An Evaluative Study for the Use Reality of E-Learning Systems and Tools in Teaching and Learning by Faculty Members and Students

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Abstract

The present study aimed to identify the reality of E-Learning systems and tools use (Blackboard) by faculty members and students in teaching and learning courses at the college of education at Najran University. To achieve this aim, two questionnaires for both faculty members and students were developed. A sample of (60) faculty members and (120) students were selected to take part in the present study. Findings showed that the level of Blackboard use by male and female faculty members was either high or very high in teaching college courses to students. There was no statistically significant difference (α=0.05) between faculty members regarding the level of E-Learning tools use and its pedagogical practices due to gender and experience. Findings also revealed that male and female students' level of Blackboard use was very high in studying the college courses. Furthermore, there was no statistically significant difference (α=0.05) between students regarding the use of E-Learning tools and its pedagogical practices due to gender and cumulative average.

Keywords: E-Learning system, teaching and learning, faculty members, Najran University

1. Introduction

The end of the last century witnessed a tremendous progress in the field of computer development and ICT (Salamah & Jad, 2009), which in turn was specifically reflected in education. It also caused the emergence of modern skills, styles, technology and applications. Information and Communication Technology has been playing an important role in all fields of life and has produced a vast leap in civilization where the remote has become very near. Spatial and time boundaries among individuals of the same community or of another community no longer exist. Consequently, this development has been reflected in the education system through the search for new methods, strategies, styles, techniques and models to meet the many challenges facing the educational process, meanwhile help improving it, and access the best results, which produced what is so called E-Learning. E-Learning is a kind of teaching that is based on the use of electronic multimedia in communication, the reception of information, the acquisition of skills and the interaction between the teacher and the students, between the student and the school and between the teacher and the school (Al Mallah, 2010). It does not need specified buildings or classrooms. E-Learning can (Abed Al Atti & Abu Khotwah, 2012):

1. Help teachers prepare and develop their teaching materials and compensate the lack in their experience.
2. Provide the teacher and the student with an electronic teaching package that can be easily updated.
3. Compensate the lack in the academic and training cadres.
4. Update the admission system at colleges and institutes.
5. Update the systems of exams and evaluation**.**
6. Disseminate the awareness about technology in the community.
7. Provide supporting services for the teaching process such as early registration, timetables …etc.

E-Learning is characterized by efficacy, authenticity, learner centeredness, appropriateness, self-control, easiness in use, direct electronic support, preservation of courses security, cost efficacy, collaboration, and formal and informal environments. It is also characterized by multi experiences, electronic assessment, electronic search, easiness of

access from different places all over the world, and interaction among all cultures. Furthermore, it is free from racial discrimination (Al Khan, 2006: 26).

E-Learning is distinguished by the multiplicity of its tools and rests that enable students to learn at any place and at any appropriate time (Abdul Aziz, 2018). Tools of e learning are categorized in two classes:

1. PC- based E-Learning tools such as the training programs, practice, simulation, problem-solving, electronic games and PowerPoint Presentation.
2. Internet based E-Learning tools such as International Information Network, email, video conferences, discussion groups, announcement board, and Interactive Whiteboard.

Most universities and institutions of higher education all over the world are keen to activate the E-Learning. For example, in the third E-Learning seminar in 1428^{AH} at Um Al Qura University, it was mentioned that about 90 % of the American universities, 60% of the Canadian universities and about 25% of the Dutch universities provide education via this technology. Moreover, about 90% of the other universities are in the planning phase to provide E-Learning. It is expected that 15% of the higher education future classrooms will be virtual classes, another 15% will be traditional while the other 70% will be blended of both traditional and electronic (Bin Bakr, 2011: 24).

Internet is a primary teaching tool mainly in the developed countries. The number of schools and universities connected to Internet increases rapidly. Over 35000 teachers and 250000 students enrolled in public education, universities, companies and organizations over the entire world use electronic courses via Blackboard system. The number of people enrolled in E-Learning network is about 20000 students in 50 states. Besides, 80 regions in the United States have provided more than 1700 online courses (Al Jorf, 2003). Virtual classes are regional responses for the emerging challenges by the scientific and technological change in higher and public institutions (Al Sharhan, 2000). Virtual classes are a set of activities similar to activities of traditional classes implemented by the teacher and his students, who despite the spatial borders separating them, work together in the same time but from different places via online dialogues (Al Qahtani, 2010: 4).

Al Mousa and Al Mubarak (2005:245) state that virtual classes have many characters such as:

1. Low financial cost as they do not demand lecture halls, transportation or school tools of high cost.
2. Accommodation of a large number of students without age and geographical restrictions.
3. High speed in follow up and continual response.
4. The ability to learn anywhere at any time without restrictions.
5. Classroom management does not require high-level technical skills by both the teacher and the students.
6. Exemption of the teacher from the heavy burden of paper marking, monitoring and organizing and allows him time for his teaching tasks, for self-promotion and development and coping with modern technology.

2. Related Literature

Many studies have been conducted to assert the importance and effectiveness of E-Learning use in the education process. Masino (2015), for example, after investigating the reality of the use of E-Learning system and virtual classes proved that Blackboard use was effective in increasing the effective communication and students' learning. Kim & Selkeig (2013) revealed the importance of participation in the scientific training via the use of Blackboard, particularly participation with distant and pre-service teachers. Al Astal (2013) also identified the reality of the use of virtual class technology in teaching the educational courses at Al Quds Open University and how it can be modified. The study provided a set of procedural steps that can develop faculty members' pedagogical practices while using virtual classes for teaching university e-courses. Al Amr (2012), on the other part, studied the reality of the use of the learning management systems (Blackboard) by faculty members and students. Study recommendations stressed the need for taking into account Blackboard use to manage learning as one criterion for faculty members' evaluation. It also suggested devoting some financial incentives to faculty members for the use of Blackboard to encourage them to activate it in the educational process. Issuance of a student's guide of both hard and soft copies about the use of Blackboard system was also highly recommended. Hosamo (2011) studied the reality of E-Learning at Tishreen University in Syria as perceived by faculty members and students. Findings showed that faculty members and students were not highly interested in E-Learning. Email and video conferencing were the least used E-Learning tools. Bin Bakr (2011) identified faculty members' requirements for activating the E-Learning technology (Web CT). Findings asserted the need to adopt clear strategy for E-Learning in the university strategic plan. It also stressed the

need to provide the essential financial resources to support the expansion of E-Learning projects at university. Al Jarrah (2011) concluded the need to adopt and develop the Blackboard software as it facilitates students' learning, increases their classroom participation, makes teaching process easier and provides opportunities for e-learning. Ali (2010) evaluated the reality of using Internet in education and scientific research by faculty members. Results emphasized the need to use Internet in all education colleges at Yemeni universities. Faculty members should be subjected to training workshops in English related to the use of computer and Internet. A teaching course about Internet should be added and taught to students at these colleges. Furthermore, the study revealed the need to provide faculty members with PCs that are connected to Internet. Al Qahtani (2010) investigated the reality of using virtual classes in E-Learning program from the viewpoints of faculty members. Findings revealed the need to start expanding E-Learning in the virtual classes in all university colleges and higher education programs. Momani (2010) compared between the systems of E-Learning, i.e. Blackboard and Moodle. Results showed that each system has its own unique characters although some denominators were common between them. Al Naheef & Ramadan (2012) identified the interactive effectiveness of E-Learning systems in training to raise the competency of teaching and training related to the technology of rotogravure production. Results asserted the need to apply the technology of virtual reality as a teaching tool inside the educational institutions.

In brief, research in the field of the use of the E-Learning system have corroborated the fact that the appropriate use of such system can provide fast and realistic solutions for many problems and hardships facing universities in light of the increasing numbers of students (Basaqr, 2009). Therefore, faculty members should encourage students to use E-Learning, Internet, interactive video, virtual classes, drawings and tables that may help them learn more effectively.

2.1 Statement of the Problem

Many universities have established deanships for E-Learning through which the processes of learning and teaching take place. Their main aim is to provide faculty members and students with the opportunity of sustainable self and professional development that will improve their teaching and learning. E-Learning deanships were also established as a response to the findings of many studies that recommend the use of E-Leaning in education because of its various pedagogical practices and benefits. Najran University in Saudi Arabia was pioneer in establishing a center, and later on, a deanship for E-Learning to keep pace with the technological development. It has also adopted E-Learning as a teaching method. Hence, the present study is carried out to identify the reality of faculty members and students' use of the E-Learning systems in teaching and learning the academic courses. Furthermore, it aims to identify the use degree of the pedagogical practices E-Learning provides in teaching and learning the academic courses offered by college of education.

2.2 Questions of the Study

The study seeks to answer these questions:

1. What is the reality of faculty members' use of the E-Learning systems and tools besides its pedagogical practices in teaching and learning the academic courses at the college of education at Najran University?
2. Do faculty members' responses regarding the use of the E-Learning systems and tools besides their pedagogical practices at the college of education at Najran University differ because of their gender?
3. Do faculty members' responses regarding the use of the E-Learning systems and tools besides their pedagogical practices at the college of education differ because of their experience in teaching?
4. What is the reality of students' use of the E-Learning systems and tools besides its pedagogical practices in teaching and learning the academic courses at the college of education at Najran University?
5. Do students' responses regarding the use of the E-Learning systems and tools besides their pedagogical practices at the college of education at Najran University differ because of their gender?
6. Do students' responses regarding the use of the E-Learning systems and tools besides their pedagogical practices differ because of their cumulative average?

2.3 Importance of the Study

The present study is important because of many reasons among which the fact that it keeps pace with Saudi Arabia's interest in E-Learning in general and more specifically with the interest of Najran University to account for the conditions at Saudi Yemeni borders. It is also a serious trial to examine and monitor the reality of faculty members and students' use of E-Learning system in teaching and learning and helps them to identify their problems and

overcome them. In addition, its results are assumed to contribute to the development of the E-Learning system, in general, and particularly the E-Learning system of Najran University.

3. Methodology

3.1 Study Approach

The descriptive and analytical approach was used because of the fitness of such approach for the aims of the present study.

3.2 Study Sample

The sample of the present study consisted of (60) faculty members, (30) males and (30) females. It also involved (120) students, (60) males and (60) females. Both of faculty members and students were enrolled in teaching and studying at the college of education at Najran University.

3.3 Study Instrument

For the sake of achieving the main aim of the present study, two questionnaires were developed. The first one was applied to faculty members while the second one was administered to students at the college of education. Both questionnaires aimed to identify the reality of participant faculty members and students' use of the E-Learning system and tools in addition to its pedagogical practices in teaching and learning.

3.4 Development of the Study Questionnaires

The two questionnaires used in the present study were developed after accessing a set of studies in the area of E-Learning use in the educational process such as Al Astal (2013), Abdul Aziz & Mohammed (2012), Al Barakati (2012), and Al Qahtani (2010). Each questionnaire consisted of two main areas. The first area aimed to check to what degree the E-Learning tools are available on the Blackboard system (*Available to a very high degree, Available to a high degree, Available to a moderate degree, Available to a low degree, and Available to a very low degree*). The second field sought to identify extent to which faculty members and students use the E-Learning system and tools in the teaching and learning processes *(Very high, High, Moderate, Low,* and *Very low).*

3.5 Validity of the Study Questionnaires

To validate the two study questionnaires, they were presented to seven arbitrators who were all specialists in the fields of educational technology and curriculum and instruction at the college of education at Najran University. All specialists were requested to express their viewpoints with regard to the items' fitness, intimacy, and wording. After that, some modifications were made in light of those arbitrators' perceptions.

3.6 Reliability of the Study Questionnaires

After using Cronbach Alpha, both questionnaires' reliability coefficients were (0.95) for faculty members' questionnaire and (0.97) for students' questionnaire, which means that both of them were reliable. That is, results obtained via their application will be trustful. At the end, faculty members' final version of the questionnaire (Appendix A) consisted of (14) E-Learning tools and (45) pedagogical practices. However, students questionnaire (Appendix B) involved (14) E-Learning tools and (34) pedagogical practices.

4. Results and Discussion

4.1 Results Related to the First Question

To answer the first question "What is the reality of faculty members' use of the E-Learning systems and tools besides its pedagogical practices in teaching and learning the academic courses at the college of education at Najran University?" it was divided into two main parts. The first part was to identify faculty members' use of E-Learning systems and tools while the other checked to what degree faulty members practice the E-Learning pedagogical practices.

4.1.1 The Provision of E-Learning Systems and Tools Besides Their Use by Faculty Members

To identify what E-Learning tools were most and least used mean scores, standard deviations and frequencies of participant faculty members were extracted for each item of the questionnaire items. Results are shown in Table (6).

Table 1. Mean Scores of Faculty Members' Responses Regarding the Provision and Use of E-Learning Tools

E-Learning tool	Male faculty members				Female faculty members			
	Use proportion				Use proportion			
	%	M	Degree	Rank	%	M	Degree	Rank
Blackboard use	100	3.73	High	---	100	4.73	V. high	-
Virtual classes	97	4.00	High	3	87	3.10	Moderate	1
Send Email	100	4.20	High	2	93	4.2	High	3
Announcements	100	4.60	High	1	100	4.60	High	1
Achievements	90	3.60	High	9	80	3.70	High	9
Groups	83	3.70	High	6	93	3.70	High	8
My grades	97	3.80	High	5	100	4.10	High	4
Blogs	80	3.40	High	1	73	2.90	Moderate	1
Glossary	80	3.10	Moderate	1	70	3.40	High	1
Course calendar	80	3.80	High	4	93	3.70	High	7
Discussion board	80	3.60	High	7	97	4.00	High	6
Tests, Surveys, and Pools	100	3.27	Moderate	12	100	3.57	High	10
Assignments	100	3.60	High	8	100	4.20	High	2
Full Grade Center	100	3.30	High	1	100	4.00	High	5

Table (1) reveals that faculty members' degree of Blackboard use was very high. Tools of *"Announcement"* and *"Assignments*" had the highest mean scores regarding their use by male faculty members while teaching the academic courses. On the other hand, tools of "*Announcements" and "Assignments"* had the highest mean scores in accordance to their use by female faculty members to teach the academic courses. This result can be explained in light of the widespread of the use of the email and the need of faculty members' to inform their students about the exam dates and assignments during the whole semester. Nevertheless, tools of *"Course Glossary"* "*Tests, Surveys, and Pools*" were the least used E-Learning tools by male faculty members while *"Blogs" and "Virtual Classes"* were the least used E-Learning tools by female faculty members. Once again, this finding can be referred to the fact that faculty members and students rarely need these tools outside university in addition to their unfamiliarity and weakness to use them.

4.1.2 The reality of faculty members' pedagogical practices in the educational process

To identify the reality of faculty members' E-Learning pedagogical practices, mean scores, standard deviations and frequencies of participant faculty members were calculated for each of the whole questionnaire items. Results are shown in Table (2) and Table (3).

Table (2) and Table (3) reveal that "*I announce the important dates such as exams, assignments … etc. for students*" got the highest educational practice degree (M=4.67) was in the first rank for male faculty members. In the second rank (M= 4.50) was the educational practice "*I upload the course description for students on the Blackboard system*". On the opposite, "*I announce the important dates such as (exams, assignments … etc. for students*" (M=4.87) and "*I upload students' assignments via Blackboard system*" (M=4.74) were respectively in the first and second ranks according to female faculty members' responses. This result can be explained in light of the nature of these pedagogical practices that need informing students about the important dates related to the academic course and students' need to identify the course content and required assignments. That is, not all these practices need high-level computer skills. Moreover, uploading course content can be done by coping and uploading it from a previous course.

Nevertheless, "*I allow students to create discussion blogs*" (M=2.70 and "*I follow up and organize students' posts in the discussion blogs*" (M=2.73) had the least practice degrees by male faculty members and were in the 45th and 44th ranks respectively. However, the least practice degrees in light of female faculty members' perspectives were for "*I record/videotape lectures of virtual classes for students' benefit*" and "*I allow students to create discussion blogs*". Mean scores were (M=2.74) and (M=2.78) and were in 45th and 44th ranks respectively. In other words, faculty members' low interest in such pedagogical practices might be due to their nature, the weakness of faculty members in

these practices, their unavailability largely to students and because they require high level skills to cope with computer that many faculty members lack.

Table 2. Highest and Lowest Mean Scores of Male Faculty Members' Use Reality of E-Learning Pedagogical Practices

Pedagogical practices				
A. The highest practices	**M**	**SD**	**Practice degree**	**Rank**
I announce the important dates such as (exams, assignments … etc. for students.	4.67	0.55	Very high	1
I upload the course description for students on the Blackboard system.	4.50	0.82	Very high	2
I upload the course content distributed to the weeks according to the course description.	4.50	0.78	Very high	3
I upload students' assignments via Blackboard system.	4.33	0.84	Very high	4
I organize the course content in an attractive format for students.	4.50	0.75	Very high	5
B. The lowest practices				
I use packages and auxiliary tools to delete the e-course.	3.07	1.17	Moderate	41
I allow students to edit the created group.	2.93	1.17	Moderate	42
I create discussion blogs for students.	2.77	1.10	Moderate	43
I follow up and organize students' posts in the discussion blogs.	2.73	1.23	Moderate	44
I allow students to create discussion blogs.	2.70	0.99	Moderate	45

Table 3. Highest and Lowest Mean Scores of Female Faculty Members' Use Reality of E-Learning Pedagogical Practices

Pedagogical practices				
C. The highest practices	**M**	**SD**	**Practice degree**	**Rank**
I announce the important dates such as (exams, assignments … etc. for students.	4.87	0.43	Very high	1
I upload students' assignments via Blackboard system.	4.73	0.52	Very high	2
I upload the course content distributed to the weeks according to the course description.	4.67	0.88	Very high	3
I upload the course description for students on the Blackboard system.	4.53	1.14	Very high	4
I update the course content continuously.	4.43	0.68	Very high	5
D. The lowest practices				
I use the virtual classes (conversation, camera, PowerPoint presentations …etc.).	2.97	1.43	Moderate	41
I allow students to edit the created group.	2.97	1.33	Moderate	42
I create a glossary (course terminology) on Blackboard system.	2.93	1.39	Moderate	43
I allow students to create discussion blogs.	2.87	1.36	Moderate	44
I record/videotape lectures of virtual classes for students' benefit.	2.73	1.39	Moderate	45

4.2 Results Related to the Second Question

To check whether the responses of faculty members at the college of education differ regarding the actual use of E-Learning systems and tools and their pedagogical practices due to gender, T. Test was used to determine the effect of gender on the responses of faculty members. Table (4) presents the results.

Table 4. T. Test for Faculty Members' Actual Reality of Using E-Learning Tools and Its Pedagogical Practices Due to Gender

Comparison	Gender	N.	M	SD	T. value	Significance
Use of E-Learning systems and tools	Males	30	3.74	0.74	1.04	Insignificant
	Females	30	3.92	0.61		α=0.05
Pedagogical practices	Males	30	3.54	0.64	1.11	Insignificant
	Females	30	3.73	0.65		α=0.05

Table (4) shows that there is no statistically significant difference (α=0.05) between male and females with regard to the use of the tools of E-Learning system (Blackboard) and its pedagogical practices due gender. In other words, male and female faculty members are almost equal in using the tools of E-Learning system and its practices. This result can be due to the similarity among the content of courses at the college of education, the similarities among faculty members, and the conditions surrounding Najran region, which necessitate the use of E-Learning in teaching the e-courses along with class attendance regularity.

4.3 Results Related to the Third Question

To answer whether the responses of faculty members at the college of education differ regarding the actual use of E-Learning systems and tools and their pedagogical practices due to their experience in teaching, Mann Whitney-U Test was used to determine the effect of experience in teaching on the responses of faculty members. Table (5) presents the results.

Table 5. Mann Whitney-U Test for Faculty Members' Actual Reality of Using E-Learning Tools and Its Pedagogical Practices Due to Experience in Teaching

Comparison	Experience in teaching	N.	Mean of ranks	Sum of Ranks	Z. value	Significance
Use of E-Learning systems and tools	Less than 5 years	13	26.65	346.50	0.90	Insignificant
	More than 5 years	47	31.56	1483.50		α=0.05
Pedagogical practices	Less than 5 years	13	31.04	404.50	0.37	Insignificant
	More than 5 years	47	30.35	1426.50		α=0.05

Table (5) shows that there is no statistically significant difference (α=0.05) between faculty members in accordance to the use of the tools of E-Learning system (Blackboard) and its pedagogical practices due experience in teaching. That is, faculty members deliver the same kind of teaching using the tools of E-Learning system and its practices despite their long or short experience. Such finding can be referred to the similarity faculty members have when dealing with the e-courses. A large number of them have been subjected to training related to E-Learning that al the end bridged the gap due to experience in teaching.

4.4 Results Related to the Fourth Question

To answer the fourth question "What is the reality of students' use of the E-Learning systems and tools besides its pedagogical practices in teaching and learning the academic courses at the college of education at Najran University?" it was divided into two main parts. The first part was to identify faculty members' use of E-Learning systems and tools while the other checked to what degree faulty members practice the E-Learning pedagogical practices.

4.4.1 The Provision of E-Learning Systems and Tools Besides Their Use by Students

To identify what E-Learning tools were most and least used mean scores, standard deviations and frequencies of participant students were extracted for each item of the questionnaire items. Results are presented in Table (6).

Table (6) reveals that students' degree of Blackboard use was very high. *"Announcements"* and *"Assignments*" tools had the highest mean scores regarding their use by male and female students while learning the academic courses. This result can be explained in light of the students' need to follow up their instructors' announcements related to the course's content, assignments and exam dates during the whole semester. Nevertheless, *"Course Glossary"* and *"Discussion Board"* tools were the least used by male students while the tools of *"Virtual Classes"* and *"Course Calendar*" were the least used by female students. Once again, this finding can be explained in light of the fact that students rarely need

these tools outside university in addition to their unfamiliarity and weakness to use them.

Table 6. Mean Scores of Students' Responses Regarding the Provision and Use of E-Learning Tools

E-Learning tool	Use proportion by Male students				Use proportion by Female students			
	%	M	Degree	Rank	%	M	Degree	Rank
Blackboard use	98	3.41	Moderate	-	85	3.75	High	-
Virtual classes	87	3.25	Moderate	6	70	1.00	1.10	12
Send Email	93	3.21	Moderate	8	85	0.37	Moderate	9
Announcements	97	3.62	High	1	80	3.96	High	1
Achievements	82	3.14	Moderate	11	78	3.38	Moderate	7
Groups	85	3.20	Moderate	9	68	3.24	Moderate	10
My grades	83	3.24	Moderate	7	75	3.57	High	3
Blogs	82	3.39	Moderate	5	62	3.05	Moderate	11
Glossary	78	3.13	Moderate	12	73	3.39	Moderate	6
Course Calendar	83	3.16	Moderate	10	75	3.00	Moderate	13
Discussion board	80	3.00	Moderate	13	82	3.50	High	4
Tests, Surveys, and Pools	97	3.47	High	3	85	3.47	High	5
Assignments	97	3.57	High	2	87	3.78	High	2
Full Grade Center	97	3.45	High	4	85	3.37	Moderate	8

4.4.2 The Reality of Students' Pedagogical Practices in the Educational Process

To identify the reality of students' E-Learning pedagogical practices, mean scores, standard deviations and frequencies of participant students were extracted for each of the whole questionnaire items. Results are shown in Table (7) and Table (8).

Table 7. Highest and Lowest Mean Scores of Male Students' Use Reality of E-Learning Pedagogical Practices

Pedagogical practices				
A. The highest practices	**M**	**SD**	**Practice degree**	**Rank**
I carry out all tasks needed to fulfill the teaching course.	3.63	1.16	High	1
I review my achievement rates in the course through the website.	3.47	1.14	High	
I always review the announcement board and have a look at the exam dates and assignment delivery.	3.45	1.28	High	3
I download the course description from the website at the beginning of the academic year/semester.	3.43	1.35	High	4
I discuss with colleagues and teachers the course content via the discussion board.	3.43	1.37	High	5
B. The lowest practices				
I have a look at viewpoint polls.	3.17	1.32	Moderate	30
I save my colleagues' contact details via the website's address book.	3.13	1.26	Moderate	31
I follow up my colleagues' posts on the dialogue blogs.	3.12	1.35	Moderate	32
I use the tools of virtual classes like conversations, camera, slides …etc. with the course instructor.	3.03	1.34	Moderate	33
I create a discussion board (forum) with my course colleagues.	2.98	1.36	Moderate	34

Table 8. Highest and Lowest Mean Scores of Female Students' Use Reality of E-Learning Pedagogical Practices

Pedagogical practices				
C. The highest practices	**M**	**SD**	**Practice degree**	**Rank**
I always review the announcement board and have a look at the exam dates and assignment delivery.	3.74	0.97	High	1
I upload the course description on the blackboard system at the beginning of the academic year.	3.68	1.08	High	2
I upload the file of the electronic links associated with the course content.	3.66	1.05	High	3
I join my colleagues' group to complete the course tasks.	3.65	1.07	High	4
I answer my e-exams to assess my performance in the course.	3.65	0.94	High	5
D. The lowest practices				
I have a look at my assignments via Blackboard system.	3.34	1.01	Moderate	30
I create my own self-registration group from the group-listing page.	3.31	1.15	Moderate	31
I use the calendar icon to record course-related dates.	3.29	0.93	Moderate	32
I save colleagues' contact details in the address book on the website.	3.27	1.03	Moderate	33
I create a discussion board with my course colleagues.	3.26	0.81	Moderate	34

Table (7) and Table (8) reveal "*I carry out all tasks needed to fulfill the teaching course*" got the highest educational practice degree (M=3.63) was in the first rank for male students. In the second rank (M= 3.47) was the educational practice "*I review my achievement rates in the course through the website*". On the opposite, "*I always review the announcement board and have a look at the exam dates and assignment delivery*" (M=3.68) and "*I upload the course description on the blackboard system at the beginning of the academic year*" (M=4.74) were respectively in the first and second ranks according to female students' responses. This result can be explained in light of the nature of these pedagogical practices that need students to be informed about the important dates related to the academic course and students' need to identify the course content and required assignments. In addition, students' need to upload the course content, to identify its included terminology and to make sure of their achievement and progress may further explain this result.

However, "*I create a discussion board (forum) with my course colleagues*" (M=2.98) and "*I use the tools of virtual classes like conversations, camera, slides …etc. with the course instructor*" (M=3.03) had the least practice degrees by male students and were in the 44th and 33rd ranks respectively. On the other hand, the least practice degrees in light of female students' perspectives were for "*I create a discussion board with my course colleagues*" and "*I save colleagues' contact details in the address book on the website*". Mean scores were (M=3.26) and (M=3.27) and were in 34th and 33rd ranks respectively. A result like this can be interpreted in light of the nature of these pedagogical practices, students' lack of familiarity with virtual classes and their insufficient training to cope with them. The high-level skills needed to manage creating and using discussion may contribute to the interpretation of such a result.

4.5 Results Related to the Fifth Question

To check whether there were any significant differences between students' responses at the college of education towards the reality of the use of E-Learning tools and systems besides its pedagogical practices that can be due to gender, T. Test was used. Results are presented in Table (9).

Table 9. T. Test for the Differences between Students' Responses due to Gender

Comparison	Gender	N.	M.	SD	T. value	Significance
Use of E-Learning systems and tools	Males	60	3.25	1.09	1.13	Insignificant
	Females	60	3.00	1.26		α=0.05
Pedagogical practices	Males	60	3.28	1.01	1.09	Insignificant
	Females	60	3.46	0.79		α=0.05

Table (9) indicates that there is no statistically significant difference (α= 0.05) between the students at the college of education regarding using the tools of the E-Learning system (Blackboard) besides, its pedagogical practices due to gender. In other words, participant students, whether males or females, were nearly equal in using Blackboard to fulfill the course requirements. The compatibility of both boys and girls courses' content and the circumstances surrounding Najran area that need the use of E-Learning besides the regular lecture attendance may help the explanation of such a result.

4.6 Results Related to the Sixth Question

To check whether there was any significant differences between responses of students at the college of education towards the actual reality of the use of the E-Learning tools and systems in addition to its pedagogical practices that can be due to students' cumulative average T. Test was used. Results are presented in Table (9).

Table 10. T. Test for the Differences between Students' Responses due to Their Cumulative Average

Comparison	Cumulative average	N.	M.	SD	T. value	Significance
Use of E-Learning systems and tools	Less than "*Very Good*"	43	3.14	1.22	0.074	Insignificant
	More than "*Very Good*"	77	3.12	1.65		α=0.05
Pedagogical practices	Less than " *Very Good* "	43	3.26	0.86	1.02	Insignificant
	More than "*Very Good*"	77	3.43	0.93		α=0.05

Table (10) reveals no statistically significant difference (α= 0.05) between the students at the college of education regarding using the tools of the E-Learning system (Blackboard) besides, its pedagogical practices due to their cumulative average. In other words, participant students, whether of high or low accumulative averages, use Blackboard tools to fulfill the course requirements in the same degree. The consistency of the both boys' and girls' levels in dealing with e-courses, the kind of training they have in e-learning, and the novelty of the use of E-Learning tools may help the interpretation of such a result.

5. Conclusion

The present study aimed to assess the E-Learning system and tools use by faculty members and students at the college of education at Najran University. Findings showed that faculty members were nearly equal in using the E-Learning system (Blackboard) and tools in teaching. No significant differences were noticed among them in accordance to gender and experience. In addition, no significant differences were found between students' level of Blackboard tools use in learning the college courses that can be due to gender and cumulative average. The high use levels by both faculty members and students indicate the importance of such learning system in the educational process. Therefore, people in charge of education at universities are called to provide appropriate training opportunities for faculty members on the use of computers, Internet, and applications of E-learning. Training and how to design the e-courses; how to create terminology dictionary; and how to design and create tests; polls; blogs and virtual classes is highly recommended. On the other hand, college students should be provided by appropriate training opportunities on the use of computers; Internet; how to create blogs; and how to deal with virtual classrooms and E-Learning tools. Furthermore, scientific and technical awareness about the benefits and importance of E-learning should be disseminated among all people involved in the teaching learning process.

6. Proposed Research

The present study believes that conducting these studies will shed more light on the use of E-Learning tools in the educational process:

1. The reality of using virtual classes in the teaching and learning processes by faculty members and students at Najran University.
2. Difficulties facing faculty members and students when using E-Learning systems in teaching and learning.
3. A proposed training program for faculty members on E-Learning applications and the design of e-courses.
4. A proposed training program for students on E-Learning applications and how to deal with the electronic courses.

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