectively. This can help build a community of users who are comfortable with the system.
- Address concerns: Address any concerns that faculty members may have about using Blackboard by providing information on how it can be used effectively in different teaching contexts.
- Showcase success stories: Share success stories from other faculty members who have used Blackboard effectively in their courses. This can help inspire others to try it out and see its benefits firsthand.

By providing training and support, highlighting the benefits, encouraging collaboration, addressing concerns, and showcasing success stories, you can enhance faculty members' perceptions of using the Blackboard system and promote its effective use in teaching and learning.

More than ever, we must be mindful of the unrealistic expectations that may be placed on faculty members, as well as the resources required to support them after Covid 19. Anything less would jeopardize faculty members' emotions, agency, and identity, as well as their ability to act on behalf of their most cherished commitments. Increasing the use of online and virtual platforms better suited to vocational education and training to ensure learning continuity. Investing in vocational education and training will also help to mitigate future skill shortages and reduce the impact of the crisis. Teachers have numerous opportunities to effect radical change in nearly every aspect of education, including teaching, learning, evaluation, assessment, results, certification, degrees, and so on.

Making further improvements to the Blackboard learning management system to be compatible with the various academic, theoretical and scientific disciplines, holding training courses for faculty members, especially females, to be able to employ the use of the Blackboard platform, with the need to work on avoiding the obstacles facing faculty members in using the Blackboard platform. and use of e-learning tools

More than ever, we must be aware of the unrealistic expectations that may be placed on faculty members. Teachers have numerous opportunities to effect radical change in nearly every aspect of education, including teaching, learning, evaluation, assessment, results, certification, degrees, and so on. As a result, we should continue to improve the Bb as a learning management system in order to be compatible with the various academic and scientific disciplines. Holding training courses for faculty members, particularly females, to use the Bb platform, with a focus on overcoming the obstacles that faculty members face when using the Bb platform. And the use of e-learning tools, as well as the increasing use of online and virtual platforms. The researcher also recommends conducting studies to identify students' attitudes towards using Blackboard learning management platforms.

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