International Journal of Asian Social Science
ISSN(e): 2224-4441/ISSN(p): 2226-5139

journal homepage: http://www.aessweb.com/journals/5007

THE EFFECTIVENESS OF E-LEARNING COORDINATORS' PERFORMANCE: FACULTY MEMBERS' PERSPECTIVE

Arwa Rafeeq Arna'out[1]

[1]*Assistant Professor, The Preparatory Year, Najran University, KSA*

ABSTRACT

This research aims at exploring the effectiveness of E-learning coordinators performance in Najran University. To illicit faculty members' opinion and feedback on this issue, a questionnaire was developed and distributed among 390 male and female faculty members from Scientific and Humanistic colleges in Najran University. It consists of 28 items distributed on four domains: Promoting E-learning culture, planning and training, consulting support, and coordination and follow up. Validity and reliability of the questionnaire were ensured. Statistical treatments were conducted. The results showed an average level of the effectiveness of E-learning coordinators performance. The results also showed that there were statistically significant differences regarding gender and academic qualification and no statistically significant differences regarding faculty type. Some recommendations are proposed based on the results.

Keywords: E-learning coordinator, Effectiveness, Performance, Faculty member, Learning management systems, Najran university.

Contribution/ Originality

This study is one of very few studies which have investigated the effectiveness of E-learning coordinators performance in Najran University from faculty members' perspective. In light of the results, suggestions were introduced to the Deanship of E-learning and Distance Education for further improvement.

1. INTRODUCTION

The emergence of information and instructional technologies and their influence on teaching and learning has brought about significant changes in academic environment in the Kingdom of Saudi Arabia (Al-Asmari and Rabb Khan, 2014). This is to note that a good number of Saudi universities and colleges have started moving towards the application of E-learning and most of

DOI: 10.18488/journal.1/2016.6.1/1.1.35.48
ISSN(e): 2224-4441/ISSN(p): 2226-5139

them are mainly using learning management systems to support their students. Much more efforts need to be made available for the examples capturing the complete live lecture experience and making it available to students through the Internet. Policies also need to be changed to allow students to take virtual online degrees no matter where the university around the world may be. (Mirza, 2007)

The National Center for E-learning and Distance Learning (NCeL) was established under the umbrella of the Ministry of Higher Education in 2007 with the vision of establishing a holistic educational system based on the best applications and techniques of E-learning. The Center collaborates with partner universities like Najran University and support them receiving training, digital content, technical and advisory services. Consequently, in 2010, the list of distance education in higher education institutions in the Kingdom of Saudi Arabia was officially published and ratified. (National Center for e-Learning and Distance Learning, 2014). The implementation of educational technology in Saudi Arabia witnessed barriers and challenges such as lack of knowledge, lack of clear Web Based Instruction, lack of technical, administrative, and governmental support (Albalawi Mohammed, 2007).

Other challenge is the need to develop suitable E-learning systems to facilitate distance learning and culturally acceptable mixed gender collaboration. Najran University is a leading and emerging university in Saudi Arabia, which was established in 2006. It is one the universities in Saudi Arabia that started the transformation from traditional education to E-learning platforms. It currently includes fourteen Colleges: Applied Medical Sciences, Pharmacy, Nursing, Medicine, Dentistry, Engineering, Computer Science and Information Systems, Education, Science and Arts, Administrative Sciences, Languages and Translation, Science and Arts (Sharourah Branch), Sharia and Fundamentals of Religion, and Community College. (Najran University, 2014)

As other universities in KSA, Najran University established a Deanship of E-learning and Distance Education in line with the interest of the kingdom to encourage the adoption of E-learning in the educational community. According to its organizational structure, it consists of six administrative units. (Najran University, 2014). With a vision of "leadership in achieving a comprehensive electronic environment to participate in the construction of science and knowledge-based society," the Deanship of E-learning and Distance Education set strategic objectives. These objectives are:

1. Building a standard management system to facilitate the application of E-learning and distance education.
2. Preparing and developing human resources to be able to apply and develop E-learning systems and distance Education.
3. Ensuring a modern and integrated technology to meet the developments of E-learning methods.
4. Providing distinguished E-learning and distance educational programs. (Najran University, No Date)

Integrating E-learning in higher education institutions should be done gradually because it involves several groups of interest like students, lecturers, technicians, and others (Kanovsky and Or-Bach, 2001). Accordingly, the Deanship of E-learning and Distance Education in Najran

University provided a set of tools (Learning Management Systems) such as Blackboard which is the main E-learning system used in the university that offers the service of registering courses electronically and supporting students through E-learning. Therefore, all freshmen at the university are trained using Blackboard. The university sees that utilizing Blackboard provides a unique opportunity to grasp the depth of subjects and understanding of key concepts without sacrificing valuable lectures time.

The Deanship of E-learning and Distance Education provided other LMSs such Questionmark (Assessment Management System), Elluminate (Web Conferencing Program), and Tegrity (Lectures Recording System). The Deanship of E-learning and Distance Education also launched Blackboard Mobile Application for Smartphone's devices (iPhone – iPad – Android – iPod – BlackBerry) which allows the user –whether a faculty member or student – to access easily the electronic content materials in an attractive way anywhere anytime. This application contributes raising the level of activation of the electronic courses because of its easy access to the faculty members and the students. Then it proceeded to step several steps in this direction. One of these steps is activating E-learning coordinators.

Success of E-learning in higher education institutions depends on the human element rather than technological sophistication (Sirkemaa, 2001). Therefore, the Deanship of E-learning and Distance Education in Najran University - with collaboration of the fourteen faculties - nominated supportive and qualified human resources from the learning community in the university to help achieving its vision, mission and objectives. The process of nomination of E-learning coordinators in Najran University started with naming candidates from faculties. The Deanship of E-learning and Distance Education was seeking for highly effective, innovative, and motivated faculty members with a passion for E-learning.

The Deanship was also seeking for human recourses who have good information and communications technology competencies, good communication skills and problem solving, ability to design and manage electronic courses, ability to train and give consultation in Learning Management Systems (mainly Blackboard) and a strong work ethics including the ability to work with students and faculty members. The chosen E-learning coordinators (the researcher was one of them) were exposed to a series of intensive training courses in Learning Management Systems: Blackboard, Questionmark, Ulluminate and Tegrity. On the other hand, they were notified about the requirements and duties of this job which are:

1) Promoting E-learning culture in their faculties.
2) Planning quarterly action plans for implementation and preparing a special database which consists of information about faculty members and students for training needs. In addition, training faculty members and students on Learning Management Systems.
3) Consulting support by offering consultation and advice for both faculty members and students and helping them overcoming obstacles, which limit the interaction within E-learning environment.
4) Coordinating between the Deanship of E-learning and Distance Education and the faculty in relation to E-learning matters and following up the implementation of the quarterly action plan.

E-learning coordinators play a key role in E-learning in their faculties. Therefore, the effectiveness of E-learning coordinators' performance is measured by the level faculty members

and students feel satisfied about fulfilling the objectives of their duties. During the interaction between the coordinators and faculty members, faculty members can evaluate the effectiveness of their performance. After all, they are in direct contact with. Therefore, the key question arises: What is the level of the effectiveness of E-learning coordinators' performance from faculty members' perspective?

2. LITERATURE REVIEW

Many researches have been conducted about E-learning in Kingdom of Saudi Arabia from different aspects. Alshwaier *et al.* (2012) addressed cloud computing in KSA. They studied how cloud computing can benefit E-learning education in KSA and discuss future challenges to cloud education. They mentioned that there is almost no professional support base for E-learning at the moment and educational theory and design is not a topic taught in the universities in KSA.

Alkhalaf *et al.* (2010) conducted a study about assessing E-learning systems in the Kingdom of Saudi Arabia's higher education sectors. They propose a range of indicators to measure the four dimensions of success and impact of an E-learning system as modeled by this framework. The four dimensions are information quality, system quality, individual and organizational impact. Other researchers focused on the assessment of specific E-learning management systems like (JUSUR). Hussein (2011) identified the attitudes of faculty members at Saudi universities towards using JUSUR. The result of his research showed a positive attitude of the members of the faculty at Saudi university towards E-learning management system JUSUR and no difference in attitudes towards using the system among the faculty members regarding gender or the types of colleges: humanitarian, scientific and health. Moreover, Al-Khalifa (2010) evaluated the usability of (JUSUR) using pre-defined usability standards. The results of the study showed that students liked JUSUR LMS and find it easy to use but the system suffers from some technical and functional problems that affect its usability. Some researchers dealt with studying the emergence of the new learning trend (E-learning) in KSA such as Al-Asmari and Rabb Khan (2014). They analyzed the growth of E-learning in KSA (past, present and future) and analyze the potential need to the overall impacts of E-learning on various stakeholders.Chanchary and Islam (2011) on the other hand, analyzed a small-scale readiness evaluation case study in three groups of learners of a Saudi Arabian university to see if Saudi Arabia is ready for E-learning. Investigation showed that majority (73%) of the students still prefer classroom teaching. Most of the students are good users of application software and tools but they do not have independent learning ability. Almost half of the respondents expressed their discomfort to communicate with other online students from different countries around the world due to weakness in English language and cultural prohibitions.

Mirza (2007) asked the question "Is E-learning finally gaining legitimacy in SA?" He looked in this academic review at E-learning, discussed its benefits and drawbacks and discussed the concept of learning and management system. He found out that E-learning is finally gaining some recognition and interest among Saudi Arabia's academic institutions. A brief look presented regarding current E-learning developments among a few of the Saudi universities and colleges. Al Shehri (2010) examined current and future developments and challenges of E-leaning in KSA.

He concluded that E-learning possessed many challenges but it is important for discussion to quote Shakespeare: "to E or not to E, that is the question." Using a qualitative approach, he found out that all participants considered themselves as decision makers on E-learning in their organization, management, and information technology. Clear vision and strategic planning with prospective of eLearners in mind are essential to make E-learning programs cost effective. Albalawi Mohammed (2007) investigated the facilitating and impeding factors that affect faculty decisions in Saudi Arabia either to participate or not in Web-based instruction (WBI). Incentives and barriers to WBI, Faculty attitudes, and participants' demographic information were explored. He found that faculty had positive attitudes towards Web Based Instruction. On the other hand, Bin Fryan and Stergioulas (2011) investigated the critical success factors for the adoption of E-learning in KSA educational institutions. Findings showed that 25% of the total 52 Critical Success Factors were highlighted only through interviews and survey questionnaires and were not found in the existing literature. Abouchedid and Eid George (2004) studied E-learning challenges in the Arab World. The study has shown that the vast majority of faculty members were favorable to E-learning. However, these attitudes are thwarted by the actual academic and administrative conditions of the university. Almalki Aidd (2011) conducted a study to explore the experiences and views of the instructors and students at Umm Al-Qura University in Makkah regarding instructor websites used as a supplement to attendances at lectures and tutorials. His study employs a mixed methods approach, interviewing instructors who used websites on the university portal, and surveying their students through questionnaires. The findings of the study indicate that the instructor websites provide better learning experiences and improve class communication and interaction. The study concludes that blended learning in Saudi universities has the potential to improve the universities' performances in terms of quality and efficiency.

Al-Ismaiel Omar (2013) investigated student collaboration in Saudi higher education through the use of online collaborative tools, which were selected to compliment the face-to-face experiences traditionally offered and how these online tools may support student learning through group tasks orchestrated and completed within an online learning environment. Results show that student collaboration through online tools did not support the students to advance their understanding while completing the collaborative tasks and cultural and contextual factors were found to affect online collaborative learning. Alebaikan and Troudi (2010) attempted to investigate the nature of obstacles and challenges encountered at Saudi universities while implementing a blended learning approach. One major challenge to be considered in the implementation of blended learning in Saudi universities is the adaptation of this element in the traditional university culture. Finding the right design of blended learning is another challenge that is discussed in detail. Furthermore, the time issue is considered a crucial challenge facing blended learning faculty.

3. RESEARCH PROBLEM

E-learning has gained interest and adopted in Najran University like other Higher Institutions in KSA and because of this, the Deanship of E-learning and Distance Education aims to encourage the use of E-learning in the faculties and to facilitate the application of E-learning and distance Education through Learning Management Systems. Therefore, E-learning coordinators were

nominated to play a key role in achieving specific objectives. The researcher as an E-learning coordinator at the Preparatory Year in Najran University – noticed that faculty and other associated staff have started taking interest in E-Learning provided by the Deanship of E-learning and Distance Education on activating E-learning LMS. On the other hand, a disparity in the effectiveness of their performance was noticed through interaction with faculty members and students. This research aims to assess the effectiveness of E-learning coordinators' performance from faculty members' perspective. To achieve the stated objective, the following research questions were developed:

1. What is the level of E-learning coordinators' performance effectiveness according to faculty members' perspective?
2. Are there any statistically significant differences at ($\alpha \leq 0.05$) in the study sample responses regarding gender variable?
3. Are there any statistically significant differences at ($\alpha \leq 0.05$) in the study sample responses regarding faculty type (humanistic and scientific)?
4. Are there any statistically significant differences at ($\alpha \leq 0.05$) in the study sample responses regarding academic qualification (PhD, Master, and Bachelor)?

4. METHEDOLOGY

In the absence of any published local literature about (investigating the performance of E-learning coordinators) that would enable comparisons to be made, the study adopts the descriptive survey method because of what is involved in monitoring of reality. The validity was enhanced through content and face validity according to the arbitrators response. The collected data (from the instrument) were analyzed using the Statistical Package for Social Sciences (SPSS). Descriptive and inferential statistics, namely reliability analysis (Cronbach's Alpha), means, and Standard Deviations, independent sample t-test, paired sample t-test, and one-way ANOVA with LSD test were utilized to analyze the collected data, and answer the formulated research questions.

4.1. Population and Sample

The research population consists of all faculty members at Najran University during the first semester of the academic year 2014-2015, (1352) faculty members from scientific and humanistic faculties. Table 1shows the distribution of the population according to the study variables.

Table-1. Population Distribution according to Study Variables

Qualification	**Ph. D**				**Master**				**Bachelor**				Total
Gender	**Male**		**Female**		**Male**		**Female**		**Male**		**Female**		
Faculty Type	Scientific	Humanistic	Scientific	Humanistic	Scientific	Humanistic	Scientific	Humanistic	Scientific	Humanistic	Scientific	Humanistic	
Population	102	283	31	131	120	133	37	92	128	97	31	167	
Total	385		162		253		129		225		198		1352
Proportion	0.28		0.12		0.19		0.095		0.17		0.12		

A random sample consisted of (390) male and female faculty member selected from scientific and humanity's faculties. Table 2 shows the distribution of the sample study according to the academic qualification, gender and faculty type.

Table-2. Study Sample Distribution According to Academic Qualification, Gender and Faculty Type

Academic Qualification	**Ph. D**				**Master**				**Bachelor**				Total
Gender	**Male**		**Female**		**Male**		**Female**		**Male**		**Female**		
Faculty Type	Scientific	Humanistic	Scientific	Humanistic	Scientific	Humanistic	Scientific	Humanistic	Scientific	Humanistic	Scientific	Humanistic	
Sample	30	81	9	38	35	38	11	26	37	28	9	48	390
Total	111		47		73		37		65		57		390

4.2. Instrument

A quantitive questionnaire – five- points Likert Scale - was developed to achieve the objectives of the study. It consists of (24) items after omitting (6) items modified by (4) specialists in Najran University who have experience in E-learning and who expressed their opinion about the instrument's content validity. The questionnaire items describe E-learning coordinators' performance distributed in four domains: Promoting E-learning culture, planning and training, consulting support, and coordination and follow up. Table 2 illustrates the distribution of the domains according to the question types.

Table-3. The Distribution of the Domains According to the Question Types

E-learning Coordinators' Performance Domain	**Item Number**
Promoting E-learning Culture	1-7
Planning and Training	8-14
Consulting Support	15-21
Coordination and Follow up	22-28

Furthermore, for analyzing and explaining the results, the questionnaire has been classified according to the means into three levels as showed in table 4.

Table-4. Explanation of the Level of the Effectiveness of E-learning Coordinators' Performance

Mean	**Level of Effectiveness**
1 – 2.33	Low
2.34 – 3.67	Average
3.68 – 5	High

On the other hand, reliability was calculated using Cronbach's alpha reliability coefficient. It revealed a higher reliability coefficient (r= 0.908) and that is to ensure the reliability of the instrument as shown in table 5.

Table-5. Cronbach's Alpha Reliability Coefficient of the Effectiveness of E-learning Coordinators' Performance Domains

Domain	N of Items	Cronbach's Alpha
1	7	0.902
2	7	0.936
3	7	0.782
4	7	0.782
Total	28	0.908

5. RESULTS

5.1. Results Related To the First Question

What is the level of E-learning coordinators' performance effectiveness according to faculty members' perspective?" To answer the first question, means and standard deviations of sample responses for each domain were computed. Table 6 demonstrates the results.

Table-6. Means, Standard deviations, Level and Ranks of E-learning Coordinators' Performance Domains

E-learning Coordinators' Performance Domains	Mean	Std. Deviation	The Level	The Rank
Promoting E-learning Culture	3.29	.748	Average	3
Planning and Training	3.23	.917	Average	4
Consulting Support	3.44	.779	Average	2
Coordination and Follow -up	3.46	.758	Average	1

According to table 6 the means of the four domains of E-learning coordinators performance were between (3.23 – 3.46) with an average level. Coordination and follow up domain ranked as (M = 3.4692). On the other hand, Planning and training domain ranked as the last (M = 3.2315).

Table-7. T-test Results Regarding Gender Variable

E-learning Coordinator Performance Domains	Gender	Number	Mean	Std. Deviation	t	df	Sig. (2-tailed)
Promoting E-learning Culture	Male	249	3.37	.754	2.86	388	.004*
	Female	141	3.15	.717	2.90	302.818	.004
Planning and training	Male	249	3.32	.919	2.75	388	.006*
	Female	141	3.06	.893	2.77	297.696	.006
Consulting and Supporting	Male	249	3.42	.751	-.702-	388	.483
	Female	141	3.48	.828	-.683-	267.990	.495
Coordination and follow up	Male	249	3.53	.736	2.25	388	.025*
	Female	141	3.35	.785	2.21	275.370	.027
Total	Male	249	3.41	.595	2.43	388	.015
	Female	141	3.26	.589	2.44	293.307	.015

*$p \leq (0.05)$

5.2. Results Related To the Second Question

"Are there any statistically significant differences at ($\alpha \leq 0.05$) in the study sample responses regarding gender variable?" To answer the question, means, standard deviations, and T-test formula were computed. Table 7 demonstrates the results.

Table 7 demonstrates that there are statistically significant differences between mean scores of the responses regarding gender variables in three other domains (spreading and promoting E-learning culture, planning and training and coordination and follow up) in favour of male. T Values in all domains are significant at ($p \leq 0.05$) and these differences are in favour of male according to the mean values.

5.3. Results Related To the Third Question

"Are there any statistically significant differences at ($\alpha \leq 0.05$) in the study sample responses regarding faculty type (humanistic, scientific)?" Means, Standard Deviations and T-test formula are computed. Table 8 demonstrates the results.

Table-8. T-test Results Regarding Faculty Type Variable

E-learning Coordinator Performance Domains	Faculty Type	N	Mean	Std. Deviation	t	df	Sig. (2-tailed)
Promoting E-learning Culture	Humanistic	259	3.28	.737	-.217-	388	.828
	Scientific	131	3.30	.771	-.214-	250.695	.831
Planning and training	Humanistic	259	3.23	.887	.105	388	.917
	Scientific	131	3.22	.978	.101	239.733	.919
Consulting and Support	Humanistic	259	3.45	.764	.166	388	.868
	Scientific	131	3.43	.810	.163	248.214	.871
Coordination and follow up	Humanistic	259	3.45	.745	-.357-	388	.721
	Scientific	131	3.48	.786	-.351-	248.998	.726
Total	Humanistic	259	3.35	.590	-.087-	388	.931
	Scientific	131	3.36	.612	-.086-	252.980	.932

Table 8 demonstrates that there are no statistically significant differences in the effectiveness of E-learning coordinators performance domains regarding faculty type (Humanistic or Scientific).

5.4. Results Related To the Fourth Question

"Are there any statistically significant differences at ($\alpha \leq 0.05$) in the study sample responses regarding the academic qualification variable)?" Means, Standard Deviations, and T-test formula are computed as well as ANOVA and LSD test to determine the source of significant differences. Table 9 demonstrates the results.

Table 9 demonstrates that there aren't statistically significant differences at ($p \leq 0.05$) between the mean scores of the sample responses depending on the academic qualification variables (PhD, Master, Bachelor) in the first domain (promoting E-learning culture) and (F) score is (1.538). In addition, in the third domain (Consulting and support) and (F) score is (0.775).

Table-9. ANOVA Results Regarding Academic Qualification Variable

E-learning Coordinators' Performance Domains	Variable	Sum of Squares	df	Mean Square	F	Sig.
Promoting E-learning Culture	Inter Groups	1.717	2	.858	1.538	.216
	Intra Groups	215.985	387	.558		
	Total	217.702	389			
Planning and training	Inter Groups	36.939	2	18.470	24.585	.000
	Intra Groups	290.731	387	.751		
	Total	327.670	389			
Consulting and Support	Inter Groups	.942	2	.471	.775	.462
	Intra Groups	235.315	387	.608		
	Total	236.257	389			
Coordination and follow up	Inter Groups	5.298	2	2.649	4.693	.010
	Intra Groups	218.445	387	.564		
	Total	223.743	389			
Total	Inter Groups	2.275	2	1.138	3.224	.041
	Intra Groups	136.565	387	.353		
	Total	138.841	389			

On the other hand, there are statistically significant differences at ($p \leq 0.05$) between the mean scores of the sample responses depending on the academic qualification variables (PhD, Master, Bachelor) in the second and fourth domain. In order to determine the differences direction, LSD test was used to explore the differences among means: which means are significantly different from each other. Table 10 illustrates this.

Table-10. LSD Multiple Comparisons Test Results

E-learning Coordinators' Performance Domains	Academic qualification (I)	Academic qualification (J)	Mean Difference (I-J)	Std. Error	Sig.
Planning and Training	Bachelor	Master	-.31092*	.11396	.007
		PhD	-.72493*	.10446	.000
	Master	Bachelor	.31092*	.11396	.007
		PhD	-.41401*	.10763	.000
	PhD	Bachelor	.72493*	.10446	.000
		Master	.41401*	.10763	.000
Coordinating and follow up	Bachelor	Master	-.05110	.09878	.605
		PhD	.20979*	.09055	.021
	Master	Bachelor	.05110	.09878	.605
		PhD	.26089*	.09329	.005
	PhD	Bachelor	-.20979*	.09055	.021
		Master	-.26089*	.09329	.005
Total	Bachelor	Master	-.11035-	.07811	.159
		PhD	-.18160*	.07160	.012
	Master	Bachelor	.11035	.07811	.159
		PhD	-.07125-	.07377	.335
	PhD	Bachelor	.18160*	.07160	.012
		Master	.07125	.07377	.335

* The mean difference is significant at the 0.05 level.

Results in table 10 show statistical significant at ($p \leq 0.05$) attributed to academic qualifications in planning and training between Bachelors and Master in favour of Master with a statistically significant (0.007) and mean differences are (-0.31092). Moreover, between Bachelor and PhD in favour of PhD with a statistically significant (0.000) and mean differences (-0.72493) and between PhD and Master in favour of PhD with a statistically significant (0.000) and mean differences (-0.41401).The results also show statistical significance at ($p \leq 0.05$) attributed to academic qualification in coordination and follow up between Bachelor and PhD in favour of Bachelor with a statistically significant (0.21) and mean of differences (0.20979). In addition, between Master and PhD in favour of master with a statistically significant (0.005) and mean differences (0.26089). Finally, results show statistical significance at ($p \leq 0.05$) between Bachelor

and PhD in favour of PhD with statistically significant (0.012) and mean differences are (0.18160).

6. DISCUSSION AND SUGGESTIONS

6.1. Discussion

The results obtained through this study show that the effectiveness of E-learning coordinators performance level from faculty members' perspective is average in E-learning coordinators performance domains in the following order: coordination and follow up domain, consulting support domain, promoting E-learning culture domain and finally planning and training domain. This indicates that faculty members' notice efforts exert from E-learning coordinators but it is not up to the distinctive, satisfactory level.

The average level of the effectiveness of E-learning coordinators' performance may be interpreted due to the fact that E-learning coordinators are actually faculty members who have academic loads and administrative tasks as well and that may restrict them to perform and fulfill their tasks effectively. These tasks, as faculty members include teaching, examination procedures, researches and studies, supervision of students' research, scientific reports, scientific activities, quality unit tasks, and academic advising. There are also other tasks required, such as participating in university committees, community services and community development.

Therefore, the need for the E-learning coordinators is crucial, but, at the same time, they should be able to respond effectively to the needs of the position. Moreover, it is difficult for E-learning coordinators to fulfill the requirements of the responsibility assigned to them, use the latest available technology, stay informed about the latest developments, transfer this to train faculty members and students, overcome difficulties of students and faculty members, lack of E-learning skills, give counseling and support, etc. There are actually numerous and complex work requirements related to faculty members, students, the e-content, the technology, the services, etc. This needs a complete full-time employee or perhaps establish a special unit to fulfill these requirements.

This may also be interpreted due the fact that E-learning coordinators are doing administrative and training work which equals at least four administrative units in the Deanship. The reason for this is that the units and divisions of the Deanship are still in transition stage and there aren't enough human resources to carry out these tasks.

Results show that E-learning coordinators are making efforts with high level of effectiveness in specific tasks which are: promoting LMS engagement among faculty members, training faculty members on LMS, helping faculty members overcome obstacles that restrict creating electronic courses, and following up the implementation of their action plan. On the other hand, average effort is given to promote LMS students engagement, train them, identifying their training needs, providing counseling on LMS, helping them overcome obstacles that restrict registering through electronic courses. These findings can also be interpreted due to lack of regular follow up of their performance from E-learning Deanship, poor communication between E-learning deanship and E-learning coordinators in faculties, lack of technical and financial support to motivate them and lack of standard criteria to assess the effectiveness of E-learning coordinators performance.

Therefore, E-learning coordinators deal with a number of interrelated elements and any disorder in one of those elements can affect their performance in promoting E-learning culture, planning, training, consulting, coordination, and follow up. These results are consisted with Mirza (2007) who mentioned that Saudi universities have already started moving towards the application of E-learning but also consisted with results mentioned in Albalawi Mohammed (2007) and Alkhalaf *et al.* (2010) who found that there are barriers and challenges that face the implementation of educational technology.

The results showed that there are statistically significant differences in the effectiveness level regarding gender variables in promoting E-learning culture, planning and training, coordination and follow up domains in favour of male. This can be interpreted due to the lack of female element in E-learning Deanship who train female faculty members.

No statistically significant differences in the effectiveness of E-learning coordinators performance domains regarding faculty type (Humanistic or Scientific). This can be interpreted as the circumstances are the same at the university as a whole regardless of faculty type. It also indicates that there is a consensus between faculty members from humanistic and scientific faculties about E-learning.

The results show statistical significant regarding academic qualification in planning and training between Bachelors and Master in favour of Master, between Bachelor and PhD in favour of PhD, and between PhD and Master in favour of PhD.

This can be interpreted as PhD and Master have more experience and they have more comprehensive overview on E-learning. The Bachelors exert their efforts to prove themselves in teaching and focus their attention on results. PhDs, on the other hand, have gone through stages of challenges than the Master and Bachelor degree holders refine their ability to evaluate. These give them an overall look and scientific way to deal with these matters.

The results also show statistical significant attributed to academic qualification in coordination and follow up between Bachelor and PhD in favour of Bachelor. This can be interpreted that the Bachelors try to get more details in his/her work focus on professionalism and gaining experience as "teaching assistant" on the other hand, the administrative and teaching load is not required for the Master and PhD.

The results show statistical significant between Master and PhD in favour of Master. This can be interpreted that Masters are less experience than PhDs and they make effort to get the experience needed in his work. Masters try to have opportunities in completing their higher education to expand their experience, seeking for new future prospects.

6.2. Suggestions

In light of the results of the study, the researcher suggests the following:

1. Najran University Deanship of E-learning and Distance Education should take into consideration the fact that E-learning coordinators' are faculty members who also have academic loads and administrative tasks. Therefore, it is recommended to establish a special unit with qualified personnel to fulfill E-learning requirements.

2. Najran University Deanship of E-learning and Distance Education should hire female staff to facilitate the process of dealing with female faculty members on E-learning matters.
3. Current E–learning coordinators should be supported and motivated through rewards.
4. A comprehensive system should be built to evaluate, monitor and improve the performance of E-learning coordinators. Moreover, communication between E-learning Deanship and E-learning coordinators in faculties should be strengthen.

REFERENCES

Abouchedid, K. and M. Eid George, 2004. E-learning challenges in the Arab world: Revelations from a case study profile. Quality Assurance in Education, 12(1): 15-27.

Al-Asmari, A.M. and S.M. Rabb Khan, 2014. E-learning in Saudi Arabia: Past, present and future. Near and Middle Eastern Journal of Research in Education, 2(1): 1-11.

Al-Ismaiel Omar, A., 2013. Collaborative blended learning with higher education students in an Arabic context. Doctoral Dissertation, University of Wollongong.

Al-Khalifa, H.S., 2010. A first step in evaluating the usability of jusur learning management system. Paper Presented at the Third Annual Forum on e-Learning Excellence in the Middle East 2010: Bringing Global Quality to a Local Context. February 1st - 3rd, Dubai, U.A.E.

Al Shehri, A.M., 2010. E-learning in Saudi Arabia: To E or not to E, that is the question. Journal of Family and Community Medicine, 17(3): 147-150.

Albalawi Mohammed, S., 2007. Critical factors related to the implementation of web-based instruction by higher-education faculty at three universities in the Kingdom of Saudi Arabia. A Doctoral Dissertation, University of West Florida.

Alebaikan, R. and S. Troudi, 2010. Blended learning in Saudi universities: Challenges and perspectives. ALT-J, Research in Learning Technology, 18(1): 49-59.

Alkhalaf, S., A. Nguyen and S. Drew, 2010. Assessing E-learning systems in the Kingdom of Saudi Arabia's higher education sector: An exploratory analysis. International Conference on Intelligent Network and Computing (ICINC).

Almalki Aidd, M., 2011. Blended learning in higher education in Saudi Arabia: A study of Umm Al-Qura university. Unpublished Thesis, College of Design and Social Context, RMIT University.

Alshwaier, A., A. Youssef and A. Emam, 2012. A new trend for E-learning in KSA using educational clouds. Advanced Computing: An International Journal (ACIJ), 3(1): 81-97.

Bin Fryan, L. and L. Stergioulas, 2011. Critical success factors for the adoption of e learning in the Kingdom of Saudi Arabia educational institutions. The European Conference on e-Learning.

Chanchary, F. and S. Islam, 2011. Is Saudi Arabia ready for E-learning? A case study. The International Arab Conference on Information Technology (ACIT), Riyadh, Saudi Arabia. pp: 169-175.

Hussein, H.B., 2011. Attitudes of Saudi universities faculty members towards using learning management system (JUSUR). The Turkish Online Journal of Educational Technology, 10(2): 43-53.

Kanovsky, I. and R. Or-Bach, 2001. A gradual process for integrating E-learning in a higher education institute. Teaching and Learning Models, 0(2): 107-111.

Mirza, A., 2007. Is E-learning finally gaining legitimacy in Saudi Arabia?. Saudi Computer Journal, 6(2): 1-14.

Najran University, 2014. Organizational structure. Available from http://portal.nu.edu.sa/web/elearning-deanship/organizational-structure [Accessed March 26, 2015].

Najran University, 2014. University establishment. Available from http://portal.nu.edu.sa/en/933 [Accessed March 25, 2015].

Najran University, No Date. Vision, mission, objectives. Available from http://portal.nu.edu.sa/en/web/elearning-deanship/73 [Accessed March 25, 2015].

National Center for e-Learning and Distance Learning, 2014. From national center for e-learning and distance learning. Available from http://www.elc.edu.sa/?q=en/aboutus [Accessed March 25, 2015].

Sirkemaa, S., 2001. Information technology in developing a meta-learning environment. European Journal of Open, Distance and e-Learning. Available from http://www.eurodl.org/materials/contrib/2006/Seppo_Sirkemaa.htm [Accessed March 25, 2015].