

Effects of e-Assessment Tools in academic achievement and motivation towards learning among pre service kindergarten teachers in Turaif

Efectos de las herramientas de evaluación electrónica en el rendimiento académico y la motivación hacia el aprendizaje entre los maestros de jardín de infantes en Turaif

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Abstract

The objective of the current research is to measure the impact of e-Assessment Tools used in the Blackboard system in academic achievement and motivation towards learning among pre service kindergarten female teachers in Turaif. To achieve this objective, the researcher used the descriptive approach which is suitable for measuring this objective, where an electronic questionnaire was designed using Google forms for easy access to the largest number of pre service kindergarten female teachers in Turaif to answer the questionnaire questions. The questionnaire consisted of three axes, namely the use of the Blackboard system in promotion of academic achievement.

The axis of obstacles to the use of the Blackboard system, and the third axis deal with motivation of students towards learning using the Blackboard system. The sample of the research consisted of (407) pre service kindergarten female teachers, Turaif, of different study levels and scientific and literary disciplines, where the study results showed the effectiveness of the Blackboard system in the academic achievement and motivation towards learning among students.

Keywords: Blackboard, e-Assessment Tools, Motivation towards Learning.

Introduction

In the Kingdom of Saudi Arabia, e-learning has become a happening event in most educational establishments, whether private or governmental. It is a digital tool to achieve the desired

Resumen

El objetivo de la investigación actual es medir el impacto de las herramientas de evaluación electrónica utilizadas en el sistema Blackboard en el rendimiento académico y la motivación hacia el aprendizaje entre las maestras de preescolar en Turaif. Para lograr este objetivo, el investigador utilizó el enfoque descriptivo que es adecuado para medir este objetivo, donde se diseñó un cuestionario electrónico utilizando formularios de Google para facilitar el acceso al mayor número de maestras de preescolar en Turaif para responder las preguntas del cuestionario. El cuestionario constaba de tres ejes, a saber, el uso del sistema Blackboard en la promoción del rendimiento académico.

El eje de los obstáculos para el uso del sistema Blackboard, y el tercer eje se ocupan de la motivación de los estudiantes para aprender a usar el sistema Blackboard. La muestra de la investigación consistió en (407) maestras de preescolar en Turaif, de diferentes niveles de estudio y disciplinas científicas y literarias, donde los resultados del estudio mostraron la efectividad del sistema Blackboard en el logro académico y la motivación hacia el aprendizaje entre los estudiantes.

Palabras clave: Pizarra, herramientas de evaluación electrónica, Motivación hacia el aprendizaje.

objectives of education, which is a means to improve the output of education for the content of teaching and e-learning - skills, experiences, tools, etc., which the student should have to

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achieve the e-learning objective, namely learning (Al-Atribi, 2015).

Therefore, we find that e-learning has become an urgent need, especially in this era of communication and information. It is necessary to employ modern teaching methods in educational establishments and others, through which the digital divide between countries can be narrowed. Moreover, it is no longer acceptable for universities to be limited to traditional learning, in which the role of the student or recipient is limited by participation principle that is based solely on the teacher's effort. However, it is also necessary to plan the use of integrated and direct learning in the educational process because of its great impact on improving the level of education. (Abu Shanab, Emad Ahmed and Harb, Yusri, Abu Al-Basal, , 2011).

The Blackboard system is one of the most powerful e-learning management systems rather than other systems. This system offers a variety of educational opportunities by breaking all the barriers and obstacles facing educational institutions and learners. It has also helped many educational institutions to spread education strongly through the Internet, where it is flexible and scalable. (Mansour, 2015).

Several studies have confirmed the effectiveness of Blackboard in education, including Annette (Al-Plasi, 2016), (Ahmed, 2016), (Abd al-Karim, Rashid bin Hussein, and Ruwais, Azizah bint Saad., 2015), (Al-Mutairi, 2015), (Al-Sadhan, 2015), (Abd al-Karim, 2015). Studies also show that 90% of universities in the United States use the Blackboard system in education (Jones, 2005), which allows students and teaching staff access to an electronic version of courses registered to them on the academic system, through which teaching member can interact with Students, through a set of tools. Including but not limited to designing and making available tests and assignments electronically, creating forums and blogs for students, raising and organizing content, controlling student availability, and reporting on active and content-driven students. Blackboard system offers a range of services including: virtual classroom system, SMS system, e-Assessment Tools (Salloum, 2011).

The 12th Scientific Conference on Information Systems and Computer Technology (2012) held in Cairo from 15/5 to 18/5/2012 and the Second International Conference on e-Learning and Distance Education (2013) held in Riyadh from 11/3 to 14/3/2013, have recommended on spreading the culture of e-learning and enhancing

its concept in civil society and public education institutions. (Ahmed I. A., 2016).

• **An overview of the focus and importance of the research proposal**

The electronic assessment is an important application of e-learning technology, which highlights its importance in the educational process, helping the teaching staff to assess the performance of learner with new and fast methods and tools that ensure both teacher and student credibility of appreciation.

Because the electronic assessment is characterized by multiple characteristics compared to the traditional assessment, it achieves the concept of comprehensive assessment, which traditional education systems limited by specific time and place is unable to provide. as well as it provides an opportunity for the learner to develop the skills of social communication, criticism and thinking about what is provided to them, as well as developing skills to use and employ technology and continuous self-learning skills.

E-Assessment Tools can be identified using the Blackboard system as defined by (Tabbakh, 2014) as follows:

- **Electronic tests:** A teaching member can use multiple questions to test his students, such as: right and wrong, pairing, multiple choice, essay questions, etc. The teaching member can also create a question bank and use it in its courses. The advantages of these tests are that they are electronically corrected and that their results are also electronically published promptly.
- **Assessed forums:** an asynchronous communication tool that allows students enrolled in the course to hold discussions on course topics. A teaching member can assess student participation according to specific criteria and receive feedback from students.
- **Assignments:** are activities carried out by students at a specific time and with defined specifications, corrected after grading, and students receive feedback.
- **Questionnaires and Polls:** A referendum to obtain responses from students about a particular question, for the purpose of surveying or gathering information on a particular topic and reviewing its results.
- **Blogs:** Students are allowed to create blogs, post some of topics and information related to the course and assess these participations.

- Electronic follow-up to students through the Grade Center (selecting activity options assessed in the Grade Center).

In light of the above, it is important to employ the e-Assessment Tools using the blackboard system in universities. This research was carried out in order to find out the impact of such tools on academic achievement and motivation towards learning from the perspective of female students of the Faculty of Science and Arts in Turaif.

Identifying the research proposal problem and importance

Saudi universities, including the Northern Borders University, seek to develop the educational system, provide motivation and enhancement of teaching and learning processes, and keep abreast of developments of e-learning in different countries of the world because of its many advantages and an effective role in overcoming the problems of traditional education. Therefore, the university has signed a cooperation agreement with ITS in order to develop the educational process, provide an effective and supportive teaching environment and transform courses from their traditional copy into electronic one. The most important of these systems is the use of e-Assessment Tools through Blackboard Collaboration, where the introduction of such systems is not sufficient to know their effectiveness and ensure their impact on the performance of university students. The researcher noted the views of some female students between endorsing the use of Blackboard system or the preference of some of its tools rather than others, hence the importance of studying the impact of the use of e-Assessment Tools on achievement and motivation towards learning among students. To find out the advantages, disadvantages and suggestions for improvement of tools used from the point of view of the female students themselves.

Research objectives

This study aims to investigate the impact of e-Assessment Tools using the Blackboard system in academic achievement and motivation towards learning among pre service kindergarten female teachers in Turaif.

Literature Review

There are many studies that dealt with Blackboard system, including the study of Abdul Wahab (2016) aimed at measuring the effectiveness of cooperative e-learning based on the use of e-learning management system

(Blackboard system) in the development of electronic design skills and the survival of learning impact among students of the Faculty of Computer and information systems in the Islamic University in Madinah. This study found that there is a statistically significant difference between the performance of the control and experimental group for the benefit of research, which confirms the existence of a statistically significant impact in the application of e-learning in increasing the students' achievement of skill cognitive aspects and increasing motivation for achievement. As the study of (Walid Saud Al-Amri, Akram Mahmoud Al-Awad, 2016) , which aims to identify the extent of using Blackboard system by teaching members at University of Hail, the study found that the estimates of the teaching members of extent of using Blackboard system was high. The results showed that there were no significant differences in the teaching members' estimates of the level of their use of the Blackboard system due to both the college variable and academic level.

The study of (Hussein, 2015) aimed at identifying the degree of student achievement in Shari'a specialization in curriculum and teaching methods towards the process of e-learning and distance education, and the two systems (study and blackboard) used in the field of e-learning and distance education at Imam Muhammad ibn Saud Islamic University.

Study community may be from all students of the course in the second semester 1432/1433 H, (372 students), and the first semester 1433/1434 H (474 students). The study sample has consisted of (115) male and female students, on which the measurement is distributed. The results showed the average achievement of academic achievement at general average of (84.06) - (77.54) for male students and (90.59) for female students -, and that the differences between the academic achievement levels among students in the study sample were slight and ineffective. The Al-Plasi's study also aimed at finding positive attitudes among teaching members at University of Hail towards the learning management system - Blackboard, where the study sample showed the need for more training on the use of the learning management system - Blackboard, and there were no differences in attitudes towards the use of Blackboard management system among teaching members in gender (male/ female) and in the nature of their work in Colleges, both theoretical and practical.

The study of (Al-Sadhan, 2015) aimed at revealing the attitudes of students and teaching members at the Faculty of Computer and

Information at Imam Muhammad ibn Saud Islamic University towards using the blackboard management system in teaching and learning. The results of this study showed that there is a positive attitude towards students to use the system, as well as the attitudes of teaching members came positive and concluded a set of recommendations, the most important of which: Providing continuous and intensive training for students and teaching staff on the use of Blackboard system.

The objective of (Shoaib, 2014) study was to identify the impact of a proposed gradual program to equip the teaching staff at the University of Hail with the skills of creating electronic tests in the Blackboard Learning Management System, and found that there is a statistically significant difference between the average scores of the sample members in the achievement test in favor for the post-application, due to its impact on the proposed gradual program. There is a statistically significant difference between the average scores of the sample members in the prior and post applications on the practical performance card of electronic test creating skills in favor for the post application, due to its impact on the proposed gradual program.

The study by (Hugue, 2010), which aims to assess the discussion boards in the Blackboard Learning Management System as a collaborative learning tool, found the effectiveness of the Blackboard e-learning management system in promoting learning among students. The results demonstrated the role of discussions and forums in promoting collaborative learning, partnerships among students and providing feedbacks to information through mutual interaction within discussion boards.

(Al-Janzouri, 2017) study aimed to identify the attitudes of teaching members at Jouf University towards the use of e-Assessment Tools, using the Blackboard system in the educational process. The study sample has consisted of (86) members of the teaching staff at Jouf University. The research results have indicated positive attitudes among teaching members at Jouf University to employ e-Assessment Tools using the Blackboard system in the educational process, and the sample showed the desire and need for further training in the use and employment of e-Assessment Tools using Blackboard, and the search results showed the absence of differences in attitudes towards the use of e-Assessment Tools, using the Blackboard system in the educational process among teaching members in variables (type/ degree/ specialization).

Also, the study of (Attallah, 2016), which aimed to identify the attitudes of students and teaching members at Mansoura University towards electronic assessment and obstacles of its application. This study also found a positive attitude among students at Mansoura University towards electronic assessment, and there were no significant differences due to gender and level, on the measurement of attitude towards electronic assessment. The study of (Mezher, 2016) aimed at developing a vision for the electronic assessment of university performance based on the use of ICT, in the light of the systems approach to assess performance at Naif Arab University for Security Sciences. This study recommended the need to use the method of systems as a method of thinking and methodology in the study of the relationship between elements and variables of the system, and the study concluded the scientific foundations on which the model was built.

The study of (Tabbakh, 2014) aimed to identify the impact of different social networking patterns in the virtual training environments based on participatory learning strategy on the development of e-learning skills of postgraduate students. This study found that there is a statistically significant difference between experimental group scores due to interaction between virtual training environments in social networking patterns and participative learning pattern in the post-test of achievement tests and the skill performance note for the group that is taught in the personal networking pattern in the development of electronic assessment skills.

This study seeks to give answers to the following questions

1. What are the advantages of e-Assessment Tools used in the Blackboard learning management system from the perspective of pre service kindergarten female teachers in Turaif?
2. What are the disadvantages of the e-Assessment Tools used in the Blackboard learning management system from the perspective of pre service kindergarten female teachers in Turaif?
3. What are the most effective assessment tools in learning from the perspective of female students?
4. Are there any statistically significant differences between the responses of pre service kindergarten female teachers , towards the e-Assessment Tools used in the Blackboard system due to the (specialization) variable?

Study hypotheses:

- H1. There is a statistically significant difference at (0.05) level between frequencies and percentages of the responses of students on the measurement of employing the e-Assessment Tools using the Blackboard system as a whole and at each dimension.
- H2. There are statistically significant differences between the average scores of pre service kindergarten female teachers in Turaif, on the measurement of employing the e-Assessment Tools using the Blackboard system with its dimensions (the use of the Blackboard system in the promotion of academic achievement, obstacles to the use of the Blackboard system, student motivation towards using the Blackboard system) due to specialization variable.

Design of Research Proposal (Stages of Research Implementation)

1. Review the researches and studies related to the current field of research, in order to benefit from them in preparation and design of research tools.
2. Collect important data and information from the research community, which helps to extract the types of e-Assessment Tools used in courses in all disciplines.
3. Build search tools and prepare their forms in principle.
4. Make use of the opinions of a group of arbitrators by presenting the questionnaire items to them to judge the phrases in terms of rephrasing and modifying some of the phrases to become clearer, until it reaches the final form.
5. Build and design the research tools and their final forms, which is an electronic questionnaire and divided into axes:
 - First axis relates to general information that is useful for research.
 - Second axis concerns the female students' attitude towards using the e-

Assessment Tools using the Blackboard and their opinions about the impact of these tools on academic achievement and their motivation towards learning from their perspective, according to the 5-point Likert measurement (Strongly Agree - Agree - Not sure - Disagree - Strongly disagree).

6. Apply the questionnaire to the study sample using Google forms
7. Calculate the study results and use the appropriate statistical methods.

Tools
e-Assessment Tools Validity Content:

In order to ascertain the content validity, the measurement (employing e-Assessment Tools using the Blackboard system) was presented in its preliminary form to a number of teaching members in the field of curriculum, teaching methods and learning technology. In order to identify their views on the measurement in terms of the language accuracy of the measurement vocabulary, the content integrity, the relevance and adequacy of the words included in each dimension. To achieve the objective for which it was set, the appropriate assessment of each statement, the accuracy of the wording and presentation of each statement, where the researcher made the amendments referred to the wording of some of terms, and thus has been subject to the content validity.

Internal consistency. To calculate the validity of the internal consistency, the measurement (employing e-Assessment Tools using the Blackboard system) was applied to a survey sample of (20) students. After monitoring the results, they were statistically treated, and Pearson correlation coefficient was computed between (the axes and the total score) of the measurements. They all were a function at the level of (0.01) indicating the internal consistency of measurement terms and allowing the researcher to use it in its current research. Table (1) shows this consistency.

Table 1.
Correlation coefficients for measurement axes of employing e-Assessment Tools using the Blackboard system

Axes	Correlation Coefficient
Using Blackboard system in promotion of academic achievement	**0.852
Obstacles to the use of the Blackboard system	**0.843
Motivation of students towards using the Blackboard system	**0.823

** at level (0.01)

Reliability:

The researcher calculated the reliability coefficients of parameters using the Alpha

Cronbach and Half-Split method, showing in table (2).

Table 2.

Fixed coefficients for the measurement axes of employing e-Assessment Tools using the Blackboard system

Measurement Axes	Number Phrases	of	Half-Split		
			Alpha coefficient	Spearman coefficient	Guttman coefficient
Using Blackboard system in promotion of academic achievement	23		**0.769	**0.727	**0.726
Obstacles to the use of the Blackboard system	15		**0.774	**0.734	**0.736
Motivation of students towards using the Blackboard system	9		**0.704	**0.724	**0.722
Total Measurement	47		***0.743	**0.7407	**0.7406

It is clear from Table (2) that the fixed parameter values (Alpha and Half-Split including Spearman coefficient and Guttman coefficient) for dimensions and measurements (as a whole) are function at the level of (0.01) confirming the measurement reliability and its validity for application in the current research.

Result

After statistical data collection and unloading, statistical processing was carried out using the statistical package for social sciences (SPSS21), calculation of number and percentages, relative weight, arithmetic mean, standard deviations,

Pearson correlation coefficient, Alpha Cronbach and Half-Split for validity and reliability calculation, and t-test to calculate differences between averages for study variables.

First: Sample Description

The study sample consisted of (407) female students of the Faculty of Science and Arts in Turaif from different levels of study. The selection was random so that the sample included the literary and scientific specializations. The following is a comprehensive description of the randomly selected research sample:

Table 3.

Distribution of the research sample according to specialization (N = 407)

Statement	Category	Number	%
Specialization	Scientific	211	51.84
	Literary	196	48.16
	Total	407	100

Third: The results of the sample frequencies in the light of responses to the employment of e-Assessment Tools using the Blackboard system

First Hypothesis: There is a statistically significant difference at (0.05) level between frequencies and percentages of the responses of female students on the measurement of employing e-Assessment Tools using the Blackboard system as a whole and at each dimension.

To check the validity of this hypothesis, the researcher calculated the frequencies and percentages of the responses of female students on the measurement of employing e-Assessment Tools using the Blackboard system as a whole and at each dimension, as followed:

Axis 1: Using the Blackboard system in promotion of academic achievement.

Table 3.
Frequency, percentage and value of Chi-square and its statistical significance relating to the use of Blackboard system in the promotion of academic achievement

Indicators	Degree of verification										Value of chi-square	For	Arithmetic average	Relative weight
	I strongly agree		I agree		Neutral		I disagree		I strongly disagree					
	K	%	K	%	K	%	K	%	K	%				
1- It is easy to handle the blackboard system	184	45.21	190	46.68	22	5.41	9	2.21	2	0.49	459.4	I strongly agree	4.34	86.78
2- Blackboard system does not require a computer specialist to use it	125	30.71	215	52.83	40	9.83	23	5.65	4	0.98	379.18	I agree	4.07	81.33
3- Blackboard system helps clarify the content	130	31.94	207	50.86	49	12.04	17	4.18	4	0.98	360.26	I agree	4.09	81.72
4- I know my duties faster and easier through the Blackboard system	170	41.77	189	46.44	29	7.13	12	2.95	7	1.72	399.57	I agree	4.24	84.72
5- Blackboard system helps me recognize my grades	187	45.95	170	41.77	34	8.35	9	2.21	7	1.72	393.43	I strongly disagree	4.28	85.6
6- I follow the announcements of the course through the Blackboard system easily	174	42.75	184	45.21	31	7.62	9	2.21	9	2.21	394.66	I agree	4.24	84.82
7- Blackboard system allows me to identify the components and nature of the course.	137	33.66	212	52.09	40	9.83	14	3.44	4	0.98	397.98	I agree	4.14	82.8
8- Submitting assignments through Blackboard is easier and faster	174	42.75	157	38.57	47	11.55	18	4.42	11	2.7	300.36	I strongly disagree	4.14	82.85
9- I know the description of the course through the Blackboard system	138	33.91	204	50.12	47	11.55	17	4.18	1	0.25	368.91	I agree	4.13	82.65
10- I take advantage of the video files and images displayed on the Blackboard system in my study	121	29.73	187	45.95	69	16.95	24	5.9	6	1.47	268.47	I strongly disagree	3.97	79.31
11- Blackboard system allows me to solve the tests electronically	159	39.07	194	47.67	35	8.6	14	3.44	5	1.23	383.7	I agree	4.2	83.98
12- Blackboard system provides an electronic email that I can use to communicate with the students and the course professor	130	31.94	202	49.63	49	12.04	23	5.65	3	0.74	338	I agree	4.06	81.28
13- Blackboard system saves me money because I do not have to print assignments or lectures	108	26.54	168	41.28	60	14.74	48	11.79	23	5.65	162.05	I agree	3.71	74.25
14- Activities sent by Blackboard are clear and helpful	114	28.01	213	52.33	58	14.25	16	3.93	6	1.47	354.93	I agree	4.01	80.29
15- Blackboard system allows me to get immediate help in the event of any problem with the course	105	25.8	193	47.42	74	18.18	25	6.14	10	2.46	262.23	I agree	3.88	77.59
16- Blackboard system allows me to share course files with my colleagues	96	23.59	201	49.39	72	17.69	30	7.37	8	1.97	278.07	I agree	3.85	77.05

Indicators	Degree of verification										Value of chi-square	For	Arithmetic average	Relative weight
	I strongly agree		I agree		Neutral		I disagree		I strongly disagree					
	K	%	K	%	K	%	K	%	K	%				
17- I can easily get course lectures through Blackboard system	143	35.14	221	54.3	28	6.88	8	1.97	7	1.72	455.25	I agree	4.19	83.83
18- I exchange views and suggestions on the decision through forums	119	29.24	178	43.73	63	15.48	36	8.85	11	2.7	222.37	I agree	3.88	77.59
19- Blackboard system helps me pursue my educational tasks at the time that suits me	135	33.17	218	53.56	35	8.6	13	3.19	6	1.47	418.29	I agree	4.14	82.75
20- Blackboard system provides me with additional learning resources related to courses such as images and websites	116	28.5	189	46.44	65	15.97	29	7.13	8	1.97	260.16	I agree	3.92	78.48
21- Blackboard system provides access to new information for subjects such as changing the test room or date	125	30.71	204	50.12	42	10.32	21	5.16	15	3.69	326.06	I agree	3.99	79.8
22- Blackboard helps me solve many study problems like getting lecture content	138	33.91	220	54.05	34	8.35	11	2.7	4	0.98	437.43	I agree	4.17	83.44
23- I can easily access the Blackboard system from anywhere in my home or college	152	37.35	219	53.81	26	6.39	5	1.23	5	1.23	474.95	I agree	4.25	84.96

The results of the previous table indicate that the value of Chi-square reached its statistically significance for all the indicators of the "use of Blackboard system in the promotion of academic achievement". The arithmetic average values of the indicators ranged between (3.71) to (4.34) with a relative weight ranging from (74.25) to (86.78) in favor of strongly agree and agree. It is emphasized that the research sample represented by students from different levels of scientific and literary specialization felt the importance of employing electronic evaluation tools using Blackboard system. Because the electronic

evaluation is characterized by multiple characteristics compared to the traditional evaluation, it achieves the concept of comprehensive evaluation, which limited traditional education systems are unable to provide in specific time and place. It also provides an opportunity for the learner to develop the skills of social communication, criticism, and thinking about what is provided to them. In addition, it develops the skills of technology use and employment and continuous self-learning skills.

The second domain: obstacles to using Blackboard system.

Table 5.
Frequency and percentages and the value of Chi-square and its statistical significance regarding to the obstacles to the use of Blackboard system.

Indicators	Degree of verification										Value of chi-square	For	Arithmetic average	relative weight
	I strongly agree		I agree		Neutral		I disagree		I strongly disagree					
	K	%	K	%	K	%	K	%	K	%				
24- The cost of learning using the Blackboard system is great because of the use of the Internet and print lectures	120	29.48	164	40.29	76	18.67	44	10.81	3	0.74	195.17	I agree	3.87	77.4
25- The lack of internet connection inside my college hinders my use of the Blackboard system	165	40.54	136	33.42	60	14.74	41	10.07	5	1.23	219.87	I strongly agree	4.02	80.39
26- The lack of moral incentives for students who use Blackboard	87	21.38	148	36.36	98	24.08	63	15.48	11	2.7	123.31	I agree	3.58	71.65
27- My lack of experience in computer use hinders my use of the system	43	10.57	90	22.11	58	14.25	151	37.1	65	15.97	88.57	I disagree	2.74	54.84
28- The weakness of periodic maintenance of the computer lab in the college	85	20.88	115	28.26	88	21.62	103	25.31	16	3.93	72.84	I agree	3.37	67.37
29- Personal computer is not available, delaying my duties	87	21.38	115	28.26	64	15.72	116	28.5	25	6.14	71.76	I disagree	3.3	66.04
30- Incompatibility between the number of computers and the number of female students in the course	67	16.46	117	28.75	82	20.15	108	26.54	33	8.11	55.59	I agree	3.19	63.78
31- The weakness of the faculty members' skills in using Blackboard	60	14.74	77	18.92	78	19.16	159	39.07	33	8.11	108.76	I disagree	2.93	58.62
32- Failure to follow-up the Blackboard continuously by the professor of the course	56	13.76	67	16.46	78	19.16	168	41.28	38	9.34	125.89	I disagree	2.84	56.81
33- Internet interruption during tests	110	27.03	110	27.03	85	20.88	81	19.9	21	5.16	65.08	I strongly agree	3.51	70.17
34- The difficulty of using the Blackboard system and its many icons	61	14.99	92	22.6	79	19.41	145	35.63	30	7.37	88.71	I disagree	3.02	60.44
35- Lack of students training to use Blackboard inside the college	63	15.48	95	23.34	81	19.9	138	33.91	30	7.37	78.25	I disagree	3.06	61.13
36- Evaluation criteria for exams and assignments are unclear	56	13.76	82	20.15	71	17.44	174	42.75	24	5.9	155.08	I disagree	2.93	58.62
37- It takes time to upload assignments	62	15.23	80	19.66	78	19.16	151	37.1	36	8.85	89.62	I disagree	2.95	59.07
38- Blackboard does not provide all the services I need.	59	14.5	88	21.62	87	21.38	142	34.89	31	7.62	83.41	I disagree	3	60.1

The results of the previous table indicate that the value of Chi-square reached its statistically significance for all the indicators of the "obstacles to using Blackboard system". The arithmetic average values of the indicators ranged between (2.74) to (4.02) with a relative weight ranging from (54.84) to (80.39) in favor of strongly agree and agree except some negative phrases as: My lack of experience in computer use hinders my use of the system, personal computer is not available, delaying my duties, the weakness of the faculty members' skills in using Blackboard, failure to follow-up the Blackboard

continuously by the professor of the course, Internet interruption during tests, the difficulty of using the Blackboard system and its many icons, Lack of students training to use Blackboard inside the college, evaluation criteria for exams and assignments are unclear. it takes time to upload assignments; Blackboard does not provide all the services I need. Which confirms the response to them by (disagree) and this confirms that the application of the Blackboard system has no obstacles, although there are some negligible obstacles.

Third domain: Students' motivation towards using the Blackboard system.

Table 6.

Frequency and percentage and the value of Chi-square and its statistical significance regarding to the motivation of students towards the use of the Blackboard system.

Indicators	Degree of verification										Value of chi-square	For	Arithmetic average	relative weight
	I strongly agree		I agree		Neutral		I disagree		I strongly disagree					
	K	%	K	%	K	%	K	%	K	%				
39- I feel that using Blackboard in education is useful	153	37.59	204	50.12	38	9.34	8	1.97	4	0.98	410.56	I agree	4.21	84.28
40- Using the Blackboard system helps me keep up the learning process at times that suit me	136	33.42	215	52.83	43	10.57	10	2.46	3	0.74	412.15	I agree	4.16	83.14
41- I prefer to study all my courses through the Blackboard	115	28.26	165	40.54	68	16.71	42	10.32	17	4.18	171.96	I agree	3.78	75.68
42- I believe that the system does not provide the principle of equal evaluation among students	78	19.16	109	26.78	109	26.78	97	23.83	14	3.44	77.66	I agree	3.34	66.88
43- I believe that using Blackboard has an extra burden on me	69	16.95	86	21.13	72	17.69	155	38.08	25	6.14	108.86	I disagree	3.05	60.93
44- I believe that using Blackboard helps me save more time	122	29.98	208	51.11	55	13.51	16	3.93	6	1.47	348.1	I agree	4.04	80.84
45- Using the Blackboard system helps me develop my computing skills	110	27.03	211	51.84	62	15.23	19	4.67	5	1.23	340.56	I agree	3.99	79.75
46- I express myself very freely through learning activities in the Blackboard system	99	24.32	170	41.77	97	23.83	29	7.13	12	2.95	196.13	I agree	3.77	75.48
47- I believe that the use of the Blackboard system reduces interaction between university professor and students	72	17.69	105	25.8	88	21.62	113	27.76	29	7.13	54.46	I disagree	3.19	63.83

The results of the previous table indicate that the value of Chi-square reached its statistically significance for all the indicators of the "Students' motivation towards using the Blackboard system". The arithmetic average values of the indicators ranged between (3.05) to (4.21) with a relative weight ranging from (60.93) to (84.28) in favor of strongly agree and agree except some negative phrases as: 43- I believe that using Blackboard has an extra burden on me, I believe that the use of the Blackboard system reduces interaction between

university professor and students, which confirms the response to them by (disagree). The researcher believes that motivation for achievement is one of the most important aspects in the system of humanitarian motives, and its role appears in the scope of education through its role in the occurrence of learning. as it helps students to focus attention and reduce the feeling of tiredness, which ultimately achieve higher level of achievement of academic excellence through desire for good performance and achievement of success. Which is a subjective

goal that activates and directs behavior, it is an important component of success as well. It is also linked positively to independence and self-confidence as well as internal processes that guide the behavior of the individual and provide him with the necessary energy to strive and excel in the study, and obtains the highest levels of education and the various tasks based on the

ability and effort exerted. so it increases the efforts to achieve the goals, increase the initiative activity and perseverance , identify the outcomes enhancing learning, motivates the human to do a certain behavior, and that the best level of motivation to achieve positive results is the middle, and the high level leads to increased anxiety and tension.

Domains (as a whole):

Table 7.

Frequency and percentage and value of Chi-square and its statistical significance regarding to the domains using electronic evaluation tools using the Blackboard system (as a whole)

Indicators	Degree of verification										Value of chi-square	For	Arithmetic average	relative weight
	I strongly agree		I agree		Neutral		I disagree		I strongly disagree					
	K	%	K	%	K	%	K	%	K	%				
The use of Blackboard system in the promotion of academic achievement	138	33.91	197	48.4	46	11.3	19	4.67	7	1.72	334.76	I agree	4.08	81.62
Obstacles to using Blackboard system	79	19.41	105	25.8	78	19.16	119	29.24	26	6.39	62.13	I disagree	3.23	64.52
The motivation of students towards the use of the Blackboard system	106	26.04	164	40.29	70	17.2	54	13.27	13	3.19	159.55	I agree	3.73	74.55
(as a whole)	108	26.45	155	38.17	65	15.89	64	15.72	15	3.77	136.41	I agree	3.68	73.56

The results of the previous table indicate that the value of Chi-square reached its statistically significance for all the indicators of the " using electronic evaluation tools using the Blackboard system (as a whole)". The arithmetic average values of the indicators ranged between (3.23) to (4.08) with a relative weight ranging from (64.52) to (81.62) in favor of "I agree" regarding to the first and third domains and "I disagree" regarding to the domain of "Obstacles to using Blackboard system", which confirms the overcoming of many of the obstacles that prevent the use of the Blackboard system.

Discussion

In the light of the above, the researcher can accept the first hypothesis of the research hypotheses, which states: There is a statistically significant difference at (0.05) between the frequency and percentages of the responses of the

students on the scale of employing electronic evaluation tools using the Blackboard system as a whole and in each dimension.

The second hypothesis: There are statistically significant differences between the average scores of pre service kindergarten female teachers in Turaif at the level of employing electronic evaluation tools using the Blackboard system with its dimensions (The use of Blackboard system in the promotion of academic achievement, Obstacles to using Blackboard system and The motivation of students towards the use of the Blackboard system) according to the specialization variable.

To verify the validity of this hypothesis, the researcher used "t test" to determine the significance of the differences, and the following table shows this.

Table 8.

Significance of the differences between the average scores of female students of the Faculty of Science and Arts in Turaif on the scale of employing electronic evaluation tools using the Black system in its dimensions according to the specialization variable.

Dimension	Type	N	Arithmetic average	Standard deviation	Degree of freedom	(T) value	Significance level
The use of Blackboard system in the promotion of academic achievement	Scientific	211	90.54	15.63	405	4.985	Significant
	Literary	196	97.51	12.24			
Obstacles to using Blackboard system	Scientific	211	48.64	13.21	405	0.52	non-significant
	Literary	196	47.97	12.76			
The motivation of students towards the use of the Blackboard system	Scientific	211	32.7	6.01	405	3.03	Significant
	Literary	196	34.44	5.55			
(as a whole)	Scientific	211	171.88	24.24	405	3.47	Significant
	Literary	196	179.93	22.37			

It is clear from the previous table:

1. There is a statistically significant difference between the average scores of pre service kindergarten female teachers in Turaif on the domain of using Blackboard system in the promotion of academic achievement according to the variable specialization.
2. There is no statistically significant difference between the average scores of pre service kindergarten female teachers at Turaif on the domain of obstacles to using the Blackboard system according to the variable specialization, because there are no obstacles that prevent it.
3. The existence of a statistically significant difference between the average scores of pre service kindergarten female teachers in Turaif on the domain of the motivation of students towards the use of the Blackboard system according to the variable specialization - for the benefit of literary.

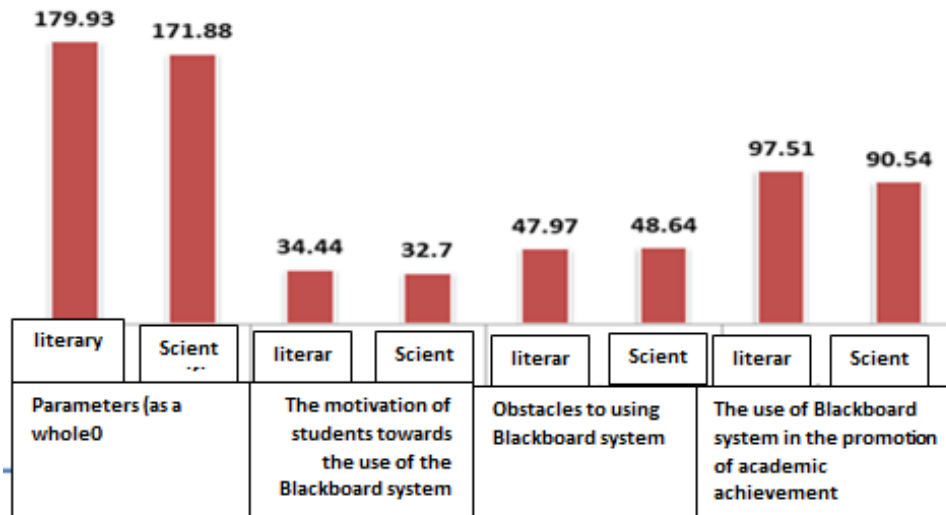


Figure 1.

Average scores of pre service kindergarten female teachers in Turaif on the scale of the using of lectronic evaluation tools using the Blackboard system dimensions according to the variable specialization.

In light of the above, the researcher can accept the second hypothesis of the research hypotheses, which states: There are statistically significant differences between the average scores of pre service kindergarten female teachers in Turaif on the scale of using the electronic evaluation tools using the Blackboard system in its dimensions (use of Blackboard system in the promotion of academic achievement, Obstacles to using Blackboard system, the students' motivation to use the Blackboard system) according to the specialization variable - in favor of literary. Statistical analyzes were conducted using the statistical program SPSS XXI.

Conclusion and Recommendations

Blackboard system offers a variety of educational opportunities by breaking all the barriers and obstacles facing educational institutions and learners. It has also helped many educational institutions to spread education strongly through the Internet, where it is flexible and scalable. It is recommended that there should be diversity in electronic evaluation methods such as discussions, forums, duties and tests commensurate with the abilities of different students. Teachers should use of different types of tests, whether objective or essay, to suit the abilities and tendencies of different students.

They also should encouraging faculty members and students to use Blackboard e-learning system morally and materially.

There should be periodic training sessions for faculty members and students on the optimal use of the Blackboard e-learning system.

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