The Potential of Implementing Online Professional Training Development for Faculty in
the College of Education at King Saud University

A thesis presented to
the faculty of
the College of Education of Ohio University

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of the requirements for the degree
Master of Education

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This thesis titled
The Potential of Implementing Online Professional Training Development for Faculty in
the College of Education at King Saud University

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ABSTRACT

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This study sought to explore the potential of implementing Online Professional
Training Development (OPTD) for Faculty in the College of Education at King Saud
University (KSU) and the barriers that prevent faculty members from participating in
OPTD. A descriptive study was used to accomplish the objectives of the study. Data were
collected through a web-based survey from forty-three faculty members at the College of
Education at KSU. The findings revealed that the respondents are skilled in terms of
using the computer and exploring the internet (M = 4.30, SD = 0.724); they have positive
attitudes toward online learning (M = 4.32, SD = 0.66); and they perceived support from
administrators in implementing OPTD (M = 3.59, SD = 1.06). The study also found that
the most important barrier that prevents the responding faculty members from involving
in OPTD was their workload and lack of time. This study concluded that they are willing
to participate in OPTD with a reduction in their workload and an increase in release time.

Approved: _____________________________________________________________

Teresa J. Franklin

Associate Professor of Educational Studies
To my husband, parents, and children, without your love, support and prayers this work would not have been accomplished.
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CHAPTER 1: INTRODUCTION

Revolutions in web technologies and the internet have affected teaching and learning and led many institutions to offer online instruction to make education accessible to more students. Technology will not change the way students learn without teachers’ support, which can be limited if teachers lack training on how to use online technologies for instruction (Gold, 1999). The affordable price of computers and the integration of the internet have opened opportunities for educators to offer web courses for instruction (Ricci, 2002).

King Saud University (KSU), as any higher education organization in the 21st Century, is greatly interested in providing online education for the increasing number of students, seeking higher education who cannot attend regular classes because they live in remote locations, work full time, have special needs, or want to learn independently. The demand for online learning creates another demand for training faculty in online teaching delivery so as to they can participate effectively.

Assessing the potential of implementing Online Professional Training Development (OPTD) for faculty at KSU is vital. In order for OPTD to be provided, a study is important in helping the decision-makers at KSU to know the potential of adopting training which leads to successful implementation of online learning.

In her study, Al-Erieni (1999) found that faculty members at KSU claimed that they needed training programs in order to encourage them to implement distance learning, which required them to learn new skills. She suggested that in order to make the
process of implementing online learning simpler, faculty should be adequately trained on using distance teaching equipment, and incorporating technology for instruction.

The implementation of online courses is a main concern for faculty who have never experienced teaching an online class (Alshehri, 2005). Because adopting online learning in Saudi Arabia is new, there is a need for educational institutions to offer faculty professional development to help them to smoothly transform their pedagogy to suit online instruction. Additionally, online training is the best way to train faculty because of the advantages that online programs have, which will be discussed later in Chapter 2. Moreover, online training allows faculty to experience the role of an online learner which helps them to understand their role in online instruction. Therefore, there is a need to study the possibility of training faculty online.

Statement of the Problem

KSU’s move toward online learning suggests a need to train faculty on using technology in their online courses, on using the course management system at KSU and on other issues related to online teaching. Online training may be a successful model for faculty while they work. It fits with their schedule, is flexible, and it places them in the real experience of online instruction.

For these reasons, this study was conducted to investigate the potential of implementing Online Professional Training Development for faculty at King Saud University.

Although there is much research related to the issue of online learning, there is limited research in online professional development in Saudi Arabia. Some researches
concentrated on understanding Saudi faculty’s attitude toward online learning, while others investigated the barriers and benefits of online learning. New research, addressing online training more specifically is needed.

This research study seeks to examine the potential of implementing Online Professional Training Development (OPTD) for faculty at King Saud University (KSU) in Saudi Arabia for the purpose of better understanding the factors that are likely to affect the implementation of online training at KSU.

Purpose of the Study

The primary purpose of this study is to research the potential of implementing Professional Training Development for faculty at King Saud University in Saudi Arabia. The study aims to:

1. Determine whether faculty believe they have the required skills to have OPTD.
2. Explore to what extent are faculty willing to have OPTD.
3. Explore to what extent faculty believe they have administrators support OPTD.
4. Explore the perceives barriers that can prevent the implementation of OPTD.
5. Generate research that assists decision-makers at KSU in understanding the factors that facilitate implementing OPTD.

Research Question

The research study determines if online professional training development can be adopted in King Saud University to train its faculty on the use of technology and the internet to teach online. The following research question will guide the study:
What are the barriers that affect implementing Online Professional Training Development (OPTD) for online instruction at King Saud University?

Significance of the Study

This study will contribute to advancements in online learning in general and online professional development, in particular in Saudi Arabia. It is hoped that the findings will help administrators in the higher education institution adopt OPTD for faculty which will help faculty to obtain the needed training at their convenience.

The findings of this study may provide insights on the willingness of faculty to participate in OPTD. The findings of this research will enhance theoretical knowledge about OPTD in Saudi higher education. It is hoped that the results of this research will help administrators and planners of education programs in higher education improve online instruction by training faculty and keeping them up to date in the field of online instruction. Moreover, the finding of the study can provide significant ideas and suggestions for OPTD in Saudi Arabia. Additionally, it is hoped this study will encourage future research related to this topic.

Delimitations

The delimitations of the study are:

1. The study focused only on faculty at King Saud University.
2. The population for the study was limited to faculty at the College of Education.
3. Teacher assistants were excluded from this study.
Definition of Terms

Barriers: Obstacles that prevent instructors from becoming involved in online programs.

Faculty: Teaching members of the administration who have academic degrees in particular fields that are qualified to teach in an educational institution (Alaugab, 2007).

Infrastructure: The underlying systems necessary for online programs, such as computers, software and network.

Professional Development: Online training conducted to improve faculty’s skills to utilize technology in their teaching.

Course management system: The system that helps instructors manage their courses, such as the Blackboard and Jusur systems used at KSU

Organization of the Study

This introducing chapter presents a background for the study, the statement of problem, purpose of the study, research question, significance of the study, and definitions of terms. Chapter 2 will present a review of the literature related to online instruction. Chapter 3 will focus on the research method used in conducting the study and collecting data. Chapter 4 will provide and analyze results of the research. Finally, Chapter 5 will discuss the study’s findings and provide conclusions based on the results.
CHAPTER 2: LITERATURE REVIEW

The technology revolution has prompted some educational institutions to offer online educational opportunities to help students anywhere, anytime, with their diverse learning needs. Online instruction has been utilized in many educational institutions over the past decade. In online instruction, technology is playing an important role not only in delivering lessons but in facilitating learning. Just providing the technology is not the key to successfully using technology in education; rather, it is putting this technology in trained teachers’ hands (Cashamn & Gunter, 2006). Undoubtedly, faculty involvement is an important element in the success of any educational program. Therefore, faculty need to have professional training development (PTD) to help them to be updated not only in their fields and pedagogy, but to be aware of the new ways that they may integrate technology in their teaching.

Recently, technology and the internet have been implemented in different fields to provide online courses and workshops to enrich the knowledge of trainees. Online professional development updates faculty’s knowledge in their free time, at their own pace, with no pressure and with real life practice (Bishop, 2006).

With the shift from only conventional education to include online education in Saudi universities, many studies have been conducted concerning online learning at Saudi universities. These researchers recommended that faculty at Saudi universities need to have training in online instruction (Al-Erieni, 1999; Alharbi, 2002; Almogbel, 2002; Alaugab, 2007). The Online Professional Training Development (OPTD) for faculty can help them improve their skills in terms of using computers and other available
technologies in their online teaching practices. Because King Saud University is the lead among Saudi institutions of higher education in their academic fields, its faculty members could serve as the reference of distance learning for other universities in Saudi Arabia (Al-Erieni, 1999). Thus, they need to be well trained in online education.

This literature review seeks to shed light on online instruction. In addition, it will concentrate on online professional development. Finally, it will briefly describe the current general situation in Saudi Arabia and in King Saud University in particular, in terms of online instruction, educator’s perspective and their attitude toward online instruction and professional development opportunities for faculty to train them on the delivery of online instruction.

Online Instruction

Online instruction is a type of distance instruction delivered completely via the Internet. Distance education can be electronic such as online or as Cavanaugh and Blomeyer (2007) stated “non-electronic such as print-based independent study” (p. 5) (Cavanaugh & Blomeyer, 2007). Defining online instruction and distance education terms leads to a good understanding of this type of education.

Moore and Kearsley (1996) explained the meaning of distance education, which is another expression often used to refer to the online learning, as “Planned learning that normally occurs in a different place from teaching and as a result requires special techniques of course design, special instructional techniques, special methods of communication by electronic and other technology, as well as special organizational and administrative arrangements” (p. 2).
Gold (1999) defined distance learning as “information and communication transactions within a community of learners and teachers, conducted asynchronously through computer-mediated online communication and conferencing systems” (p. 1), while Rosenberg (2001) focused on the use of the internet as a delivery tool for education when he defined it as “the use of Internet technologies to deliver a broad array of solutions that enhance knowledge and performance” (p. 28).

Henderson (2003) showed the effectiveness of using computers and added some benefits of electronic learning. Henderson defined online learning as “learning at a distance that uses computer technology, usually the Internet, and enables employees to learn at their work computers without traveling to a classroom” (p. 2). Watson, Winograd, and Kalmon (2004) explained the online education meaning as “education in which instruction and content are delivered primarily via the internet” (p. 95). Cavanaugh and Blomeyer (2007) concluded these definitions when they stated that online learning always refers to “a type of distance education, or formal study, in which teacher and learners are separate in time or space” (p. 5). For the purpose of this study, online instruction refers to the use of computers and the Internet to deliver desired instructions to help learners to learn.

Online instruction can take place in different ways. Henderson (2003) identified three basic styles of online instruction based on how interactions with others occur: synchronous learning in which students communicate online at the same time with their teacher, self-directed learning in which a student works through the material delivered via Internet, and asynchronous learning (collaborative) where students communicate with
others and with instructor by leaving messages that can be answered within hours, though they are not necessarily online at the same time.

Distance learning has been in practice as early as 1728, when regular mail service was used in correspondence education (Stern, 2005). According to Stenerson (1998), the history of distance education refers to three generations based on the changes of technologies. The first generation used mail to deliver printed materials. The second generation used television and radio to deliver visual and audio materials. The third generation of distance education used advanced technology, computers and internet, to deliver instruction.

While educators still use printed materials to deliver instruction, the internet has gained a great amount of popularity in delivering online instruction. Media and technology has played a leading role in raising online instruction by delivering courses.

Fahy (2004) identified five types of media used in delivering instruction via internet: print, still graphics, sound, video and multimedia (a combination of audio, visual, and print materials). The Internet, which is the largest and most advanced method of communication, delivers instruction over a distance using a variety of media and technology (Alshehri, 2005). The internet motivates students to learn formally by attending courses or informally by searching the internet; all they need to participate in online learning is access to the internet and browser software.

For these media and technology to be used effectively in online instruction, today’s faculty, as Alshehri (2005) suggested, should be provided with adequate training programs that help them adopting and integrating technology in their teaching. Use of
technology in the classroom requires different instructional skills than those needed in the conventional instruction techniques (Crouch, 2001). Stern (2005) stated that computer and internet literacy are considered required skills for online instructors. The competencies with computer-mediated communication skills are different from the communication skills used in the traditional classroom. These competencies include, as Gunawardwna (1992) declared, the ability to (1) interface with technology, (2) understand the weakness and strengths of technology and (3) use technology to communicate with learners effectively.

The Infrastructure of Online Learning

Online instruction requires an increased amount of time to be designed and delivered and a great amount of infrastructure that should be established before the online course can begin. In order to have online instruction, it is essential to have a comprehensive and supportive system and infrastructure (Ricci, 2002). The term ‘infrastructure’ refers to the underlying technology and telecommunications that serves to permit transfer of data between computers (Klobas, 1996). White and Weight (2000) suggested that several areas should be considered when evaluating the infrastructure for online learning: hardware, software, and technical support.

According to the Kansas National Education Association (2009), the hardware infrastructure necessary for successful online learning involves three major components: reliable servers, connection to the Internet from the host servers and computers for the participants. Slow connections will not be adequate to transport streaming media or to download large files (Kansas National Education Association, 2009).
The software that hosts the course content, assessment tools, and activities together is an important element of the online course. This software should have some features that facilitate the learning process, such as the ability to archive chat and threaded discussions so instructors can evaluate student’s work and students are able to respond to each other. The software should work with a variety of media that address a variety of learning styles. This software typically is called a “Course Management System (CMS)”. Emiroglu (2007) defines CMS as “a system for enabling the instructors in the web-supported learning environment to manage all the resources related with the course without any knowledge of Internet and web programming” (p. 1). According to Frey (2005), CMS has become an essential software for faculty involved in both traditional education and distance education. It simplifies their task of creating digital information for instructional purposes.

Technical support is one fundamental element of online learning. A technical support system must be in place to help trainees troubleshoot problems when they occur. Instructors want their questions to be answered to make sure that they are able to continue the desired level of mastering the online teaching tools.

Online Technology Skills

It is important for higher education institutions that implement online courses to define the necessary skills for online educators. Many studies were conducted to identify the skills that were believed to be necessary for faculty who teach online. Lee and Hirumi (2004) divided the essential skills of a successful online educator in higher education into six categories: “interaction[…], management[…], instructional design[…], technology,
content[…] knowledge[…] teamwork skills” (p. 3). For the purpose of this research study, only the technology skills are presented here.

Turner (2005) listed 20 technology skills that 21st Century educators should have. These include the basic skills of using computers such as file management, installing computer software, and computer-related storage devices; the skills of using essential application software such as word processors, presentations, spreadsheets, and databases; internet skills such as web navigation, web site design, download or upload files and email management; the skills of using new technology such as scanner, digital cameras, and PADs; the knowledge to use course management systems for example Blackboard or WebCT; and skills required to use the internet such as copyright knowledge and security knowledge.

Williams (2003) found in his study that the basic technology skills, the skills of accessing technology, the skills of using software, and the skills of using multimedia were the essential technology skills for faculty at higher education institutions. Salter and Hansen (1999) suggested that online educators should have the following skills: “Asynchronous Computer Mediated Communication (eg. email, discussion groups), Synchronous Computer Mediated Communication (eg. chats, desktop videoconferencing, groupware), Online Assessment, Learning Resources, Documents (eg. lecture notes and readings), Multimedia (interactive or otherwise), Links to external resources, Student Prepared Material” (p. 2). Smith (2005) described 51 competencies needed by online instructors. Some of these competencies are needed prior to start of the course while some of them are needed during the course or even after the course. Williams (2003)
concluded that for faculty in online learning, “basic technology skills became more important, whereas more advanced technology skills such as engineering became less important" (p. 54).

Benefits of Online Instruction

Online instruction provides great benefits for students, instructors, institutions and communities that may not be offered in conventional education (Alaugab, 2007). Online education meets the growing population of citizens’ demands who cannot attend regular classes, giving them the chance to obtain knowledge and be educated, allowing them to contribute effectively in the construction of their societies. They may live in remote locations, work full-time, or have family responsibilities and yet wish to be educated. Online learning can be integrated into busy learners’ schedules at home or work, allowing them to learn at their own pace and access up-to-date information (Stern, 2005). Clarke (2002) added that online learning satisfies learners’ interests. The flexibility of online learning was cited as the most significant advantage of online education in most research. It allows everyone to learn, from anywhere, at anytime, and at his or her own pace. In his study, Crouch (2001) found that for students who could not attend on-campus courses, time flexibility, scheduling and new opportunities for learning were the main advantages of online instruction.

According to Ricci (2002), the main factors that make online instruction attractive to educators are the nonstop extension of the Internet and the increased ability, and the speed of personal computers for processing information and accessing remote websites and resources.
Berge (1998) has suggested several online educational advantages. It is “flexible, accessible and convenient for students; there can often be cost savings and time savings over traditional place-based education; and there is often advantages to the instructor such as ease in updating and revision of courses” (p. 2).

Developing students’ skills and abilities were among the other benefits of online learning. As Ricci (2002) stated, these skills include computer use, internet research, reading, writing and communication. Moreover, online learning can provide a collaborative learning environment. According to Bjorner (1993), online instruction increases learners’ experience in talking to various groups, responding to other learners with different perspectives, contributing in discussions and their familiarization with computers and the text-based communication. Learners communicate with other who are experts in the field where they study while an instructor can tutor anytime and from anywhere (Fahy, 2004).

Another benefit for learners is that they can interact flexibly because they can respond and interact at the time that works for them, and after taking the time they need. This flexibility allows them to interact with the instructor and with one another, and gives an equal chance for each student to contribute in the discussion. Online instruction allows every student to express his opinion about a specific topic and allows the instructor to hear all of them, which doesn’t happen in a traditional class (Charlson, 2006).

There is always cost saving in online education. Students who take online courses save the cost of housing, childcare, gasoline, travel cost and some campus fees such as parking and use of facilities (Alaugab, 2007).
With online instruction, faculty and administrators have the opportunities to explore new techniques and to improve their teaching, to reach new contacts and new resources outside their institutions, and to reach more students through internet courses. (Crouch, 2001).

Barriers and Challenges Facing Online Instruction

Developing and implementing an online course is not a simple process. There will be several challenges that occur on different levels before, during and after the implementation of online instruction. Recognizing the changes in the learning process, the role of both instructor and student, and the evaluation process are examples of problems occurring before online instruction begins (Stern, 2005). Lack of faculty experience or training in designing online courses is an example of a barrier occurs during the designing of an online course, while problems with technology are examples of barriers that may surface while the course is in practice. Gold (1999) agreed that changing the way learning is transferred from teacher to learner is one of the greatest challenges that face all future teachers. Berge (1998) found that the most critical barriers to adopting online learning were “resistance to or fear of the many changes that must occur at the individual and organizational level, and to these fears the lack of support for the changing roles of students and teachers” (p. 10). He listed other obstacles over difficulties in performance evaluations, and problems that can affect the implementation of online instruction which include: “faceless teaching, fear of the imminent replacement of faculty by computers, […] faculty culture, lack of adequate time-frame to implement online courses, […] and lack of technological assistance” (p. 2).
Clarke (2002) mentioned other barriers that faculty face when practicing online teaching, such as a lack of experience in developing online education, a lack of utilizing technology in teaching skills, a lack of understanding students’ needs, and their attitudes towards learning via the Internet.

Time was the most frequently cited barrier to implement online learning and it is one of the most important faculty concerns toward online instruction. Since they believe that online teaching is time consuming and challenging, they resist moving towards it (Schifter, 2000). The increased amount of time needed to arrange and conduct an online course and the time required to learn to use technology to develop instructional materials were the main disadvantages of online instruction reported by faculty in Crouch’s study (2001). Having to manage students’ unrealistic expectations was another disadvantage faculty reported in his study. In online learning, the interaction between the teacher and learners and the use of communication methods, such as e-mail, chat or discussion forums, were found to be the more time consuming (Powers & Mitchell, 1997).

Technology and communication problems are other barriers that could occur in online instruction. “Such barriers include disorganized communication, miscommunication, communication delay, lose of focus in the communication flow, and the loss of personal voices” (Hsu, 2004, p. 192). Increasing faculty workloads, a lack of technical assistance and administrative support and a lack of motivation are other barriers impacting the adoption of online courses (Alharbi, 2002).

To overcome such barriers and motivate faculty to adopt online instruction, the educational institution should provide a professional training development program. Such
a program can introduce faculty to the current technologies and methods they can utilize in their online courses. Ricci (2002) pointed out that the financial rewards and increased free time from instructional loads were the most common rewards that could motivate faculty to obtain knowledge which could be applied to online teaching.

Online Professional Development

Training and preparing instructors for teaching online is the first step that can lead to successful online learning. Well-prepared instructors, as Stern (2005) says, are those “who know the material to be taught, know the technology to be used, and know how to teach” (p.255). Therefore, providing ongoing faculty development for instructors is very important. Faculty in the 21st Century should be able to use computers and other technology, but that should not be the main goal of the Professional Development (PD).

The goal of faculty training is not to study the technology but to learn how it can be integrated in curriculums to achieve the educational objectives (Gold, 1999). Only when improving their knowledge and skills, faculty members can make efficient instructional decisions for their classes. PD will help instructors in choosing the suitable technology for their courses. Using new technology just because it exists does not necessarily imply that it is being used for the right reason (Crouch, 2001).

Development is a broad term that always implies changing and improving. According to the thesaurus of the Educational Resources Information Center (ERIC) database, professional development refers to “Activities to enhance professional career growth,” while faculty development refers to “Activities to encourage and enhance faculty professional growth.” (Educational Resources Information Center, 2008). Fullan
(1991), who developed the definition of PD, describes it as “the sum total of formal and informal learning experiences throughout one’s career” (p. 326).

Today, higher education institutions should provide training for their faculty to assist them in meeting the online teaching challenge. Professional development can be in various forms: individual learning or collaborative, pre-service or in-service training, and peer assistance (Vrasidas & Glass, 2002).

Yang and Liu (2004) found that PD offers “opportunities for participants to share information on teaching and to adopt reflective approaches to understanding classroom events and practices” (p. 755); and “provides an environment that encourages teachers to interact not only personally and socially, but professionally, by sharing thoughts, seeking advice and sharing of successes and failures” (p. 756)

Recently, there has been a great focus on the importance of PD to educators for several reasons, among which are the rapid adopt of technology in education, the movement of pedagogical approaches towards constructivism, and the necessity of having up-dated educators in any educational institution (Vrasidas & Glass, 2002).

In an era of education reform, the PD of teachers is an essential component of improving education. Some models of professional development don’t help teachers change their practice because these models do not personalize teachers' specific needs, nor do they fit with teachers' busy schedules (Sprague, 2007). To address these issues, Online Professional Development (OPD) programs have emerged. “Results show that most participants found that online workshop was useful, despite some technical problems that arose from the use of this new technology” (Yang & Liu, 2004, p. 754).
Without adequate pedagogical training and online experience, faculty will use the teaching strategies that work best for them in the conventional classroom. Gold (1999) is alarmed that if teachers do not have real experience of online education before they become online teachers, they will practice their traditional teaching methods in the new medium. In order to make the process of implementing online learning simpler, faculty members should have adequate training in using distance teaching equipment and incorporating technology in instruction (Al-Erieni, 1999).

Sandholtz, Ringstaff, and Dwyer (1997) noted that good training needs to consist of providing teachers with an opportunity to closely observe real-life situations when technology is being successfully integrated. The researchers pointed out that teachers need hands-on experience with computers, including real communication with real students in real classrooms. They need opportunities to share what they have learned with their colleagues, and time to reflect on what they are learning. These opportunities are possible in OPD. Sandholtz, Ringstaff, and Dwyer (1997) asserted that in the traditional approach to teacher training, teachers are passive learners, while OPD training allows teachers to observe and work with other teachers and students who use technology in real classroom learning situations.

OPD inherits all the advantages of online instruction. Kleiman, Dash, Ethier, Johnson, Metrick, and Treacy (2000) summarized these advantages as the following: (1) convenience, whereby, educators can join OPD from anywhere and at anytime; (2) cost effectiveness, due to the fact that some costs are eliminated; (3) opportunities to practice maintaining the professional connections established online; (4) interactions with
colleagues and mentors are not available locally; (5) reflective discussion where participants take time to respond to each other; (6) social dynamic where there is more focus on the others’ contributions than on their personal attributes; (7) educators engaged in using new technology; (8) multiple modes for learning; and (9) archives of activities and discussions.

Hsu (2004) found that in-service online educational programs gave the educators the opportunity to build connections between theory and their everyday practice, to construct a socially connected community at a distance, and to become familiar with current online technologies. Bishop (2006) stated that OPD offers valuable “knowledge to teachers at their leisure and with the least amount of performance pressure” (pars. 4), among other advantages. OPD can happen without losing the classes’ time. He also pointed out that OPD allows teachers to try to practice what they have learned and “then return to their peers with questions, comments and examples that strengthen their learning. In addition, since most online courses require the use of e-mail, chats, and even video streaming, they help many teachers to get through the impasses of learning the technology. This, in turn, can make them more open to using technology in the classroom” (pars, 5).

Gold (1999) found an interesting difference between the web courses versus the print training program: “Online-delivered programs focus much more on the pedagogy of teaching than the production of web courseware” (p. 37). Another benefit of OPD is that the use of email and computer conferencing technology will help faculty and administrators interact directly (Crouch, 2001). Most participants in Yang and Liu’s
study (2004) stated “that they benefited emotionally and intellectually from using the telecommunications network for professional development and support” (p. 754).

Kleiman et al. (2000) categorized OPD approaches according to the interaction that take place with the following: (1) broadcast approach which is a one-way interaction from the presenter to the audience; (2) self-paced, independent study courses where the learner interacts with the content, with little interaction with the teacher and no interaction with other learners; (3) college lecture course models, which combine the first two types; (4) tutorial models, where interactions between students and instructors take place; and (5) learning community models, where interaction among all participants and the instructor occurs.

Research shows that staff training typically does not focus on the integration of computers in teaching and learning; instead, it focuses on learning different hardware and software programs (Sandholtz, Ringstaff, & Dwyer, 1997). In his study, Stern (2005) found that the online training course designed to train educators to teach online focused on teaching instructors how to use technology but it did not do a sufficient job of addressing the pedagogical aspect of online instruction.

Yang & Liu (2004) have listed some factors that can direct the online training programs to success, such as “access to equipment and to the Internet itself; […] availability of time to plan, work and communicate and prior knowledge and experience of participants”( p. 754). The most important elements, in preparing a training program, were taking into account teachers’ current needs, teachers’ suitable time, and continuous workshops (Aldakhel, 2003). When designing online training programs, Yang & Liu
(2004) suggested that designers “should model more reflective practices to offer a clear link between a significant professional development activity and classroom practice” (p. 755).

Other factors that lead to the success of the OPD, as Hsu (2002) discusses, are “(1) high and positive student motivation, which stems from the desire to improve one’s practice; (2) strong social relationships among students, which promote active commitment […]; (3) the instructor’s role as a caring supporter and mentor, which then encourages students’ self-directed learning; (4) a course structures that allows high interactivity among students; (5) students’ personal/professional contexts are incorporated into online learning contexts which help them find the value of online work; (6) an online course structure that is inquiry-based rather than skills transmission-based” (p. 193). Therefore, the online professional development opportunity should be designed in a way that facilitates learning for learners, yet meets their needs and interests.

Online Instruction in Saudi Arabia

Educational institutions in Saudi Arabia, like other educational institutions in the 21st Century, are moving toward online instruction. Online learning in Saudi Arabia has received a great amount of concern from the Saudi government and, at the top of the government, the Saudi King. He has issued a decree to establish “a national plan for the utilization of information technology. The plan recommends the implementation of e-learning (another term used to refer to online learning) and distance learning and all their prospective applications in higher education” (National Center for Electronic Learning and Distance Education, 2008, pars, 1). Moreover, a national center will provide
technical support as well as the tools and means required for the development of e-learning content.

The implementation of the plan can be attributed to the increasing demand of this type of instruction resulting from rapid population growth, lack of teachers in terms of both quality and quantity, and high financial costs (National Center for Electronic Learning and Distance Education, 2008).

The use of technologies in both education and administration will enhance the learning process and will facilitate the transformation from the traditional educational model to e-learning. The traditional model standing alone may “not be appropriate or adequate in preparing students for the complexities of today's rapidly developing society” (National Center for Electronic Learning and Distance Education, 2008, pars. 3). However, technology, equipment and tools will be used to help students in achieving educational goals in a blended model. Students will be given the opportunity to utilize a method most appropriate to their learning styles. “E-learning truly enables students to tailor their education under the guidance of teachers serving as mentors” (National Center for Electronic Learning and Distance Education, 2008, pars. 3).

The National Center for E-learning and Distance Education (NCED) adopted a group of projects designed to help develop traditional ways of teaching and learning to become more advanced through the use of technology. These projects support higher education institutions and prepare them to implement the most recent technologies and applications available in the field of e-learning and distance learning. NCED has the following objectives:
1. Supporting the implementation of Jusur System, which is the course management system used by NCED. Jusur is not only about delivering the courses through the web; it is about managing the whole learning process including students’ registration and progress reports.

2. Training the staff of the Higher Education institutions on how to use Jusur system.

3. Offering advising and support for e-learning applications and presenting the best models for such applications.

4. Working in parallel with universities to spread awareness programs for the potential change and development of learning, via distributing print materials such as brochures, and conducting lectures and training.

The “Excellence Award” is another step that the Ministry of Higher Education in Saudi Arabia has made to encourage initiatives that enrich e-learning processes. This award enhances the concepts of excellence and creativity in e-learning applications to achieve the total collaboration of efforts among universities to promote learning outcomes. The award for e-learning excellence focuses on supporting using modern technologies in higher education (National Center for Electronic Learning and Distance Education, 2008).

According to Ghafour (2008) “most Saudi universities will switch from a traditional system of education to e-learning next year” (pars, 1), and the NCED will supervise the change and prepare e-learning material.
In term of the current situation, some educational institutions in Saudi Arabia have adopted online instruction and offered their first online courses for students, though its application is still less than desired (Alaugab, 2007).

King Saud University and Adopting Online Learning

KSU has its own Deanship of E-learning and Distance learning (DED), which aims to create an appropriate environment that promotes online learning, provides the needed support for faculty and students at KSU, and also supervises and evaluates e-learning at KSU. DED has adopted some programs that support online learning implementation in KSU in particular. These programs include:

1. Conducting workshops and short courses for KSU students to educate them in e-learning concepts and to train them on the use of Jusur, the course management system used at KSU.
2. Issuing an e-learning guide for faculty and students. This guide explains e-learning concepts and applications.
3. Convert the courses to e-courses. This program will be conducted in several levels; the first level will start with 100 courses next year.
4. Train the faculty on the use of Jusur to be able to use it effectively in their courses.
5. Create an e-library that can help faculty in implementing online learning.
6. Encourage research in the field of online learning.

The Discriminate E-course Financial Award provided by the president of KSA is evidence of the University’s support for the implementing online learning that KSA has.
gained from its administration. This award is another way to encourages the faculty of KSU to transfer their courses from the conventional education to online instruction. In 2008, KSU offered five online courses; and there were 55 faculty members trained to teach online as a first step of moving toward online learning (King Saud University, 2008).

Saudi Faculty and Administrator Readiness to Implement Online Instruction

Undoubtedly, the faculty’s attitude toward online instruction influences their willingness to adopt the new online instruction and its new technologies. Thus, the following part of this review will present the Saudi faculties’ attitude toward online instruction. Although faculty and administrators at Saudi educational institution face many barriers that can prevent online instruction implementation, many studies show that they consider online instruction as a solution to some conventional education problems.

Al-Erieni (1999) found that higher education faculty and administrators expressed support for development and adopting distance learning programs, regardless of their own background and experience in using computers. She stated that faculty at King Saud University have positive attitudes toward using computers and electronic mail to improve education and distance education programs in general. She also found that faculty members who use the computer and email frequently support the implementation of distance learning.

Almogbel (2002) declared that although faculty and administrators, at Abha Technical College in Saudi Arabia, had concerns regarding online instruction, they believed their university would benefit from it and both groups had positive attitudes
toward online instruction and were ready to implement it. Faculty members were concerned with their workloads increasing, while the administrators were concerned that changing the system from traditional education to online instruction could cause problems. His study recommended a training program for faculty to be able to apply online instruction.

Alharbi (2002) found that faculty and administrators at Imam Muhammad Ben Saud University had positive attitudes toward online courses and were ready to adopt them. His study showed that major barriers preventing faculty and administrators from implementing online courses included increased workload, a lack of technical and administrative support and a lack of incentives. He declared that training programs for faculty and administrators were needed. Alzaid (2003) found that the majority of instructors and managers at the four educational organizations that he examined in Saudi Arabia supported the implementation of training programs via distance learning.

Alghonaim (2005) conducted a descriptive study to explore administrators’ and instructors’ attitudes toward the implementation of online instruction in Buraidah College of Technology (Saudi Arabia), and to investigate the barriers that prevent the implementation of online instruction. The study revealed that instructors and administrators had positive attitudes toward online instruction and were willing to be involved in online instruction courses. However, the two major barriers included a lack of equipment and infrastructure and a lack of helpful training for online teaching.

Alshehri (2005) has found that gender, place of work, age, academic rank, qualifications, number of years teaching and the number of years with technology
experience impacted the faculties’ decision at the Institute of Public Administration in Saudi Arabia. His study showed some factors that could smooth the progress of the online instruction implementation: “(a) resources, (b) willingness to implement online courses, (c) knowledge and skills, (d) administrative and technical support, and (e) the nature of courses” (p. 219). It also showed that the main obstacles that may limit implementing online courses were (1) a lack of knowledge and skills, (2) a lack of administrative and technical support, (3) resistance to change, and (4) incentives.

Summary

A review of the literature related to the online instruction has been presented in this chapter, including, the definition of online learning, the infrastructure of online learning, the benefits of online learning, the barriers and challenges facing online learning, and online professional development. For the purpose of the study, online instruction has been defined as the use of computer and the internet to deliver desired instructions to help learners to learn. A detailed description of the online instruction in Saudi Arabia, including, the adopting of online learning in King Saud University and the Saudi faculty and administrators readiness to implement online learning was provided. The next chapter will present the methodology that will be used to respond to the study question.
CHAPTER 3: METHODOLOGY

Based on the literature presented in the previous chapter, it can be concluded that there are some factors that play an important role in the success of any online training program for faculty such as access to computers and the internet (Yang & Liu, 2004), the focus on the trainees’ needs and interests (Aldakhel, 2003), the suitability of training programs given their schedules (Sprague, 2007) and administrative and technical support considerations (Alshehri, 2005).

This study used a descriptive research design to investigate the potential of implementing Online Professional Training Development for the faculty at King Saud University and to survey the most important barriers that prevent effective implementation of OPTD.

This study used quantitative data collection methods to answer the study question. This chapter provides a detailed description of the study including the research design, research question, instrumentation, and research procedure.

Research Design

To provide more complete and clear vision of the potential of the implementing of OPTD in KSU, a descriptive research design was planned for this study. The descriptive method was selected since the goal of this study is to obtain information related to the current situation in KSU and then to answer the research question and to find out whether the OPTD can be adopted to train KSU’s faculty. According to Gay (1987) descriptive methods are helpful for investigating education-related problems “concerned with the assessment of attitudes, opinions, demographic information, conditions and procedures"
According to Lauer (2006) the design of the descriptive research can be one of the following: (1) simple descriptive items which are used when the goal of collecting data is to describe people, organization, setting, or phenomena; (2) comparative descriptive items that are used when describing and comparing two or more groups of participants; and (3) correlations that are used when describing the association between two or more variables. The descriptive research design was used because it suits the purpose of the study in describing the faculty’s willingness to participate in OPTD and the barriers to participation.

Research Question

The research study’s goal is to determine if Online Professional Training Development can be adopted in KSU to train its faculty on the use of technology and internet to teach online. The study addressed the following question:

What are the barriers that affect implementing Online Professional Training Development (OPTD) for online instruction at King Saud University?

Participants

The population for this study is the faculty in the College of Education at KSU. The faculty’s emails addresses were found on the KSU’s web site. Potential participants (72 males and 31 females) received an email which explained the goal of the study and were asked to voluntarily participate in the study. A link to an online survey was included for them if they agreed to contribute to this research.
Instrumentation

Design of the Survey Instrument

A permission to conduct this study was obtained from the Human Resource Service (Appendix A: IRB approval). Additionally, permission was obtained from the Dean of the College of Education, King Saud University, to conduct this study and to use the College website to obtain the faculty email address (Appendix B: Informed Consent Statement).

The survey is an appropriate method to collect a large number of data at specific time (Best & Kahn, 2006). The survey, as Lauer (2006) stated “is a data-collection method in which participants provide information through self-report” (p. 35). A survey was designed to collect data relevant to attitudes and factors that influence the implementation of OPTD. These factors were concluded from the review of literature. The self-developed questionnaire was structured with a consideration of the items required to explain and reflect the current situation in KSU in terms of the possibility of adopting online training for its faculty. The survey instrument was constructed in three parts, with a total of 23 items: (a) demographic information, (b) perspectives toward online instruction, and (c) one open-ended question (Appendix C: English Survey).

Part I: Demographic Information

Demographic information for the faculty consisted of 3 items that gathered information about faculty, such as sex, teaching experience, and academic rank. This information will offer information regarding the heterogeneity of the faculty participating in this study, and whether this contributed in some way to the findings.
Part II: perspective toward online instruction

This section of the survey was constructed to determine whether (1) the faculty has the necessary skills to have OPTD (questions 1-7), (2) the faculty’s willing to participate in OPTD (questions 8-13), and (3) faculty’s perceptions of administrators’ support for OPTD (questions 14-19). Because these factors will be determined by measuring the faculty’s attitudes and beliefs, a five point Likert-type scale was used: (1) strongly disagree, (2) disagree, (3) undecided, (4) agree, and (5) strongly agree. Having a large number of repeated responses will increase the validity and reliability of the research’s result (Patton, 1990).

Part III: Open-Ended Question

The third section included an open-ended question to allow the participants to express their thoughts related to the barriers that prevent them from participating in OPTD. According to Fraenkel & Wallen (2003) open-ended questions permit freedom of responses.

Piloting of the Questionnaire

Al-Ammari (2004) stated that conducting a pilot study helps researcher to check the performance, the clarity, and the reliability of the data collection tool, to expect the returning rate and time, and to get feedback to edit the instrument before the actual administrating.

In order to ensure that the survey is valid, reliable, and clear, a pilot study was conducted. In November 2008, the Arabic online version of the survey was piloted with 20 faculty members in the College of Languages at King Saud University. Twelve out of
20 of the respondents recruited completed the survey, for a response rate of 60 percent. The result of the pilot study revealed that the survey items were clear. Thus, there was no need to modify any item.

**Validity of the instrument**

Fraenkel and Wallen (2003) define the validity “as referring to the appropriateness, correctness, meaningfulness, and usefulness of the specific inferences researchers make based on the data they collect” (p. 158). In order to ensure the validity of this study’s survey, two educators (two professors from King Faisal University) were informed about the goal of the research, research question and the procedures involved in examining the instrument. Finally, the data collected from the pilot study were examined to ensure that the contents of the survey are valid.

**Reliability of the instrument**

Reliability as Fraenkel & Wallen (2003) declared “refers to the consistency of the scores obtained-how consistent they are for each individual from one administration of an instrument to another and from one set of items to another” (p. 165). The measurement tool is consistent and accurate when it has high degree of reliability (Fraenkel & Wallen, 2003). Table 1 presents the values for the Cronbach’s Alpha Coefficient for the internal consistency of the questionnaire according to the pilot study that was conducted with 12 subjects.

Table 1

*Internal Consistency of the Instrument.*
<table>
<thead>
<tr>
<th>Category</th>
<th>Alpha</th>
</tr>
</thead>
<tbody>
<tr>
<td>The necessary skills for faculty to have OPTD (7 items)</td>
<td>.67</td>
</tr>
<tr>
<td>The faculty’s willingness to participate in OPTD (6 items)</td>
<td>.69</td>
</tr>
<tr>
<td>The support of administrators for faculty to have OPTD (6 items)</td>
<td>.86</td>
</tr>
</tbody>
</table>

Since the sample size was small (12 participants), the alpha coefficient values in Table 1 indicate an acceptable level of reliability for the questionnaire's items. Thus, there was no change for any item.

Research Procedure

Data Collection

A cross-sectional data collection strategy was used. The Arabic version of the online survey was sent by email to the faculty at the College of Education at King Saud University who are different in their gender, academic ranks, and teaching experiences during the Winter semester 2009 (Appendix D: Online Arabic Survey). Participants were asked to respond to all questions in each section. Part one is related to demographic information for faculty. Part two, which has 19 items, is related to the perceptions toward the online instruction. Finally, part three is an open-ended question regarding the barriers that prevent the faculty from participating in OPTD. The survey has an introduction page that describes the purpose of the study and the way the data would be used in order to ensure confidentiality and reduce the effects of response bias among participants. Participants knew that their contribution to this study was voluntary and that their responses would not be personally identifiable.
Data Analysis

The Statistical Package for Social Science (SPSS) for Windows, Version 17.0 was used to analyze the collected data. Descriptive statistics including means, standard deviations, frequencies, and percentages were calculated to interpret the data. The main advantage of the descriptive statistics, according to Fraenkel & Wallen (2003) “[…] is that they permit researches to describe the information contained in many, many scores with just a few indices” (p. 200).

Summary

This chapter outlined the proposed methods and procedures for this study. The steps that were followed to create the data collection’s tool and to collect data were also included. All of the sections presented in this chapter are related to the research questions and are informed by the previous literature on online instruction presented in Chapter 2.
CHAPTER 4: ANALYSIS OF THE DATA

The previous chapter presented a detailed description of the research including the research design, research question, instrumentation, and research procedure. This chapter will present the findings of the statistical analysis of data collected. The main purpose of the study was to examine the potential of implementing an Online Professional Training Development for the faculty at King Saud University and to survey the most important obstacles that prevent successful implementation of an OPTD. This chapter includes data collection procedures, demographic data analysis, research question analysis, open-ended question results and chapter summary.

Reliability

In order to estimate the internal consistency of the instrument, Cronbach’s alpha was calculated for the whole scale and for each of the subscales. Table 2 presents the values of the Cronbach’s alpha coefficient for the whole scale and for each subscale.

<table>
<thead>
<tr>
<th>Category</th>
<th>Alpha</th>
</tr>
</thead>
<tbody>
<tr>
<td>The necessary skills for faculty to have OPTD (7 items)</td>
<td>.761</td>
</tr>
<tr>
<td>The faculty’s willingness to participate in OPTD (6 items)</td>
<td>.808</td>
</tr>
<tr>
<td>The support of administrators for faculty to have OPTD (6 items)</td>
<td>.861</td>
</tr>
<tr>
<td>The whole scale (19 items)</td>
<td>.813</td>
</tr>
</tbody>
</table>
Literature suggested a connection between computer skills and attitudes toward online learning (Alaugab, 2007; Alammari, 2004; Al-Erieni, 1999). In order to find whether there was a correlation between the three subscales of the instrument, correlation coefficients were used. The result showed that there was a significant correlation between the faculty members' computer and internet skills and their willingness to have OPTD at the 0.05 level, $r = .54$, $p < 0.05$, ($p = 0.002$). The results showed that neither the faculty members' computer and internet skills nor their willingness to have OPTD were significantly correlated with the administrators' support for faculty members to have OPTD, $r = -.150$, $p = .337$, $r = .159$, $p = .308$ respectively (Appendix E: The Correlation Table).

Data Collection Procedures

Data collected include: 1) demographic information, 2) attitudes toward online instruction and 3) one open-ended question. Data were collected by using a web-based survey over three weeks. An e-mail message that had a link to the online survey was sent to the email addresses of 103 faculty at the College of Education at King Saud University. Of these, only 83 email addresses found on the College website were valid and received the email message. Fifty surveys were returned but only 43 (returned rate: 52%) of them were valid and could be used in the final data analysis. Seven surveys were returned with no response to the survey items but only the demographic information. The use of the online survey required the respondents to answer all the questions. In case a respondent skipped a question, he/she got a message saying “This answer is required.”
There were no missing data in this study. The Statistical Package for Social Sciences (SPSS) for Windows, Version 17.0 was used to analyze these data.

Demographic Data Analysis

The demographic part of the survey included questions about academic rank, gender, and teaching experience.

*Participants’ Gender*

Faculty members were asked to identify their gender. Out of the 43 respondents, 27 were males and 16 were females. The males represent 62.8% of the participants while the females represent 37.2%. These ratios are well representations of the entire population because the faculty males at the College of Education at KSU represent 70% of the entire faculty while the female represent the remaining 30%. Table 3 presents the distribution of the participants according to gender. Figure 1 compares the gender breakdown of the sample to the gender breakdown of the entire population.

Table 3

*Distribution of the Participants According to Gender at KSU.*

<table>
<thead>
<tr>
<th>Gender</th>
<th>Frequency</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Male</td>
<td>27</td>
<td>62.8%</td>
</tr>
<tr>
<td>Female</td>
<td>16</td>
<td>37.2%</td>
</tr>
<tr>
<td>Total</td>
<td>43</td>
<td>100%</td>
</tr>
</tbody>
</table>
Participants’ Academic Rank

Faculty members were asked about their academic ranks. Twenty of the participant faculty were Assistant Professors, representing 46.5% of the respondents, 12 were Associate Professors representing 27.9% of the respondents, and 11 were Professors representing 25.6%. These ratios are good representations of the entire population because the Assistant Professors at the College of Education at KSU represent 53.8% of the entire faculty, the Associate Professors represent 25.6%, and the Professors represent the remaining 20.6%. Table 4 presents the distribution of participants according to their academic rank. Figure 2 compares the academic rank breakdown of the sample to the academic rank breakdown of the entire population.

*Figure 1.* The Proportion of the Sample to the Entire Population by Gender at KSU.
Figure 2 The Proportion of the Sample to the Entire Population by Academic Rank at KSU.

Table 4

*Distribution of the Participants According to their Academic Rank.*

<table>
<thead>
<tr>
<th>Academic Rank</th>
<th>Frequency</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Assistant Professor</td>
<td>20</td>
<td>46.5%</td>
</tr>
<tr>
<td>Associate Professor</td>
<td>12</td>
<td>27.9%</td>
</tr>
<tr>
<td>Professor</td>
<td>11</td>
<td>25.6%</td>
</tr>
<tr>
<td>Total</td>
<td>43</td>
<td>100%</td>
</tr>
</tbody>
</table>

*Participants’ Teaching Experience*

Seventeen of the participant faculty had between 11-20 years experience teaching representing 39.5% of the respondents, 15 had between 1-10 years experience teaching representing 34.9% of the respondents, and 11 had more than 20 years experience.
teaching representing 25.6% of the respondents. Table 5 presents the distribution of the participants regarding their experience of teaching.

Table 5

*Distribution of Respondents by Years of Teaching Experience.*

<table>
<thead>
<tr>
<th>Years of Teaching Experience</th>
<th>Frequency</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>1-10</td>
<td>15</td>
<td>34.9%</td>
</tr>
<tr>
<td>11-20</td>
<td>17</td>
<td>39.5%</td>
</tr>
<tr>
<td>More than 20</td>
<td>11</td>
<td>25.6%</td>
</tr>
<tr>
<td>Total</td>
<td>43</td>
<td>100%</td>
</tr>
</tbody>
</table>

Research Question Analysis

In order to respond to this research question, the study aims to explore the following: (1) whether faculty have the required skills to have OPTD, (2) to what extent faculty are willing to have OPTD, and (3) to what extent administrators support OPTD. These factors can affect the implementing of OPTD. Part Two of the instrument was designed to gather information regarding these factors. Questions 1-7 were designed to gather information about computer and internet skills. Questions 8-13 were designed to collect information regarding willingness to have OPTD. Questions 14-19 were designed to gather information regarding the administrators’ support of the OPTD. Participants were asked to respond to each item by determining their degree of agreement on a 5 point
scale: (1) Strongly Disagree; (2) Disagree; (3) Undecided; (4) Agree; and (5) Strongly Agree.

The necessary skills to have OPTD

The first seven items of the second section of the questionnaire addressed the participant’s computer and internet skills that are necessary for them to be able to participate in OPTD. Descriptive statistics were used to present the collected data regarding their skills. Table 6 presents the mean and the standard deviations for their computer and internet skills. It can be noted that they are skilled in the field of using the computer and exploring the internet. “Exploring the internet” was the skill that earned the highest mean (M = 4.72 out of 5.00) while “designing a website,” which is an advanced skill, was the skill that earned the lowest mean (M = 3.02 out of 5.00). These means suggest that almost all the participating faculty were good at exploring the internet and obtaining information from there yet not all of them were good at designing websites.

Table 7 presents the frequency of respondents’ agreement with the statements related to the computer and internet skills and the percent of their agreement (agree and strongly agree). It can be noted that the majority of the participants have good experience in using the computer and all of them are skilled in exploring the internet. It is clearly indicated that there is no obstacle regarding their computer and internet skills that prevents them from participating in OPTD. Figure 3 shows the average means for the faculty computer and internet skills.
Table 6

*Means and Standard Deviations for Faculty’s Computer and Internet Skills.*

<table>
<thead>
<tr>
<th>Statement</th>
<th>Mean</th>
<th>Std. Deviation</th>
</tr>
</thead>
<tbody>
<tr>
<td>I need training before I can teach online</td>
<td>4.09</td>
<td>.781</td>
</tr>
<tr>
<td>I have good experience in using the computer</td>
<td>4.23</td>
<td>.684</td>
</tr>
<tr>
<td>I can explore the internet.</td>
<td>4.72</td>
<td>.454</td>
</tr>
<tr>
<td>I can obtain information from the internet.</td>
<td>4.67</td>
<td>.474</td>
</tr>
<tr>
<td>I can load and upload files.</td>
<td>4.58</td>
<td>.698</td>
</tr>
<tr>
<td>I check my email every day</td>
<td>4.67</td>
<td>.606</td>
</tr>
<tr>
<td>I can design a website.</td>
<td>3.02</td>
<td>1.371</td>
</tr>
<tr>
<td><strong>Average Mean</strong></td>
<td>4.30</td>
<td>.724</td>
</tr>
</tbody>
</table>

The scale was Strongly Disagree=1; Disagree=2; Undecided= 3; Agree=4; Strongly Agree=5.

*Figure 3. Faculty Computer and Internet Skills*
Table 7

*Distribution of Respondents’ Agreement with the Statements Related to the Computer and Internet Skills.*

<table>
<thead>
<tr>
<th>Statement</th>
<th>Strongly Agree</th>
<th>Agree</th>
<th>Undecided</th>
<th>Disagree</th>
<th>Strongly Disagree</th>
<th>Agreement</th>
</tr>
</thead>
<tbody>
<tr>
<td>I need training before I can teach online</td>
<td>27.9%</td>
<td>60%</td>
<td>4.7%</td>
<td>7.0%</td>
<td>-</td>
<td>87.9%</td>
</tr>
<tr>
<td>I have good experience in using the computer</td>
<td>37.2%</td>
<td>48.8%</td>
<td>14.0%</td>
<td>-</td>
<td>-</td>
<td>86%</td>
</tr>
<tr>
<td>I can explore the internet.</td>
<td>72.1%</td>
<td>27.9%</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>100%</td>
</tr>
<tr>
<td>I can obtain information from the internet.</td>
<td>67.4%</td>
<td>32.6%</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>100%</td>
</tr>
<tr>
<td>I can load and upload files.</td>
<td>67.4%</td>
<td>25.6%</td>
<td>4.7%</td>
<td>2.3%</td>
<td>-</td>
<td>93%</td>
</tr>
<tr>
<td>I check my email every day</td>
<td>72.1%</td>
<td>25.6%</td>
<td>-</td>
<td>2.3%</td>
<td>-</td>
<td>97.6%</td>
</tr>
<tr>
<td>I can design a website.</td>
<td>23.3%</td>
<td>14.0%</td>
<td>14.0%</td>
<td>39.5%</td>
<td>9.3%</td>
<td>37.3%</td>
</tr>
</tbody>
</table>

The scale was Strongly Disagree=1; Disagree=2; Undecided= 3; Agree=4; Strongly Agree=5.
The faculty’s willingness to participate in OPTD

The items from 8-13 of the questionnaire were intended to gather information regarding the faculty’s willingness to use OPTD. Table 8 presents the means and the standard deviation for the faculty’s willingness to participate in OPTD. It should be noted that all means were above 3.5 with the lowest score (3.93) close to 4.0 suggesting a positive attitude toward OPTD. The mean 4.32 and the standard deviation 0.66 indicate that the faculty members are willing to have OPTD and there is no obstacle regarding their attitude toward OPTD. Table 9 presents the distribution of respondents’ agreement with the statements related to their willingness to participate in OPTD. It can be noticed that all the respondents agreed to participate in professional development to learn to teach online. Figure 4 shows the average means for faculty willing to participate in OPTD.
Table 8  
*Means and Standard Deviations for Faculty’s Willing to Participate in OPTD*

<table>
<thead>
<tr>
<th>Statement</th>
<th>Mean</th>
<th>Std. Deviation</th>
</tr>
</thead>
<tbody>
<tr>
<td>I would prefer to teach online.</td>
<td>3.81</td>
<td>.932</td>
</tr>
<tr>
<td>I am willing to learn to teach online</td>
<td>4.53</td>
<td>.550</td>
</tr>
<tr>
<td>The university should encourage using online instruction</td>
<td>4.53</td>
<td>.631</td>
</tr>
<tr>
<td>I am willing to learn the computer skills needed to teach online.</td>
<td>4.63</td>
<td>.536</td>
</tr>
<tr>
<td>I would participate in Professional Development to learn to teach online.</td>
<td>4.51</td>
<td>.506</td>
</tr>
<tr>
<td>Online instruction will contribute in solving conventional education problems.</td>
<td>3.93</td>
<td>.828</td>
</tr>
<tr>
<td>Average</td>
<td>4.32</td>
<td>0.66</td>
</tr>
</tbody>
</table>

The scale was Strongly Disagree=1; Disagree=2; Undecided= 3; Agree=4; Strongly Agree=5.

*Figure 4. Faculty Willing to Participate in OPTD*
Table 9

*Distribution of Respondents’ Agreement with the Statements Related to their Willing to Participate in OPTD.*

<table>
<thead>
<tr>
<th>Statement</th>
<th>Strongly Agree</th>
<th>Agree</th>
<th>Undecided</th>
<th>Disagree</th>
<th>Strongly Disagree</th>
<th>Agreement</th>
</tr>
</thead>
<tbody>
<tr>
<td>I would prefer to teach online.</td>
<td>27.9%</td>
<td>32.6%</td>
<td>32.6%</td>
<td>7.0%</td>
<td>-</td>
<td>60.5%</td>
</tr>
<tr>
<td>I am willing to learn to teach online.</td>
<td>55.8%</td>
<td>41.9%</td>
<td>2.3%</td>
<td>-</td>
<td>-</td>
<td>96.8%</td>
</tr>
<tr>
<td>The university should encourage using online instruction</td>
<td>60.5%</td>
<td>32.6%</td>
<td>7.0%</td>
<td>-</td>
<td>-</td>
<td>93.1%</td>
</tr>
<tr>
<td>I am willing to learn the computer skills needed to teach online.</td>
<td>65.1%</td>
<td>32.6%</td>
<td>2.3%</td>
<td>-</td>
<td>-</td>
<td>97.7%</td>
</tr>
<tr>
<td>I would participate in Professional Development to learn to teach online.</td>
<td>51.2%</td>
<td>48.8%</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>100%</td>
</tr>
</tbody>
</table>

Table continues
Online instruction will contribute in solving conventional education problems.

<table>
<thead>
<tr>
<th>The support of administrators for faculty members to have OPTD</th>
</tr>
</thead>
<tbody>
<tr>
<td>The items from 14-19 were intended to gather information regarding the administrators’ support for faculty members to have OPTD. Table 10 presents the means and the standard deviation for the faculty's perceptions of administrators’ support for OPTD. Although the participants did not agree that the administrators supported them to the extent that they agreed with the previous two factors, the means indicated that the faculty members are perceiving support from the administrators to have OPTD, indicating that there is no obstacle regarding the administrators’ support. Table 11 shows a variety in opinion regarding the administrators' support. Figure 5 shows the average means for faculty perceptions of administrators’ support for OPTD.</td>
</tr>
</tbody>
</table>
Table 10

*Means and Standard Deviations for Faculty’s Perceptions of Administrators’ Support for OPTD*

<table>
<thead>
<tr>
<th>Statement</th>
<th>Mean</th>
<th>Std. Deviation</th>
</tr>
</thead>
<tbody>
<tr>
<td>The university supports online instruction</td>
<td>3.84</td>
<td>.998</td>
</tr>
<tr>
<td>The university provides financial awards to encourage faculty to offer online courses</td>
<td>3.44</td>
<td>1.259</td>
</tr>
<tr>
<td>The university offers training courses to faculty in online instruction.</td>
<td>3.86</td>
<td>.990</td>
</tr>
<tr>
<td>There is a center for faculty professional development in the field of online instruction at my university</td>
<td>3.72</td>
<td>.908</td>
</tr>
<tr>
<td>The administration provides an infrastructure within the university supporting the adaptation of online instruction.</td>
<td>3.53</td>
<td>1.054</td>
</tr>
<tr>
<td>The university encourages me to read student comments that are written in the academic forum concerning needed instructional change.</td>
<td>3.16</td>
<td>1.153</td>
</tr>
<tr>
<td><strong>Average</strong></td>
<td>3.59</td>
<td>1.06</td>
</tr>
</tbody>
</table>

The scale was Strongly Disagree=1; Disagree=2; Undecided= 3; Agree=4; Strongly Agree=5.
Figure 5. Faculty Perceptions of Administrators’ Support for OPTD
Table 11

*Distribution of Respondents’ Agreement with the Statements Related to their Perceptions of Administrators’ Support for OPTD*

<table>
<thead>
<tr>
<th>Statement</th>
<th>Strongly Agree</th>
<th>Agree</th>
<th>Undecided</th>
<th>Disagree</th>
<th>Strongly Disagree</th>
<th>Agreement</th>
</tr>
</thead>
<tbody>
<tr>
<td>The university supports online instruction</td>
<td>30.2%</td>
<td>34.9%</td>
<td>23.3%</td>
<td>11.6%</td>
<td>-</td>
<td>65.1%</td>
</tr>
<tr>
<td>The university provides financial awards to encourage faculty to offer online courses</td>
<td>18.6%</td>
<td>41.9%</td>
<td>16.3%</td>
<td>11.6%</td>
<td>-</td>
<td>60.5%</td>
</tr>
<tr>
<td>The university offers training courses to faculty in online instruction.</td>
<td>25.6%</td>
<td>48.8%</td>
<td>14.0%</td>
<td>9.3%</td>
<td>2.3%</td>
<td>74.4%</td>
</tr>
<tr>
<td>There is a center for faculty PD in the field of online instruction at my university</td>
<td>18.6%</td>
<td>46.5%</td>
<td>23.3%</td>
<td>11.6%</td>
<td>-</td>
<td>65.1%</td>
</tr>
</tbody>
</table>

Table continues
The administration provides an infrastructure within the university supporting the adaptation of online instruction.

The university encourages me to read student comments that are written in the academic forum concerning needed instructional change.

<table>
<thead>
<tr>
<th>The administration</th>
<th>16.3%</th>
<th>41.9%</th>
<th>25.6%</th>
<th>11.6%</th>
<th>4.7%</th>
<th>58.2%</th>
</tr>
</thead>
</table>

Open-Ended Question Results

The third part of the questionnaire was an open-ended question that allowed the participants to express their views concerning the barriers that can prevent implementing OPTD. Responses were provided in Arabic. They were translated to English by the researcher. The translation was reviewed by an Arab graduate student in the Linguistics Department at Ohio University. The collected data was categorized and ranked based on the highest frequency. Table 9 reports the data analysis based upon faculty responses to
the barriers that prevent them from participating in OPTD. The most frequently identified obstacle to contributing to OPTD was the faculty’s workload followed by lack of time. These two obstacles represented 63% of the obstacles mentioned. Other frequently cited obstacles were lack of motivation, incentives, and training programs. The rest of the mentioned obstacles including lack of online training programs, and no internet access had low frequencies. Figure 6 shows the frequency of faculty responses to barriers prevent them from participating in OPTD.

Table 12

*Frequency of Faculty Responses to Barriers Prevent them from Participating in OPTD.*

<table>
<thead>
<tr>
<th>Barriers prevent faculty from participating in OPTD.</th>
<th>Rank</th>
<th>Frequency</th>
</tr>
</thead>
<tbody>
<tr>
<td>The faculty’s workload</td>
<td>1</td>
<td>12</td>
</tr>
<tr>
<td>Lack of time</td>
<td>2</td>
<td>10</td>
</tr>
<tr>
<td>Lack of motivation and incentives</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>Lack of online training programs</td>
<td>4</td>
<td>4</td>
</tr>
<tr>
<td>No internet access</td>
<td>5</td>
<td>2</td>
</tr>
<tr>
<td>The necessary of obtaining the consent of both the department and the college</td>
<td>6</td>
<td>1</td>
</tr>
<tr>
<td>Lack of computer experience and knowledge</td>
<td>7</td>
<td>1</td>
</tr>
<tr>
<td>Fear of expected change</td>
<td>8</td>
<td>1</td>
</tr>
</tbody>
</table>
In order to determine whether the gender or the academic rank had an impact on the existence of the lack of time obstacle, Chi-Square test was used. The results showed that there was no relationship between gender or academic rank and the lack of time obstacle (Appendix F: The Relationship Between Gender and Lack of Time) (Appendix G: The Relationship Between Academic Rank and Lack of Time).

Figure 6. Frequency of Faculty Responses to Barriers that Prevent Them from Participating in OPTD.
Summary

This chapter has discussed the result of statistical analysis of data collected from 43 faculty members at the College of Education at Saud University to investigate the barriers that affect implementing OPTD. The findings of the collected data indicate that the most important obstacles that prevent the faculty members from participating in the OPTD are their workload and the lack of time. The chapter covered data collection procedures, demographic data analysis, research question analysis, and open-ended question results.
CHAPTER 5: FINDINGS, CONCLUSIONS AND RECOMMENDATIONS

Chapter five presents a summary of the research problem and procedures followed in the completing of the study, discussions of findings, recommendations of the study, suggestions for future research and the limitations of the study.

Summary of the Study

With King Saud University 's move toward online learning, a demand to train faculty to be prepared for online instruction has occurred. Literature showed that the online training is the best training model for faculty while they work (Hsu 2002; Yang & Liu 2004; Bishop 2006). The literature also revealed some barriers that prevent faculty from participating in online instruction. The most important ones were lack of knowledge and skills (Alaugab, 2007, Alshehri, 2005), resistance to changes and negative attitudes (Williams, 2006; Alshehri 2005; Berge, 1998) and lack of administrative support and encouragement (Alaugab, 2007; Alharbi, 2002; Clarke, 2002; Berge, 1998). This research study was accomplished to provide information that contributes to the growth of online instruction in Saudi Arabia in general and at KSU in particular. The purpose of conducting this study was to research the potential of implementing Professional Training Development for faculty members at King Saud University in Saudi Arabia, to examine the existence of the three obstacles that were mentioned above and to investigate other barriers that prevent faculty members from participating in OPTD. To achieve the goal of this study, a self-developed survey instrument was constructed in three parts: (a) demographic information, (b) perspectives toward online instruction and (c) one open-ended question. Data were collected through a web-based survey. Forty-three faculty
members at the College of Education at KSU were involved in this study. This study was guided by the following research question: What are the barriers that affect implementing Online Professional Training Development (OPTD) for online instruction at King Saud University?

It was the researcher's hope that the findings of the study would help the administrators in the higher education institutions to implement OPTD and remove the barriers that hindered faculty members from contributing in such programs which help them to get the needed training at their convenience.

Discussions of Finding

*The necessary skills for faculty to have OPTD*

Boyd (1992) stated that lack of computer skills could cause a fear of the computer. Alaugab (2007) and Alshehri (2005) found in their studies that lack of knowledge and skills on the part of faculty members was one of the top barriers that hindered them from participating in online instruction. In order to detect the presence of such an obstacle in this study, the first seven items of the survey were designed to explore whether the faculty members have the necessary skills to have OPTD. The results from this research study indicated that they are skilled in terms of using the computer and exploring the internet, with a mean of 4.30 and standard deviation of 0.724. As a whole, they agreed that they were able to explore the internet and obtain information from it while they varied in their assessments of their ability to design a website with average mean 3.02 and average standard deviation 1.371. This result was consistent with the result that Alaugab (2007) found which was faculty members had more experience in
web searching but less experience in web page creation. This study's findings demonstrate that faculty members have sufficient computer and internet skills for OPTD.

_The faculty’s willingness to participate in OPTD_

Literature showed that resistance to change and negative attitudes toward online instruction are among the obstacles that hinder faculty members from participating in such programs (Alshehri, 2005; Williams, 2006; Berge, 1998) while positive attitude toward online instruction facilitates its implementation (Almogbel, 2002; Geoghegan, 1994). In order to detect the presence of such an obstacle in this study, six items of the survey were designed to explore willingness to use OPTD. The findings showed a positive attitude toward online learning with an average mean 4.32 and the average standard deviation 0.66. This finding suggests that the respondents are willing to have OPTD and there is no obstacle regarding their attitude toward OPTD. The finding was consistent with Alaugab (2007), Alshehri (2005), Alharbi (2002), and Allehaibi (2001) who found that faculty members have positive attitudes toward online instruction.

_The support of administrators for faculty members to have OPTD_

It was found that lack of administrative support and encouragement is one of the significant barriers that prevents faculty members from getting involved in online instruction (Alaugab, 2007; Alharbi; 2002; Clarke, 2002; Berge, 1998). To explore whether this barrier affected implementing OPTD at KSU, six items of the questionnaire were designed to address that the question of administrative support. There were differences of opinion among faculty regarding the administrators' support for OPTD. The average mean for faculty members' perceptions of the administrators' support for
OPTD of 3.59 and standard deviation of 1.06 indicated that faculty members perceived there was such support for OPTD. While some of the participants did not perceive the administrator's support, the average mean 3.59 out of 5.00 shows that lack of the administrators' support is not an obstacle to adopt OPTD at KSU. This finding was consistent with the information provided by the Deanship of E-learning and Distance learning at KSU (2008) which indicated that KSU supports its faculty members' involvement in online instruction and with Al-Erieni (1999) who found that administrators at KSU expressed support for development and adopting distance learning programs.

Open-ended question

The open-ended question proposed by this study was the following: What barriers prevent you from participating in Online Professional Training Development? Further light on the barriers that prevent faculty members from participating in OPTD was shed by the comments written in response to this question. The faculty members' workloads and lack of time, which can be seen as a single obstacle, were most frequently identified. Interestingly, this obstacle represented 63% of the total number of obstacles suggested in this study. This finding is supported by what Spotts and Bowman (1995) found: the most frequently cited barrier to adopting instructional technology was the lack of time. Other frequently cited obstacles by this study were lack of motivation, incentives, and training programs. The lowest frequently obstacles mentioned included lack of online training programs, and no internet access. This finding is similar to what Alaugab (2007), Alshehri (2005), Al-ammari (2004) Alharbi (2002) and Berge (1998) found when they
investigated the barriers that affect online instruction. They found that there were similar barriers preventing faculty from involving in online instruction.

Conclusion

The findings of this study indicate that faculty members at College of Education at King Saud University have the necessary computer and internet skills, positive attitudes and willingness, and the support from administrators to have OPTD. The findings indicate that they would participate in OPTD if the barriers hindering them from doing so were diminished. The most important barrier that they face is their workload and lack of time. It appears that faculty members, with their skills and willingness as well as the support that they perceive from the administrators in KSU, would not hesitate to participate in the OPTD if they were granted reduced workload and increased release time.

Recommendations

Based on the findings of this study and the comments provided by the faculty, the following recommendations were suggested for the decision-makers at the educational institutions:

1. Faculty members were skilled in the field of using computers and exploring the internet and were willing to contribute to the online professional development programs. Thus, it is recommended that educational institutions offer OPTD programs for faculty and smooth the process of the enrollment for such programs.
2. It is recommended that educational institutions improve the infrastructure necessary to offer quality online instruction and provide high speed internet for all faculty members at their offices. This action will facilitate the faculty members' enrollment to the OPTD.

3. Faculty reported that workload and lack of time were the main barriers that preventing them from being involved in OPTD. Thus, release time for faculty by reducing their workload should be considered by university administrators when offering OPTD.

4. Despite the existence of financial incentives to encourage participation in online instruction, faculty members still consider time as one of the most important barriers that prevent them from participating in this type of education. It is recommended that the education institutions motivate faculty by giving them certifications of contributing in online learning. These certifications would facilitate their promotion.

5. Time has been the most frequently cited barriers preventing participation in online instruction. It is recommended that faculty be provided with Time Management Training programs to help them overcome such a barrier.

6. It is recommended that faculty be provided with short-session courses that deal with time perception.

7. It is recommended that the higher educational institution establish a department to help in building the online course which will reduce the load of the online course for faculty.
Recommendations for Further Research

Based on the findings of this study, the following recommendations for research are suggested:

1. This study could be replicated with different universities in Saudi Arabia.

2. It is recommended that a qualitative study be conducted to seek more information about the barriers that hindered faculty from participating in online training programs.

3. To provide practical OPTD programs, it is recommended that a qualitative study be conducted to evaluate such programs.

Limitations

This study focused on the barriers that affect implementing online professional development programs for faculty. Participants in this study were faculty at the College of Education at King Saud University. Further investigating involving other populations to verify the findings of this study would be required.
REFERENCES


Alharbi, Y. (2002). A study of the barriers and attitudes of faculty and administrators toward implementation of online courses. (Doctoral dissertation, University of


August 20, 2008, from


Boyd, V. (1992). School context: Bridge or barrier to change? Austin, TX: Southwest
Retrieved from Educational Resource Information Center (ED370216).


Charlson, J. (2006). Differences between online and traditional instruction methods:


A determination has been made that the following research study is exempt from IRB review because it involves:

Category 2 - research involving the use of educational tests, survey procedures, interview procedures or observation of public behavior

Project Title: The Potential of Implementing Online Professional Training Development for Faculty in the College of Education at King Saud University

Project Director: Elham Alsadoon

Department: Instructional Technology

Advisor: Teresa Franklin

Rebecca Cale
Institutional Review Board

The approval remains in effect provided the study is conducted exactly as described in your application for review. Any additions or modifications to the project must be approved by the IRB (as an amendment) prior to implementation.
APPENDIX B: INFORMED CONSENT STATEMENT

Title of Research: “The Potential of Implementing Online Professional Training Development for Faculty in the College of Education at King Saud University”

Principal Investigator: Elham Alsadoon

Department: Educational Studies/ Instructional Technology at Ohio University

Faculty at the College of Education were selected to participate in a study titled “The Potential of Implementing Online Professional Training Development for Faculty in the College of Education at King Saud University.”

Federal and university regulations require signed consent for conducting a survey involving human subjects. After reading the statements below, please indicate your consent by signing this form.

Explanation of Study
This research study seeks to examine the potential of implementing Online Professional Training Development (OPTD) for faculty at King Saud University in Saudi Arabia for the purpose of better understanding of the factors that are likely to affect the implementing of online training at KSU.

Procedures to be followed:
If you volunteer to participate in this research, you will be asked to participate in an online survey.

Duration of subject's participation
Participation in the survey will take approximately 3-5 minutes.

Risks and Discomforts
Participation in this study does not involve any type of risk or discomfort.

Benefits
Participation in this study will offer personal, non-monetary benefits. Your responses will provide a better considerate of the factors that affect the adoption of OPTD and will help decision makers in the college in providing faculty with the effective professional development activities.

Confidentiality and Records
Any provided information and data will remain confidential and will only be used to achieve the goal of this study. All data will be destroyed one year following the completion of the research.
Participation and withdrawal
Participation in this study is voluntary. Participants can choose whether to be in this study or not. If you volunteer to be in this study, you may withdraw at any time without consequences of any kind. You may also refuse to answer any questions you don't want to answer and still remain in the study.

Contact Information
If you have any questions, please do not hesitate to contact us. If you have any additional questions later, please contact (Elham Alsadoon) at (ea277505@ohio.edu) who will be happy to answer them or Dr. Teresa Franklin, Alsadoon’s advisor at (+740) 593-4561 or franklit@ohio.edu

You are making a decision whether or not to allow the researcher to conduct the attached survey in the College of Education, King Saud University and to have its faculty to participate. Your signature indicates that you have read the information provided above and have decided to agree.

Signature

--------------------------------

Date

--------------------------------

Printed name: -----------------------------
APPENDIX C: ENGLISH SURVEY

Part 1: Demographic Information

1. What is your gender? ( ) Male ( ) Female
2. How many years have you been teaching? ( ) 1- 10 ( ) 11- 20 ( ) more than 20
3. What is your academic rank? ( ) Assistant Professor ( ) Associate Professor ( ) Professor

Part 2: Perceptions toward online learning

For each statement, please put (√) in the box that best describes to what extent you would agree or disagree with that statement by using this scale:

1= Strongly disagree; 2= Disagree; 3= Undecided; 4= Agree; 5= Strongly agree.

<table>
<thead>
<tr>
<th>Statement</th>
<th>Strongly Disagree 1</th>
<th>Disagree 2</th>
<th>Undecided 3</th>
<th>Agree 4</th>
<th>Strongly Agree 5</th>
</tr>
</thead>
<tbody>
<tr>
<td>I need training before I can teach online.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>I have good experience in using the computer.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>I can explore the internet.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>I can obtain information from the internet.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>I can load and upload files.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>I check my email every day.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>I can design a website.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>I would prefer to teach online.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>I am willing to learn to teach online.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>The university should encourage using online instruction.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
11 I am willing to learn the computer skills needed to teach online.

12 I would participate in Professional Development to learn to teach online.

13 Online instruction will contribute in solving conventional education problems.

14 The university supports online instruction

15 The university provides financial awards to encourage faculty to offer online courses

16 The university offers training courses to faculty in online instruction.

17 There is a center for faculty professional development in the field of online instruction at my university.

18 The administration provides an infrastructure within the university supporting the adaptation of online instruction.

19 The university encourages me to read student comments that are written in the academic forum concerning needed instructional change.

Part 3: Open-Ended Question

What barriers prevent you from participating in Online Professional Training Development?

........................................................................................................................................

........................................................................................................................................

........................................................................................................................................

........................................................................................................................................
APPENDIX D: ONLINE ARABIC SURVEY

التدريب المهني التطويري الإلكتروني

مقدمة

المكانية تطبيق التدريب المهني الإلكتروني لأعضاء هيئة التدريس

أخي/أختي عضو هيئة التدريس بجامعة الملك سعود، السلام عليكم ورحمة الله وبركاته وبعد

إن تبني التعليم الإلكتروني الذي تعاصره جامعة الملك سعود أوجد حاجة ملحية إلى تدريب أعضاء هيئة التدريس للقيام

بها النوع من التعليم

هذه الدراسة تهدف إلى معرفة مكانية تبني تدريب أعضاء هيئة التدريس تدريباً تنويرياً مهنياً الكترونياً حيث يتم

تدريبهم الكترونياً على التدريس الإلكتروني

تأمل الباحثة منكم المساعدة في جمع البيانات اللازمة لإتمام الدراسة وتؤكد أن تلك البيانات سوف تعامل بسرية تامة

علما أن المشاركة اختيارية ولا تتطلب كتابة اسم أو أي معلومات شخصية. ولن نستخدم إلا لأغراض البحث العلمي

أشكركم مقدماً علىتعاونكم واعطائنا جزءاً من وقتكم

الباحثة

الهام السعدون

جامعة أو هايو

الولايات المتحدة الأمريكية
التدريب المهني التطويري الإلكتروني

القسم الأول: البيانات والمعلومات العامة

الجنس
- ذكر
- أنثى

سنوات الخبرة في التدريس
- من 1 إلى 10
- من 11 إلى 20
- أكثر من 20

الدرجة العلمية
- أستاذ
- أستاذ مشارك
- أستاذ مساعد
التدرّب المهني التّطويري الالكتّروني

القسم الثّاني: توجّهات نحو التّعلّم الالكتّروني

إلى أي درجة تواقّع أو لا تواقّع العبارات التّالى؟

<table>
<thead>
<tr>
<th>موافق بشدة</th>
<th>موافق بقدر محدود</th>
<th>موافق بقدر قليل</th>
<th>غير موافق</th>
</tr>
</thead>
<tbody>
<tr>
<td>احتاج إلى تدريب قبل أن أبدأ بالتدريس الالكتّروني</td>
<td>نعم</td>
<td>لا</td>
<td>جملة واحدة</td>
</tr>
<tr>
<td>عندما خبرة جيدة باستخدام الكمبيوتر</td>
<td>نعم</td>
<td>لا</td>
<td>نعم</td>
</tr>
<tr>
<td>استطيع تصفح الإنترنت</td>
<td>نعم</td>
<td>لا</td>
<td>نعم</td>
</tr>
<tr>
<td>يمكنني الحصول على المعلومات من الإنترنت</td>
<td>نعم</td>
<td>لا</td>
<td>نعم</td>
</tr>
<tr>
<td>يمكنني تحميل وتثبيّل البرامج</td>
<td>نعم</td>
<td>لا</td>
<td>نعم</td>
</tr>
<tr>
<td>اتبع أحدث التّعلّم الالكتّروني يوميًا</td>
<td>نعم</td>
<td>لا</td>
<td>نعم</td>
</tr>
<tr>
<td>يمكنني تصميم صفحة ويب</td>
<td>نعم</td>
<td>لا</td>
<td>نعم</td>
</tr>
<tr>
<td>أفضل أن أقوم بالتدريس الالكتّروني</td>
<td>نعم</td>
<td>لا</td>
<td>نعم</td>
</tr>
<tr>
<td>أنا مستعد لتعلم كيف أقوم بالتدريس الالكتّروني</td>
<td>نعم</td>
<td>لا</td>
<td>نعم</td>
</tr>
<tr>
<td>يجب أن تتشجع الجامعة على استخدام التّعلّم الالكتّروني</td>
<td>نعم</td>
<td>لا</td>
<td>نعم</td>
</tr>
<tr>
<td>أنا مستعد لتعليم مهارات الحساب اللازمة للتدريس الالكتّروني</td>
<td>نعم</td>
<td>لا</td>
<td>نعم</td>
</tr>
<tr>
<td>سوف أشارك في التّدربيات الالكتّروني للتدريس بالتدريب الالكتّروني</td>
<td>نعم</td>
<td>لا</td>
<td>نعم</td>
</tr>
<tr>
<td>سوف يساهم التّعلّم الالكتّروني في حل مشاكل التّعلّم التقليدي</td>
<td>نعم</td>
<td>لا</td>
<td>نعم</td>
</tr>
<tr>
<td>تدعم الجامعة التّعلّم الالكتّروني</td>
<td>نعم</td>
<td>لا</td>
<td>نعم</td>
</tr>
<tr>
<td>تتوفر الجامعة بانها تتشجع على اعضاء هيئة التّدرّس لطرح مقرّراتهم الالكتّروني</td>
<td>نعم</td>
<td>لا</td>
<td>نعم</td>
</tr>
<tr>
<td>الجامعة تطرح دورات تدريبية لإعداد هيئة التّدرّس على التّعلّم الالكتّروني</td>
<td>نعم</td>
<td>لا</td>
<td>نعم</td>
</tr>
<tr>
<td>يوجد في جامعتي مركز لتطوير اعضاء هيئة التّدرّس في مجال التّعلّم الالكتّروني</td>
<td>نعم</td>
<td>لا</td>
<td>نعم</td>
</tr>
<tr>
<td>تتوفر الإدارة توجيهات توجيه في الجامعة لدعم تبنّي التعليم الالكتّروني</td>
<td>نعم</td>
<td>لا</td>
<td>نعم</td>
</tr>
<tr>
<td>تتشجع الجامعة على قراءة ملاحظات الطلاب التي تُكتب في المنتدى الابداعي بخصوص الحاجة الى التّعلّم الالكتّروني</td>
<td>نعم</td>
<td>لا</td>
<td>نعم</td>
</tr>
</tbody>
</table>
التدريب المهني التدريبي الإلكتروني

القسم الثالث: سؤال مفتوح

ما هي العقبات التي تمنعك من المشاركة في التدريب التدريبي المهني الإلكتروني؟

شكراً لإعطائي جزءاً من وقتكم الثمين لإجابة عن أسئلتي الاستبانة.

فضلاً انقر على زر إنهاء إرسال البيانات.
**APPENDIX E: THE CORREATION TABLE**

<table>
<thead>
<tr>
<th></th>
<th>sum1</th>
<th>sum2</th>
<th>sum3</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>sum1</strong></td>
<td>Pearson Correlation</td>
<td>1.000</td>
<td>.450**</td>
</tr>
<tr>
<td></td>
<td>Sig. (2-tailed)</td>
<td></td>
<td>.002</td>
</tr>
<tr>
<td></td>
<td>N</td>
<td>43.000</td>
<td>43</td>
</tr>
<tr>
<td><strong>sum2</strong></td>
<td>Pearson Correlation</td>
<td>.450**</td>
<td>1.000</td>
</tr>
<tr>
<td></td>
<td>Sig. (2-tailed)</td>
<td></td>
<td>.002</td>
</tr>
<tr>
<td></td>
<td>N</td>
<td>43</td>
<td>43.000</td>
</tr>
<tr>
<td><strong>sum3</strong></td>
<td>Pearson Correlation</td>
<td>.150</td>
<td>.159</td>
</tr>
<tr>
<td></td>
<td>Sig. (2-tailed)</td>
<td></td>
<td>.337</td>
</tr>
<tr>
<td></td>
<td>N</td>
<td>43</td>
<td>43</td>
</tr>
</tbody>
</table>

**. Correlation is significant at the 0.01 level (2-tailed).
APPENDIX F: THE RELATIONSHIP BETWEEN GENDER AND LACK OF TIME

Crosstabs

Case Processing Summary

<table>
<thead>
<tr>
<th>Cases</th>
<th>Valid</th>
<th>Missing</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>N</td>
<td>Percent</td>
<td>N</td>
</tr>
<tr>
<td>lack of time * Gender</td>
<td>43</td>
<td>100.0%</td>
<td>0</td>
</tr>
</tbody>
</table>

lack of time * Gender Crosstabulation

<table>
<thead>
<tr>
<th>Gender</th>
<th>F</th>
<th>M</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>lack of time</td>
<td>time is ok</td>
<td>9</td>
<td>13</td>
</tr>
<tr>
<td>lack of time</td>
<td></td>
<td>7</td>
<td>14</td>
</tr>
<tr>
<td>Total</td>
<td>16</td>
<td>27</td>
<td>43</td>
</tr>
</tbody>
</table>

Chi-Square Tests

<table>
<thead>
<tr>
<th></th>
<th>Value</th>
<th>df</th>
<th>Asymp. Sig. (2-sided)</th>
<th>Exact Sig. (2-sided)</th>
<th>Exact Sig. (1-sided)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pearson Chi-Square</td>
<td>.264*</td>
<td>1</td>
<td>.607</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Continuity Correction</td>
<td>.039</td>
<td>1</td>
<td>.843</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Likelihood Ratio</td>
<td>.264</td>
<td>1</td>
<td>.607</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Fisher's Exact Test</td>
<td></td>
<td></td>
<td></td>
<td>.755</td>
<td>.422</td>
</tr>
<tr>
<td>Linear-by-Linear Association</td>
<td>.258</td>
<td>1</td>
<td>.612</td>
<td></td>
<td></td>
</tr>
<tr>
<td>N of Valid Cases</td>
<td>43</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

a. 0 cells (.0%) have expected count less than 5. The minimum expected count is 7.81.

b. Computed only for a 2x2 table
APPENDIX G: THE RELATIONSHIP BETWEEN ACADEMIC RANK AND LACK OF TIME

### Case Processing Summary

<table>
<thead>
<tr>
<th></th>
<th>Valid</th>
<th></th>
<th>Missing</th>
<th></th>
<th>Total</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>N</td>
<td>Percent</td>
<td>N</td>
<td>Percent</td>
<td>N</td>
<td>Percent</td>
</tr>
<tr>
<td>lack of time * Academic Rank</td>
<td>43</td>
<td>100.0%</td>
<td>0</td>
<td>.0%</td>
<td>43</td>
<td>100.0%</td>
</tr>
</tbody>
</table>

### lack of time * Academic Rank Crosstabulation

<table>
<thead>
<tr>
<th></th>
<th>Academic Rank</th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Assistant Professor</td>
<td>Associate Professor</td>
<td>Professor</td>
<td>Total</td>
<td></td>
<td></td>
</tr>
<tr>
<td>lack of time</td>
<td>11</td>
<td>4</td>
<td>7</td>
<td>22</td>
<td></td>
<td></td>
</tr>
<tr>
<td>time is ok</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>lack of time</td>
<td>9</td>
<td>8</td>
<td>4</td>
<td>21</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>20</td>
<td>12</td>
<td>11</td>
<td>43</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### Chi-Square Tests

<table>
<thead>
<tr>
<th></th>
<th>Value</th>
<th>df</th>
<th>Asymp. Sig. (2-sided)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pearson Chi-Square</td>
<td>2.330*</td>
<td>2</td>
<td>.312</td>
</tr>
<tr>
<td>Likelihood Ratio</td>
<td>2.365</td>
<td>2</td>
<td>.307</td>
</tr>
<tr>
<td>Linear-by-Linear Association</td>
<td>.049</td>
<td>1</td>
<td>.825</td>
</tr>
<tr>
<td>N of Valid Cases</td>
<td>43</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

a. 0 cells (.0%) have expected count less than 5. The minimum expected count is 5.37.