The Instructors' Attitudes toward the Use of E-learning in Classroom in College of Education at Albaha University

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ABSTRACT
E-learning is defined as an element of the combining theories of adult education and permanent learning. Teachers have to accept the use of E-learning in the classroom as a new tool to assist students' learning (Bahhouth & Bahhouth, 2011). The purpose of this study was to explore male and female instructors' attitudes toward the use of E-learning in the College of Education at Albaha University in Saudi Arabia using different predictors that can determine instructors' attitudes. Forty- five out of 100 instructors participated from both College of Education for males and females at Albaha University. Forty- one total responses were used in the analysis after removing four cases of outliers, and the response rate of the study was 92%. The results showed that males group reported a mean of M= 124.46 with standard deviation of SD= 25.84 while females group reported a mean of M= 139.20 with standard deviation of SD= 13.25. The analysis showed four predictors, gender, perceived of computer attributes, perceived of computer competence in education, and perceived of cultural of using computer in education, significantly predicted the dependent variable (N= 41, β = .047, $p< 0.05$). The results showed there was significant difference between males' and females' attitudes toward the use of E-learning in classroom. A T- test between the means gave t (-2, 051) = -2.410 at $p < 0.047$. As $p < 0.05$, the results indicated that there were statistical significant differences in the attitudes ... means as shown in Table of result .047. The findings showed that females' group had positive attitudes higher than males.
Keywords: E-learning, attitudes, technology, classroom, instructors

INTRODUCTION

Instructors who do not use E-learning in class teaching are in urgent need of E-learning tools that help them to teach effectively. Instructors should be aware of the kinds of devices appropriate for classroom teaching. According to Bahhouth and Bahhouth(2011), the study was conducted to find out the significance of online learning and the impact of teaching. E-learning was defined as an element of the combining theories of adult education and permanent learning. It contains of "organizing and analytical abilities, critical thinking, problem-solving skills, oral and written communication, interaction with classmates and instructors and taking initiatives"(Bahhouth & Bahhouth, 2011, p. 1). Learners' feedback was very essential to evaluate the benefits of E-learning. Also, they became the center in in E-learning classroom to study equipment, doing the homework, taking exam and submitting projects. The survey was used to conduct students' vision toward E-learning and traditional learning. The result of this study was robust and students' vision could invest as a principle in designing online courses.

Georgouli, Skalkidis, and Guerreiro(2008) discussed the E-learning in a traditional course. Learning Management Systems are demonstrated the E-learning applications and leaded to more communication between teachers and their students by Internet or email. This application would be either software or commercially. A traditional learning is face to face courses. LMS will invade the traditional way of courses to synchronous or asynchronous distant one. The results show those learners are pleased about the value of using E-learning practice and content. . Advanced technology like MAS can be used in such a way that it can be implemented by teachers to their students who cannot attend to regular class, where it could replace the usual methods of courses (Georgouli, Skalkidis& Guerreiro, 2008).

Martin and Noakes (2012) discussed the necessarily of applying E-learning in Handicraft teaching based on students' feedback. E-learning is more common in the Estonian universities. E-learning is improved the learning process and teaching strategies. The survey was used to conduct this study by email and processed with MS Excel. The benefits of E-learning usage are: assisting students' achievements, flexible, and saving time and material resources. The results of the survey found that the design and contents of E-learning studies supporting the study's results(Ojaste, 2013).

E-LEARNING

Qutechate, Almarabeh and Alfayez (2005) were defined E-learning as a computer and network usage to send information to learners. According to Bahhouth and Bahhouth(2011), the study was conducted to find out the significance of online learning and the impact of teaching. E-learning was defined as an element of the combining theories of adult education and permanent learning. It contains of "organizing and analytical abilities, critical thinking, problem-solving skills, oral and written communication, interaction with classmates and instructors and taking initiatives"(Bahhouth & Bahhouth, 2011, p. 1). Learners' feedback was very essential to evaluate the benefits of E-learning. Also, they became the center in in E-learning classroom to study equipment, doing the homework, taking exam and submitting projects. The survey was used to conduct students' vision toward E-learning and traditional learning. The result of this study was robust and students' vision could invest as a principle in designing online courses. Ojaste (2013) discussed the necessarily of applying E-learning in Handicraft teaching based on students' feedback. E-learning is more common in the Estonian universities. E-learning is improved the learning process and teaching strategies. The survey was used to conduct this study by email and processed with MS Excel. The benefits of E-learning usage are: assisting students' achievements, flexible, and saving time and material resources. The results of the survey found that the design and contents of E-learning studies supporting the study's results (Ojaste, 2013).

LITERATURE REVIEW

Chen (2012) discussed the attention level of students during E-learning classroom. Three groups were included: "a concept-page group, a tutorial-simulation group and a case-study group"(p.379). E-learning became more common in the current time so the researcher has assessed the attention level for learners during online learning course. Video-capture facial- recognition technology was used to notice the students' attention during E-learning class by facial expression. The results of this study showed the interactivity of multimedia instructional resources successfully improves students' concentration (Chen, 2012). Babo and Azevedo (2012) discussed a new way of E-learning evaluation approach on learners relating to organizing the team work and Learning Management Systems. . E-learning courses are commonly assisted by Learning Management System. E-learning became more common in the current time so the researcher has assessed learners by using E-learning methods. The results of this study showed this study is suitable for moving from a traditional way to E-learning method (Babo & Azevedo ,2012). Albirini(2006) explored the instructors' attitudes toward the use of information and communication technologies of high school English as a Foreign Language (EFL) in Syria. Also, the researcher examined the relationship between computer attitudes and five independent variables: "computer attributes, cultural perceptions, computer competence, computer access, and personal characteristics (including computer training background)"(P.373). The suggestion of this study shows that teachers may have positive attitudes toward ICT in education. Attitudes of instructors were explained by computer features, cultural views and computer competence. The results shed light on the instructors' attitudes toward the use of technology tools in educational setting. Hodges (2004), discussed the background of motivation, and two kinds of learning design motivation, and some practices in the learning based on web sites. The self-efficacy is the core of motivation, when designing E-learning experiences should be increased the self-efficacy from students 'efforts. For example, navigation system, feedback and blended learning. Ali, Sait and Al-Tawil (2003) discussed the view of Saudi learners toward E-learning. The advantages of using E-learning are time saving, flexibility, easy to update content and availability anywhere. Another important point is the limit access of Internet usage in Saudi Arabia compare to the number of population. About 700,000 (2.6) users have become online successfully. The students who prefer take a regular class 35% and 29% at home, 36% uncertain. That was because the lack of awareness by Saudi community toward the use of E-learning. Overall, learners did not prefer to take course by Internet usage but not equal to regular courses and not accredited in Saudi Arabia.

METHODOLOGY

A survey was conducted to collect data from instructors' attitudes in College of Education at Albaha University. To identify these responses or possible concerns of instructors who use or do not use E-learning, instructors at college of education were chosen as subjects for this study to obtain information about instructors' emotional response to their use of E-learning. Each variable was evaluated based on a five point Likert scale ranging from five to one: 5 = Strongly Agree, 4 = Agree, 3 = Neutral , 2 = Disagree, to 1 = Strongly Disagree. The survey contained 56 items. Respondents were instructed to select only one response for each item. The items were based on three components: perceived of using a computer in education setting, perceived of computer benefits in education, perceived awareness of using computer in education and two demographic questions: gender and age. The dependent variable was attitudes of instructors toward the use of E-learning in College of Education, at Albaha University. Questionnaire items from 1to 20 were measured : perceived of using a computer in education setting, items from 21 to 38 were measured: perceived of computer benefits in education and Items from 39 to 54 were measured: perceived awareness of using computer in education and items from 55 to 65 were demographics.

The Reliability and Validity of Instrument

The reliability of first 20 items is 2.39, which is not a high level of reliability. The reliability of second 18 items is 2.40, which is not a high level of reliability. The reliability of third 16 items is 2.33, which is not a high level of reliability. The reliability of all 54 items is 2.40, which is not a high level of reliability. Each independent variable measures between 16-20 items. The responses indicated that instructors have different levels of attitudes toward the use of E-leaning usage. This was evident in the difference in male and female students' emotional perceptions toward their use of E-learning.

The main tool to collect data for this study was a survey. Based on G*Power 3 software, the adequate sample size for this study was N = 41 (male and female instructors) in order to meet the following criteria: a desired power of 0.80, a medium effect size (around $\square^2 = 0.15$), and an alpha level of 0.05 significance. A total number of 100 surveys (50 for males and 50 females) was distributed among Albaha College of males and females. The researcher received 45 out of 100 surveys with complete responses, indicating a 91% usable response rate. Data from a total of 45 surveys were entered into the statistical software (SPSS version 17.0) for analyzing the study. The computer software Statistical G*Power 3 was used to determine the power of the present study. While the reliability of the instrument in Chapter 3 was calculated with piloted data, here the reliability of the instrument was calculated with the study data. After checking the outliers, four cases were removed and 91 should be deleted and the response rate became 91% .After deleting them, the researcher reran the reliability of (Cronbach (α) for the overall survey items = 2.40, number of items = 54) for instructors' attitudes toward the use of E-learning in Saudi Arabia. The values of the Cronbach (α) coefficient resulted from performing item analyses for 41 responses. The results were not supported by a high degree of reliability (Cronbach (α) for the overall survey items = 2.40, number of items = 54) for instructors' attitudes toward the use of E-learning in Saudi Arabia, but the reliability. Using a computer in education setting Cronbach (α) was .2.39 (20 items) perceived of computer benefits in education was 2.40 (18 items), and perceived awareness of using computer in education was 2.33(16 items).

RESULTS

The study was conducted to explore the findings of the instructors' attitudes toward the use of E-learning in Saudi Arabia. The researcher used quantitative methods (survey) to gain information about instructors' perceptions. The survey was designed by Albirini(2006) and conducted by the researcher to collect the data for this study. The researcher was interested in determining which of the four predictors─ The independent variables, factors of instructors' attitudes toward the use of E-learning─ gender, perceived of using a computer in education setting, perceived of computer benefits in education, and perceived awareness of using computer in education ─ are significant predictors of the dependent variable, instructors' attitudes toward the use of E-learning at Albaha University in Saudi Arabia.. The main population of this study was Saudi and non-Saudis male and female. This chapter includes the following: the research question, instrumentation, reliability of the instrument, validity of the instrument, a description of the sample with descriptive data, demographic characteristics, statistical analyses to test null hypotheses, gender and attitudes difference, and a summary. Inferential statistics were used to test the null hypothesis. Results of it are given.

Reliability Analysis of Instrument

Subscale	Reliability: Cronbach's Alpha	N
O: Overall	2.40	41
A: Affect	2.39	41
B: Cognitive	2.40	41
C: Behavior	2.33	41

Reliability analysis – scale (alpha)

Mean	Level
4.0-5.0	High
3.0-3.99	Average
1.99-2.99	Low
1-.98	Very low

Item Statistics

Level of mean	Std. Deviation	Mean	N	ITEMS
Average	1.773	2.83	41	١- أفضل إنجاز أعمالي باستخدام الحاسب.
Average	1.652	2.66	41	٢- أتضايق عند استخدام الحاسب.
Low	1.233	1.93	41	٣- يسرني توفر الحاسب في كافة العالم.
Average	1.312	2.68	41	٤- أخشى من التحدث عن الحاسب لقلة معلوماتي عنه.
Low	.934	1.68	41	٥- استخدام الحاسب شيء ممتع.
Average	1.467	2.44	41	٦- أفضل التدريس التقليدي بدون الحاسب.
Low	.925	1.51	41	٧- يوفر الحاسب الوقت والجهد.
Average	1.450	3.73	41	٨- ستكون المدارس أفضل بدون الحاسب.
Low	1.123	1.80	41	٩- أفضل استخدام الطلاب للحاسب في جميع المواد.
High	1.393	4.10	41	١٠- أعتقد أن تعلم الحاسب مضيعة للوقت.
Low	.980	1.80	41	١١- يساعد الحاسب الطلاب على سرعة الإنجاز.
Low	.774	1.41	41	١٢- الحاسب وسيلة سريعة وفعالة للحصول على المعلومات.
Average	1.660	2.51	41	١٣- أعتقد أني لا أحتاج للحاسب في الصف الدراسي.
Low	.850	1.68	41	١٤- يعزز الحاسب تعلم الطلاب.
Average	1.451	3.51	41	١٥- أضرار الحاسب تفوق فوائده.
Average	1.415	3.44	41	١٦- أفضل أن أعمل الأشياء بيدي على أن أعملها بالحاسب.
Low	1.255	2.02	41	١٧- أفضل الحصول على حاسب خاص بي.
Average	1.504	3.71	41	١٨- أسعى إلى تجنب استخدام الحاسب بقدر الإمكان.
Low	.825	1.66	41	١٩- أود تعلم المزيد عن الحاسب.
Average	1.595	2.39	41	٢٠- أنوي استخدام الحاسب في المستقبل القريب.
Average	1.28	2.48		المحور الأول
Low	.745	1.46	41	21- يؤدي استخدام الحاسب إلى رفع مستوى التعليم.
Low	.865	1.59	41	22- يمنح التدريس باستخدام الحاسب مزايا أفضل من التدريس باستخدام الطرق التقليدية.
Average	1.377	2.17	41	23- قد لا تفند تقنية الحاسب من نوعية تعلم الطلاب.
Low	.673	1.56	41	24- استخدام تقنية الحاسب يجعل المادة التعليمية أكثر تشويقا.
Low	1.351	1.98	41	25- يفيد الحاسب في تعلم اللغة.
Average	1.609	3.24	41	26- لا بد من توفير معمل للحاسب في المدارس.
Low	.922	2.00	41	27- يتوافق استخدام الحاسب تماما مع أهداف المنهج الدراسي.
Average	1.397	2.56	41	28- يعوقني ضيق وقت الحصة عن استخدام الحاسب في الصف.
Low	.837	2.00	41	29- يتناسب استخدام الحاسب مع ميول طلابي التعليمية ومع مستوى معرفتهم بالحاسب.
Low	.872	1.80	41	30- استخدام الحاسب مناسب لكثير من أنشطة تعليم اللغة.
Average	1.581	3.41	41	31- يصعب علي تعلم استخدام الحاسب في التدريس.
Average	1.515	2.83	41	32- أجد صعوبة في فهم الوظائف التقنية للحاسب.
Average	1.380	3.54	41	33- الحاسب يجعل مهمتي في الصف أكثر تعقيدا(صعوبة).
Average	.673	2.29	41	34- من السهل على أي أحد أن يتعلم استعمال الحاسب.
Average	1.351	3.59	41	35- لم أر قط حاسبا في مكان العمل.
Low	1.609	1.63	41	36- أثبت الحاسب أنه وسيلة تعليمية فعالة على مستوى العالم.
Average	.922	3.68	41	37- لم أر قط حاسبا يستخدم كوسيلة تعليمية.
Low	1.397	1.73	41	38- رأيت بعض المدرسين يستخدمون الحاسب لأغراض تعليمية.
Average	.837	2.40		المحور الثاني

Average	.872	3.59	41	39- لن يغير الحاسب شيئا في صفوفنا أو مدارسنا أو حياتنا.
Low	1.581	1.93	41	40- يحتاج الطلاب إلى معرفة باستخدام الحاسب من أجل الحصول على مهن.
Average	1.515	2.61	41	41- يفضل الطلاب التعليم التقليدي عن التعليم باستخدام الحاسب.
Low	1.380	1.83	41	٤٢- تكسب المعرفة بالحاسب احترام الآخرين.
Low	1.100	1.88	41	43- نحتاج إلى حاسب يناسب الثقافة العربية والهوية العربية.
Low	.916	1.76	41	44- سوف يساعدنا الحاسب على تحسين مستوى معيشتنا.
Average	1.353	2.34	41	45- يصرف استخدام الحاسب الأجيال العربية عن تعلم تراثها.
Low	.907	1.68	41	46- يزداد انتشار الحاسب في بلدنا بسرعة كبيرة جدا.
Low	.932	1.93	41	47- يستأثر ذوو المهارة بالحاسب على مزايا لا يحصل عليها غيرهم.
Average	1.413	2.95	41	48- سيزيد الحاسب من اعتمادنا على البلاد الأجنبية في البرمجيات.
Average	1.115	2.39	41	49- هناك الكثير من المسائل الاجتماعية التي يجب التطرق إليها قبل مسألة نشر الحاسب في مجال التعليم.
Low	.799	1.63	41	50- إن الإنتشار المتزايد للحاسب سيجعل الحياة أسهل.
Average	1.286	3.54	41	51- يجرد الحاسب المجتمع من القيم الإنسانية.
Average	1.447	2.61	41	52- يؤدي استخدام الحاسب إلى قلة التفاعل الاجتماعي مع الآخرين.
Average	1.458	3.02	41	- يشجع الحاسب على انتشار اللاأخلاقيات.53
Low	.805	1.59	41	54- يجب أن يكون الحاسب من أولويات التعليم.
Average	1.13	2.33	41	المحور الثالث
Average	1.20	2.40		Overall

Component	Highest mean	Lowest mean	Highest mean	Lowest mean	Highest mean	Lowest mean	Overall
Domain1	3.73	1.93	4.10	1.41	3.71	1.51	2.48
Domain2	3.68	1.56	3.59	1.46	3.54	1.59	2.40
Domain3	3.59	1.59	3.54	1.63	3.02	1.68	2.33

Group Statistics

	Gender	N	Mean	Std. Deviation	Std. Error Mean
Total	Males	26	124.4615	25.84296	5.06822
	Females	15	139.2000	13.25142	3.42150

		Levene's Test for Equality of Variances		t-test for Equality of Means		
		F	Sig.	T	Df	Sig. (2-tailed)
Total	Equal variances assumed	7.382	.010	-2.051	39	.047
	Equal variances not assumed			-2.410	38.646	.021

Males group reported a mean of M= 124.46 with standard deviation of SD= 25.84 while females group reported a mean of M= 139.20 with standard deviation of SD= 13.25. A t test between the means gave t (-2, 051) = -2.410 at p < 0.047. As p < 0.05, the results indicated that there were statistical significant differences in the attitudes ... means as shown in Table .047. The findings showed that females' group had positive attitudes higher than males. (perceived computer attributes) the reported mean of respondents is of M= 3.7 with standard deviation of SD= 0.38. The results indicated that there are positive attitudes toward the computer features. The findings showed that respondents' group had positive attitudes toward computer attributes .

(perceived of computer cultural) the reported mean of respondents is of M= 3.38 with standard deviation of SD= 0.44. The results indicated that there are positive attitudes toward the cultural perception of computer. The findings showed that respondents' group had positive attitudes toward cultural perception of computer ..

(perceived of computer competence) the reported mean of respondents is of M= 1.78 with standard deviation of SD= 0.67. The results indicated that there are positive attitudes toward computer competence. The findings showed that respondents' group had positive attitudes toward computer competence.

Descriptive Statistics

Subscale	Mean	Std. Deviation
B:Effectiveness	2.39	1.59
C:Cognitive	2.40	.837
D:Behavior	2.33	1.13
E:overall	2.40	1.20

CONCLUSION

The results of the T-test analysis showed that, of the four predictors used to explain the dependent variable – instructors' attitudes toward E-learning use – all predictors could statistically and significantly predict teachers' attitudes toward the use of E-learning; (N= 41, β = .047, p< 0.05). That means these predictors should be included in predicting instructors' attitudes in future studies. Future studies should consider other factors, such as culture, when determining teachers' attitudes toward the use of E-learning. The findings are consistent with the previous studies about gender, perceived of using a computer in education setting, perceived of computer benefits in education, and perceived awareness of using computer in education. As valuable predictors of attitude. loss. Educators who do not use E-learning in teaching need time to adjust. They cannot discern E-learning unless they are in a traditional setting. Ultimately, when they become familiar with using it, they will realize the usefulness of the method, which have brought convenience to their daily teaching. Instructors' familiarity with and E-learning method use led to more positive attitudes toward the use of E-learning. This study provides some useful explanations of instructors' refusal to address E-learning in class teaching, including negative associations and negative coping strategies. These results should suggest that gender is still a factor in shaping teachers' attitudes toward E-learning use. However, the current study did support these results. The results showed there was statistically significant difference in attitudes between male teachers (M= 124,46 SD =25.84) and female students (M= 139,20 SD =13.25); t = -2.05, p=.047. This result indicated that female and male instructors had not have the same attitudes toward the use of E-learning. These findings did find the similar results of mean gender with previous literatures. The ANOVA table shows p<0.05 significant, which means the combination of all the predictors ─ gender, perceived of using a computer in education setting, perceived of computer benefits in education, and perceived awareness of using computer in education. ─significantly predicted the dependent variable. This study showed that there is a great need to educate instructors and families about the benefits of E-learning and to reduce prejudices concerning E-learning method.

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APPENDIX A: ARABIC QUESTIONNIARE

هذا الاستبيان يحتوي على خمسة عناصر يتم قياسها عن طريق المشاركين بمقياس مرتب إلى خمسة درجات.
- أوافق بقوة(٥)
- أوافق (٤)
- محايد (٣)
- غير موافق (٢)
- لا أوافق بقوة (١)

تعليمات وأرشادات

يحتوي هذا الاستبيان على فقرات مقياسها من٥ -١ لغرض بحث علمي بجامعة الباحة وذلك لقياس اتجاهات الأساتذة بجامعة الباحة- كلية التربية نحو إدخال تقنية المعلومات (الحاسب) في المملكة العربية السعودية- جامعة الباحة. الرجاء تعبئة الاستبيان وإعادة ارساله للباحث- قسم تقنيات التعليم قبل 10 من جمادى الآخر١٤٣٥هـ. المشاركة بهذا البحث تعتبر تطوعية وإعادة الاستبيان تدل على أن المشاركين من أساتذة جامعة الباحة- كلية التربية من عينة الدراسة وأخذت موافقتهم باستخدام معلومات الدراسة لأغراض بحثية.

في الجدول أدناه ، ضع علامة صح للإشارة إلى الاتجاه التي تراه.

أخيرا، عزيزي الأستاذ، إن تعبئتك لهذا الاستبيان تعني موافقتك على المشاركة في هذه الدراسة.

إذا كان لديك أي أسئلة أو استفسارات، فيمكنك التواصل معي، وشكرا لك مقدما.

الباحث:
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٠٥٠٧٢٤١٤٠٧

الفقرات اتجاهات الأساتذة نحو استخدام الحاسب في التعليم	أوافق بقوة	أوافق	محايد	غير موافق	لا أوافق بقوة
١- أفضل إنجاز أعمالي باستخدام الحاسب.	٥	٤	٣	٢	١
٢- أتضايق عند استخدام الحاسب.	٥	٤	٣	٢	١
٣- يسرني توفر الحاسب في كافة العالم.	٥	٤	٣	٢	١
٤- أخشى من التحدث عن الحاسب لقلة معلوماتي عنه.	٥	٤	٣	٢	١
٥- استخدام الحاسب شيء ممتع.	٥	٤	٣	٢	١
٦- أفضل التدريس التقليدي بدون الحاسب.	٥	٤	٣	٢	١
٧- يوفر الحاسب الوقت والجهد.	٥	٤	٣	٢	١
٨- ستكون المدارس أفضل بدون الحاسب.	٥	٤	٣	٢	١
٩- أفضل استخدام الطلاب للحاسب في جميع المواد.	٥	٤	٣	٢	١
١٠- أعتقد أن تعلم الحاسب مضيعة للوقت.	٥	٤	٣	٢	١
١١- يساعد الحاسب الطلاب على سرعة الإنجاز.	٥	٤	٣	٢	١
١٢- الحاسب وسيلة سريعة وفعالة للحصول على المعلومات.	٥	٤	٣	٢	١
١٣- أعتقد أني لا أحتاج للحاسب في الصف الدراسي.	٥	٤	٣	٢	١
١٤- يعزز الحاسب تعلم الطلاب.	٥	٤	٣	٢	١
١٥- أضرار الحاسب تفوق فوائده.	٥	٤	٣	٢	١
١٦- أفضل أن أعمل الأشياء بيدي على أن أعملها بالحاسب.	٥	٤	٣	٢	١
١٧- أفضل الحصول على حاسب خاص بي.	٥	٤	٣	٢	١
١٨- أسعى إلى تجنب استخدام الحاسب بقدر الإمكان.	٥	٤	٣	٢	١
١٩- أود تعلم المزيد عن الحاسب.	٥	٤	٣	٢	١
٢٠- أنوي استخدام الحاسب في المستقبل القريب.	٥	٤	٣	٢	١

الفقرات إيجابيات استخدام الحاسب بالتعليم	أوافق بقوة	أوافق	محايد	غير موافق	لا أوافق بقوة
٢١- يؤدي استخدام الحاسب إلى رفع مستوى التعليم.	٥	٤	٣	٢	١
٢٢- يمنح التدريس باستخدام الحاسب مزايا أفضل من التدريس باستخدام الطرق التقليدية.	٥	٤	٣	٢	١
٢٣- قد لا تفند تقنية الحاسب من نوعية تعلم الطلاب.	٥	٤	٣	٢	١
٢٤- استخدام تقنية الحاسب يجعل المادة التعليمية أكثر تشويقا.	٥	٤	٣	٢	١
٢٥- يفيد الحاسب في تعلم اللغة.	٥	٤	٣	٢	١
٢٦- لا بد من توفير معمل للحاسب في المدارس.	٥	٤	٣	٢	١
٢٧- يتوافق استخدام الحاسب تماما مع أهداف المنهج الدراسي.	٥	٤	٣	٢	١
٢٨- يعوقني ضيق وقت الحصة عن استخدام الحاسب في الصف.	٥	٤	٣	٢	١
٢٩- يتناسب استخدام الحاسب مع ميول طلابي التعليمية ومع مستوى معرفتهم بالحاسب.	٥	٤	٣	٢	١
30- استخدام الحاسب مناسب لكثير من أنشطة تعليم اللغة.	٥	٤	٣	٢	١
٣١- يصعب علي تعلم استخدام الحاسب في التدريس.	٥	٤	٣	٢	١
٣٢- أجد صعوبة في فهم الوظائف التقنية للحاسب.	٥	٤	٣	٢	١
٣٣- الحاسب يجعل مهمتي في الصف أكثر تعقيدا(صعوبة).	٥	٤	٣	٢	١
٣٤- من السهل على أي أحد أن يتعلم استعمال الحاسب.	٥	٤	٣	٢	١
٣٥- لم أر قط حاسبا في مكان العمل.	٥	٤	٣	٢	١
٣٦- أثبت الحاسب أنه وسيلة تعليمية فعالة على مستوى العالم.	٥	٤	٣	٢	١
٣٧- لم أر قط حاسبا يستخدم كوسيلة تعليمية.	٥	٤	٣	٢	١
٣٨- رأيت بعض المدرسين يستخدمون الحاسب لأغراض تعليمية.	٥	٤	٣	٢	١

الفقرات الإدراك والوعي الثقافي تجاه استخدام الحاسب بالتعليم	أوافق بقوة	أوافق	محايد	غير موافق	لا أوافق بقوة
39- لن يغير الحاسب شيئا في صفوفنا أو مدارسنا أو حياتنا.	٥	٤	٣	٢	١
40- يحتاج الطلاب إلى معرفة باستخدام الحاسب من أجل الحصول على مهن.	٥	٤	٣	٢	١
41- يفضل الطلاب التعليم التقليدي عن التعليم باستخدام الحاسب.	٥	٤	٣	٢	١
٤٢- تكسب المعرفة بالحاسب احترام الآخرين.	٥	٤	٣	٢	١
43- نحتاج إلى حاسب يناسب الثقافة العربية والهوية العربية.	٥	٤	٣	٢	١
44- سوف يساعدنا الحاسب على تحسين مستوى معيشتنا.	٥	٤	٣	٢	١
45- يصرف استخدام الحاسب الأجيال العربية عن تعلم تراثها.	٥	٤	٣	٢	١
46- يزداد انتشار الحاسب في بلدنا بسرعة كبيرة جدا.	٥	٤	٣	٢	١

١	٢	٣	٤	٥	47- يستأثر ذوو المهارة بالحاسب على مزايا لا يحصل عليها غيرهم.
١	٢	٣	٤	٥	48- سيزيد الحاسب من اعتمادنا على البلاد الأجنبية في البرمجيات.
١	٢	٣	٤	٥	49- هناك الكثير من المسائل الاجتماعية التي يجب التطرق إليها قبل مسألة نشر الحاسب في مجال التعليم.
١	٢	٣	٤	٥	50- إن الإنتشار المتزايد للحاسب سيجعل الحياة أسهل.
١	٢	٣	٤	٥	51- يجرد الحاسب المجتمع من القيم الإنسانية.
١	٢	٣	٤	٥	52- يؤدي استخدام الحاسب إلى قلة التفاعل الاجتماعي مع الآخرين.
١	٢	٣	٤	٥	53- يشجع الحاسب على انتشار اللاأخلاقيات.
١	٢	٣	٤	٥	54- يجب أن يكون الحاسب من أولويات التعليم.
			أنثى	ذكر	55- الجنس
					56- العمر