# INVESTIGATING THE INTERPERSONAL AND CONTEXTUAL FACTORS GOVERN SAUDI LECTURERS' MOTIVATION IN CREATING INNOVATIVE BLENDED LEARNING ENVIRONMENT THAT WEB2.0-BASED

**Sahar Alghanmi**
*sahar.alghanmi@postgrad.manchester.ac.uk*

## ABSTRACT
Sustaining success in higher education within an ever-changing landscape largely depends on academics' motivation to cope with it. Essentially, this study aims to explore the interpersonal and contextual factors that govern the introduction of blended learning in a Saudi context. A collective case study approach was employed with Self- determination theory (SDT) as a theoretical framework. Findings of this study discuss concerns associated with promoting autonomy-supportive environment in Saudi higher education. It concludes that change management strategies have to play a more open role in unleashing the lecturers' creativity on adopting innovative technologies and in teaching strategies and thereby creating a meaningful blended learning environment.

**Keywords:** web 2.0 technologies, blended learning environment, Saudi Higher education, lecturers, creativity, self- determination theory SDT.

## LITERATURE REVIEW
- **Blended learning**

Within a rapidly changing socio-technological landscape, increasing recognition of the importance of change in higher education has been in place. Innovative methods of delivery and learning ideas have increased as a consequence of the progression in information and communication technologies (ICT) to create desired learning outcomes (Morris, 2008). In addition, the recent developments in the field of learning theories are provoking changes in education. Worldwide, blended learning environments are viewed as the promise to tackle challenges facing higher education and providing excellent learning experiences for 21st century learners (Hofmann, 2011). The rationale of blended learning emerges from the integration of the best face-face lecture practices and online based learning (Kumar, 2008).

Therefore, to reach its advantages, rethinking of pedagogical strategies are required, redesigning the curriculum is crucial and more importantly creative and innovative selection of web-based learning is needed. (Garrison & Vaughan, 2007) assert that "blended learning addresses the issue of quality of teaching and learning. It is an opportunity to address pressing pedagogical concerns, while distinguishing and enhancing the reputation of institution of higher education as innovative and quality learning institution" (p.153). The adoption of blended learning assists the university transformation by providing regular steps of change for learners and lecturers (Driscoll, 2002). (Graham, 2006) indicates that blended learning can be implemented in a variety of ways depending on the oriented-purpose namely; activity, course, programme, and Institutional levels of blend.

- **The need to re-thinking of pedagogy; Pedagogy 2.0**

A growing body of literature has emphasized the role of web 2.0 technologies in driving successful and sustainable blended learning experiences (McLoughlin & Lee, 2008; Stepanyan, Littlejohn, & Margaryan, 2010). Under the umbrella of "Web 2.0", explosion technologies are included, including blogs, wikis, video/photo-sharing sites, and social networking sites (Bower, Hedberg, & Kuswara, 2009). Pedagogy 2.0 is a "framework that aims to focus on desired learning outcomes in order to exploit more fully the affordances and potential for connectivity enabled by web 2.0 and social software tools" (McLoughlin & Lee, 2008, 2011) p.15. When applying Pedagogy 2.0, innovative instructional strategies and an instructional design model are involved (McLoughlin & Lee, 2008). Pedagogy 2.0 enables learning through action and student- centered learning as well as creating interactive, creative and reflective learning experiences. Significantly, web 2.0 technologies hold a promise to bring sustainability to e-learning due to its ability to build communities, and share and reuse content more than LMS can offer (Stepanyan et al., 2010).

- **Creativity, innovation technology and blended learning**

These two terminologies are widely mentioned in the literature of blended learning due to its nature connection. Lecturers are supposed to be creative in bringing innovative ways of blended methods. (Sternberg, 1999) defines

creativity as situation where a new things are produced as a results of the capability of individual to re-defining, restructuring, and re-producing objects, initially through, building questions around them, and then by examining them via variety of lenses and perspective. While innovation is defined by (Cardinal, 2001) as the individuals' ability to create a new methods of the way people think and do in an extraordinarily imaginative and focusing on the scale and scope of a certain organization culture. However, these two abilities are influencing by lecturers' motivation to withier be creative in finding innovative blended learning experiences or not. (Reeve, Deci, & Ryan, 2002) assert that the formulation of individuals' motivation behavior and experience is influencing by of both social context and one's inner resources within a certain context.

- **Blended learning in Saudi context**

In the context of Saudi higher education, despite the lack of the literature regarding blended learning in Saudi universities, the majority of existing literature discusses the use of virtual leaning environments ("Jusur" and Blackboard) which has been criticized as a replicable method of traditional learning environment. Traditional universities offer some forms of e-learning courses that are especially designed for a certain population of students, yet the remaining is mostly traditionally based (Alebaikan, 2010). The blended learning method is highly recommended in Saudi universities as the Ministry of Higher Education encourages the implementation of blended learning in all academic programs, yet, it is still at an infant stage (Alebaikan, 2010; Moukali, 2012). From existing literature about blended learning in Saudi Arabia, (Alebaikan, 2010), studied the perception of female lecturers and students in King Saud university, of using learning management systems (LMS) to teach blended learning courses as a consequence of the university's decision to meet increasing numbers of female students. Another study done by (Moukali, 2012) has focused on the lecturers' attitude towards technology-rich blended learning in Jazan University. Both studies conclude that Saudi lecturers have positive perception of blended learning. However these studies are not exclusive in highlighting the perception of using pedagogy 2.0 to enrich blended learning. However, one experimental study done by (Ommar, 2013) in Um AlQura University aims to test the effectiveness of Web 2.0 technologies especially social networking systems (SNS) in project-based learning. This study shows that such technologies in instructional design have a great effect not only on the students' achievements but also on their motivation to learn. Importantly, this study emphasised that lecturers and students must be trained and understand the affordance such technologies.

## THE RESEARCH DESIGN

To answer the research questions accurately, rich and in-depth exploration was needed. Thus, this research was designed based on a qualitative case study methodological approach. Qualitative research is the study of a phenomenon in an open-ended manner within its context (Johnson & Christensen 2010). Case studies focus on bringing richness and depth to detailed data regarding one or multiple cases by catching the complexity of that case(s) through a selection of data sources (Johnson & Christensen, 2010; Stake, 1995). (Yin, 2003) defines a case study as "an empirical inquiry that investigates a contemporary phenomenon within its real-life context, especially when the boundaries between phenomenon and context are not clearly evident". (Yin, 2003) asserts that a case study is used (1) to answer the "who" and "why" questions; (2) when the behaviour of participants cannot be manipulated; (3) when it is essential to cover the "contextual conditions" as they are related to the phenomenon being studied; and (4) when there are no clear boundaries between the issue and the context. Therefore, a collective case study was the most appropriate methodology to effectively carry out this research as it meets the needs and nature of this study.
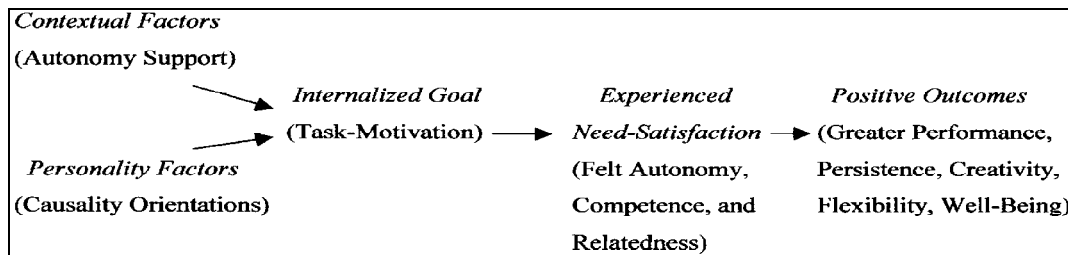
## THEORETICAL FRAMEWORK

Self-determination theory is chosen as a guiding theoretical framework for this study. SDT's General Casual-Process Model, is a critical domain in understanding a faculties contextual and personality motivational factors that either facilitates or forestalls the introduction of pedagogy 2.0-based blended learning environment amongst Saudi faculties. SDT is a "macro-theory of human motivation, emotion, and development that takes interest in factors that either facilitate or forestall the assimilative and growth-oriented processes in people" (Niemiec & Ryan, 2009, p. 134). SDT consists of four mini- theories, namely, Cognitive Evaluation Theory, Organismic Integration Theory, Causality Orientations Theory, and Basic Needs Theory. This macro- theory is orientated to understand the impact that a socio-contextual environment has on individuals beliefs, thoughts and behaviour. The utility of both social context and one's inner resources is the formulation of an individuals' motivation behavior and experience within a certain context (Reeve et al., 2002). Thus, contextual and personality factors both have a fundamental impact on one's internal goals (Sheldon, Turban, Brown, Barrick, & Judge, 2003). Conceptually, individuals internalise goals when they have an autonomous personality and/or are in an autonomy-supportive environment. As a consequence of having intenalised motivation, individuals will show positive psychological feelings of autonomy, competence and relatedness when achieving their goal. These feelings reflect on their satisfaction, leading to positive outcomes such as creativity in performance (Sheldon et al., 2003).

In response to this, exploring factors that govern Saudi lecturers' adoption of pedagogy 2.0 in learning environment is essential points for successful outcomes. Thus, the objective of this collective case, studies qualitative research to explore a Saudi lecturers' motivational factors of adopting pedagogy 2.0 into their teaching practices and thereby providing a creative blended learning environment. The significance of this study is threefold;

1) Understand how lecturers view the adoption of blended learning environment using innovative technologies such as web 2.0;
2) Identify interpersonal and contextual motivational determinants that govern the success of integrating pedagogy 2.0 in Saudi higher education;
3) Highlight the future direction for effective use of pedagogy 2.0 in Saudi higher education.

Thus this research sought to shed light on the questions that:
- What are personal determinants doing to govern Saudi lecturers' adaptation of pedagogy 2.0 in blended learning environments?
- What are the contextual determinants doing to govern the success of pedagogy 2.0 amongst Saudi lecturers?


*SDT's General Casual-Process Model adopted from Sheldon, Turban, Brown, Barrick, & Judge, 2003)*

## METHOD OF DATA COLLECTION
A semi-structured interview was employed. The interview protocol was developed as a framework to organise the interaction between the interviewees and the interviewer was implemented. Yet, it was developed in semi-structured manner to leave space for any emergent concerns. The main aim of the interviews was to make a deeper sense of how participants experience their roles and how they make sense of it. Focused on 1) attitudes towards technologies integration into education, 2) current use of technologies, 3) Describing their pedagogic practice and the change they noticed as an impact of technologies, 4) Describing their work setting in terms of the support they have, 5) their attitude towards web 2.0 technologies and other available technologies, 6) how do they see the future of technology in their field, 7) what possible barriers they could encounter when integrating them. 35 responses were received.

## DATA ANALYSIS
This study takes interpretive phenomenological analysis (IPA) as a foundation of analyzing the data. The main focus, IPA, is how people are making sense of their lives and experiences (J. A. Smith, Flowers, & Larkin, 2009). The researcher plays a double hermeneutic role when trying to make sense of what participants trying to do to make sense of their experiences. The mental, and personal skills the researcher is adopting when analyzing data is similar with that of the participants' employed to generate data, however, more "self-consciously" (J. A. Smith et al., 2009). IPA usually involves a small and homogenous sample in order to make in-depth interpretations of similarities and differences between participants (J. A. Smith et al., 2009). Therefore, non-random technique was employed to select participants. They were both male and female who have teaching experiences in Saudi universities and teach different disciplines. Invitation letters were sent via e-mail to recruited participants.

In terms of process of data analysis, (Miles & Huberman, 1984) process was used in this study. During the research process, continuances, interactive and iterative process of qualitative data analysis was enduring. Data reduction refers to the process of 'selecting, focusing, simplifying, abstracting and transforming' the data (Miles & Huberman, 1994, p. 11). Using word doc helped in reducing the data by using different colours for each theme. The researcher's decision played an important role in remaining focused on important ideas. Data displays helped not only in understanding what happened but also in generating important decisions, especially when organising themes. In this study the researcher used "mindmapper" software to display the data. Conclusion drawing and verification happened as the study developed until it reached the mature version at the end of writing the report.

The process of data reduction and data display produced results that indicate the use of technology for the majority of the participants is limited on; 1) Their personal webpage within the university website where they upload all the related material of their courses; 2) Their official e-mails as a communication channel with their students; 3) PowerPoint software as an educational facilitator of knowledge acquisition. 4) Web search tools such as Google. 5) Some lecturers indicate they use learning management systems LMS tools such as "Jussur" (Saudi LMS) and blackboard, yet this use it completely limited in courses that are newly designed by administration for off-campus students and they still developed skills to deal with it.

Importantly, none of them have used web 2.0 technologies to deliver instructions. This consists with (Moukali, 2012), who studied the use technologies amongst lecturers in Jazan University. This indicates that the use of technologies is mainly text-based and does not present appropriate methods for learners especially with on-campus students. Findings indicate that some of them have no idea about what blended learning is, and what potential it could bring to their teaching and learning environment. While others clearly recognised its potential, however, they either use it as a required work in their universities, or they learn about it and understand its importance. In addition it indicates lack of familiarity with technologies concepts. This is in line with the study of (Alebaikan, 2010), that focuses on lecturers' perceptions of blended learning in a Saudi context. They also demonstrate a very traditional teaching manner.

## RESULTS
- **Personality factors**

Across disciplines, sustaining success in higher education depends on academics ability to cope with change (Lane, 2007). The dominant personality factors impact the Saudi lecturers motivation of internalized pedagogy 2.0 are the notion of discipline-focused, and the lack of understanding of the importance of sustainability on pedagogical development. These are considered interpersonal factors because they are associated with lecturers' professional-image rather than socio-contextual determinants.

### Needs a balanced view towards Discipline-focused lecturers
To some extent it can be said that, some faculties have a discipline-focused view that isolates them from being creative, in other words they put their mind in their discipline box. As expressed by Amal;
> "I do not think changing my teaching strategies or adopting new technologies will add value to my context, I need to invest my efforts and time in issues related to my field.....I believe by only doing this my students will benefits a lot"

This is in the same line with Mohammad who viewed technology as an irrelevant tool in his field as his clearly state that;
> "The excellence of educational outcomes depends in the lecturers' knowledge of his/her field.....otherwise is such losing time"

With similar sound Safa emphasised that her focus is to develop her students' skills in Mathematics and not to build communication channels with them, As She said;
> "Although, I can see its value, as you explained to me, I am not going to use these technologies... for example communicating with my students via twitter has nothing to do with improving students' mathematics' skills"

Individuals' goals and vision greatly influenced their action and reactions (Bandura & McClelland, 1977). In view of this, faculties minimally-perceived the value of web 2.0 technologies in their fields. This might be explained as a consequence of a lack of understanding of the importance of the culture of creativity which has been recognized as an important component in a changing "'Knowledge Age". Also, it can be explained as a resistance form of any change could result from the integration technology. Change has always been a subject of resistance amongst individuals in higher education (Beastall & Walker, 2007). Being willing to have openness to different experiences was found to be positively linked to creativity in a study conducted by (Prabhu, Sutton, & Sauser, 2008). Thus, making a balance view between a discipline-focused notions and being adaptive and innovative is a curial point to drive creative use of web 2.0 technologies.

### Understanding the importance of sustaining pedagogical practice
Technology has driven pedagogical opportunities to enhance the learning outcomes. Indeed, a shift in teaching paradigm in higher education has been well documented in recent literature by (Attwell et al., 2008). Findings from the interview indicate that the pedagogical implications are much more important and more profound than the adaptation of web 2.0 technologies. Participants demonstrate a very didactic pedagogic and assessment practice. Thus, the need to re-think and re-define the notion of pedagogy within a Saudi context is more argent. Students must have an active and responsible role in their learning process. And lecturers have to provide them

with an authentic learning environment that has both technology/pedagogy-rich of activities. This is consistent with (Alebaikan, 2010), and (L. Smith & Abouammoh, 2013) that in Saudi higher education institutions, little attention has been given to measuring the impact of technologies in pedagogic practice. Questions about lecturers' pedagogic practices in favour of adopting more active and collaborative activities, such as online discussion or teamwork, were asked to highlight reasons behind a lack of pedagogic development, and the continual use of traditional pedagogic practice that is based on acquisition of information. Faculties emphasised that they do not have adequate time as a result of heavy work load as a reason that prevents them from developing their teaching methods and adopting effective learning theories which is a common For example Abdullah said;

"most of my attention is distracted to other things such office works, students' problems aside of learning and too many courses to teach. So, I think it would be better if we are provided with the chance to focus more only on teaching so we can have much more time to prepare to our lessons, provide students with more activities to practice and include different teaching materials".

Similarly, Amal relates the reason of her continual use of traditional teaching methods to the lack of time as she said;
"I have too much office hours works and I teach too much courses.... we have 12 groups of students every group consists of 70 students can you imagine that. And that of course will affect our creativity and willingness to adopt new methods and technologies; also, it needs time to be familiar with new ways of teaching..."

This is consistent with (Lane, 2007) that limiting time available for contemplating new ideas influences creative use of technologies. However, this might actually be because the lack of awareness of such technologies affordance as web 2.0 enables reducing time and efforts for both lecturers and students. This is in line with (Ommar, 2013) who concludes the importance of increased pedagogic knowledge amongst Saudi lecturers to sustain their pedagogic practice especially in the digital age. Nevertheless, some participants indicate a level of uncertainty regarding the effectiveness of force change to the traditional teaching methods and tools as clearly stated by Mohammad
"I have graduated from a Saudi university where I've studied in a very traditional manner... So, I just copy that and all my colleagues here are doing the same thing....Also, students are not willing to take the responsibility of their own learning... I am afraid if we change our teaching strategies students will fail"

Conversely with Mohammad's view other faculties show different levels of attractiveness and responsiveness towards adopting technologies and shifting their teaching styles. For example Manal expressed her experience as follow;
"Recently I started using technology in my classroom teaching and I noticed a big difference between traditional teaching (using only the textbook and the board) and modern teaching (using power point presentations, videos, pictures and so on). Students seemed to be more engaged and motivated and I used less effort in explaining new points... So I think, using web 2.0 technologies may be a good idea to foster the students' motivation"

While Nahid demonstrates a high level of encouragement and willingness
"I have been using backboard since last semester with off-campus students. It is actually an effective tool to organize the course. I love it especially the quiz function. I believe if we could use it with on-campus students as well, we will have enduring high standard educational outcomes and using the power of new technologies will enable us to more reach such outcomes"

These differences on perceived need to change might be related to the uniqueness of individuals' autonomy which has an implication on their professional self-image. In Nahid's case, she has perceived an autonomy-supportive environment as she has exposure to such technologies and perceived the required training and support to make her experience work well. As such, her vision and goals are different from that of others. Mohammad's view can be seen as the strongest attitude of conservatism such as the habit of thinking could governs the culture of creativity in Saudi higher education. Therefore, the need to spread the culture of creativity amongst a Saudi lecturers by providing the essential tools and resources and more importantly give spaces of time to help them promote their creativity levels in their fields.

- **Contextual factors**
Findings indicate that the main critical contextual factors that govern lecturers' internalization of creative adaptation of blended learning are the issues of administration and leadership style, curriculum development, professional development sessions, evaluations and rewards systems. Within Saudi universities, all these factors have essential implications on change management strategies that is at the backbone of supportive leadership.

**Needs for supportive administration and policy-makers**
Leading institutional transformation in the digital age is a crucial point to not only meet the students' expectations but to meet the demand of an information society as well. Many researchers identify the need for transformative leadership especially when aiming to implement innovative blended learning as more administration and policy-makers supported lecturers' motivation, the more desired learning outcomes will occur (Bonk & Graham, 2012; Garrison & Vaughan, 2007). However, lecturers' ambitions for new learning and teaching activities to better meet the needs of increasingly digital savvy learners may, disagree with management agendas. Thus, questions about barriers to Saudi faculties to creatively adopt innovative technologies and learning theories were asked by Abdullah who clearly states that one reason that might prevent him from using web 2.0 technologies is the university's rules and regulations as he said';
"Administration issues may arise as it is against the university rules and regulations because they are not official"

Safa relates her lack of using such technologies, and the motivation she has regarding it, to the lack of policy and decisions-making within her university
"Actually I don't think there are such decisions regarding using these technologies... I think that it's not good, especially in a big university like mine. As you know, the world has become more dependent on technology, especially in education and we are teaching a new generation which we can call the generation of technology. Students use technology in almost all aspects their life and when it comes to education, suddenly they are separated from technology which is not beneficial for them. We can actually motivate them to learn by using technology"

Similarly Mohammad said this on the lack of policy guide lines;
"I cannot deny the role of university administration; we have been through several stages of developments, in the last 8 years. Recently, we have collaborated with an Australian university and the curriculum has been changed completely... more teaching strategies are involved and as a result, the students seem to enjoy it. However, there is not a guiding policy regards the use of technologies, in fact, I'm not even sure if there are any...
it requires my personal effort to adjust any learning resources that could help me in my lectures"

Amal relates the administration's negative reaction to any changes made by lecturers as she said;
"To some extent they are supportive, but sometimes if I change aspects of my teaching content or adapt new technology, it takes long time to be agreed from leaders and in most cases they will reject any changes as they believe the change is not to the students' benefit"

Changing a lecturers's attitudes towards traditional teaching and assessment is an important issue that emerged from this study. This is in correspondence with (L. Smith & Abouammoh, 2013), the great majority of Saudi academics as they firmly believe that traditional teaching and learning approaches are the best way for students to learn. In addition, this results indicate that the there is a gap between policy-makers and faculties when policy-making takes place. Therefore, managing a change process requires leaders to adapt their leadership style, encourage lecturers to sustain and transform their pedagogic practices and by setting up agreed and shared goals in line with the organizational mission and vision (McPherson & Nunes, 2006). An important indication that emerged is that faculties want their voices to be heard. This can be seen from SDT perspective, as the importance to satisfy the lecturers' autonomy needs by encouraging self-regulation and be the owners and the makers their choices. This is commonly disabused in the literature of many researchers as it has been emphasised that if staff are taking a participatory role within universities the proposed changed will succeed. (Bohle Carbonell, Dailey-Hebert, & Gijselaers, 2012) stressed that creative implementation of blended learning associated with the implementation of bottom-up strategies could unleash "the faculty power of creativity". Thus, bottom-up strategies seem to be an essential point to force creativity amongst educators in higher education.

**Needs for evaluation, official recognition and rewarding strategies**
Recognition and rewards strategies have been seen as important factors to motivate academics' creativity in adopting e-learning means. Recognition and rewards are critical success factors of change management when universities wish successful e-learning (McPherson & Nunes, 2006). This is simply because such encouragements spread the culture of innovation and increase the creativity of academics. (Moukali, 2012) indicates if universities in Saudi Arabia wish to maintain the positive attitudes of their academics, then incentives must be provided. Thus, universities have to set up such strategies carefully. In the same line, participants clearly state the importance of recognition of efforts and rewards for innovation as required motivators. Safa states that being commended for her innovation is critical for her'; she needs her works to be valued to increase her creativity, as she demonstrated;
The equality between who is distinct in his work and who is not is an implicit reason for lack of creativity, if the

university offered rewards and encouragements change will happen as quickly as people want their work to be valued and recognized."

Safa also demonstrates the importance of encouragements;
"Without encouragements, change will not occur... I believe the power of competences makes people creative and willing to change"

Participants indicate that being reward does not necessarily mean financial rewards, yet the importance lies on being valued, as Nahid said
In my opinion rewards are an important start if we want the attitude held by many academics to be changed. This does not necessarily mean financial reward, indeed, we have to do our best and develop our knowledge.

The required recognition for innovation efforts with new technologies and the need for incentives and rewards seem to have a great effect on participants' extrinsic motivation and their competencies in their work. This can be explained by the perspective of competence needs as suggested by SDT; fulfills essential feeling of authenticity and satisfaction in taking a part of such change is important to creative performance. Therefore, leaders and managers must set up flexible, effective and fair strategies to further encourage faculties' motivation and satisfaction in the work setting.

**Needs for a responsive curriculum**
Curriculum development is another important issue which has arisen that has governed the innovative and creative use of technologies in a Saudi context. The size of the curriculum, dated learning objectives, required to be covered during courses has been an annoying task that has governed the creativity of lecturers. As Amal stated, there is a need for her to change the curriculum;
"The curriculum itself needs lots of changes. For me to cover the required units, whilst at the same time ensuring the students' understanding, is a source of great tension.Sometimes I give the students extra activities to strengthen aspects of their understanding."

Nahid demonstrates that to design participatory roles for her students within the current curriculum is an impossible task;
"Students have to get a greater participatory role .....I took my master's degree from US and I came here with great ambition to apply what I'd learned there ..... We really need to encourage students to take responsibility for their own learning and to be more proactive in searching for information, but, without developing the current curriculum... this is impossible .... If we could adjust the content according to the students' needs it would be great, however, we are not allowed to make any changes without prior agreement with the administration'"

Safa said the way that the curriculum is designed and the natural of her content makes any innovative impossible as it is a series of long lessons
"Mathematics is not a satiable subject to be thought through technologies ..... I have a series of modules which involve a high level of analytical thinking if the students don't understand it from the first module, they are likely to fail....I believe with traditional methods of teaching they hardly pass, how if we combine teaching with technologies. Unless the curriculum is re-designed effectively to accommodate such need or if we are allowed to adopt much-needed changes within the curriculum"

Manal raises interesting yet different points as she describe as a result of having a partnership with a western university;
"I am now teaching a new curriculum which is designed to accommodate different types of learning as well as different strategies of teaching involved... I only starting teaching it eight months ago, yet it really motivates students..... In language teaching the majority of the students enter the course with a low level of English. Some of them do not differentiate between letters ... this new curriculum is smaller than the old one but richer in meaning and quality resources, I can adapt more resources and use more collaborative teaching strategies, it really works and my students love it"

This indicates that the faculties need to be more active in designing their own courses without external interference. Amal, Safa and Nahid acknowledged that being able to adjust and adapt the instructional design is critical for their success; however, they are limited by policy which does not enable them to do that. This emphasised the needs to satisfy faculties' autonomy. In contrast, Manal has received an autonomy-supportive environment as her work setting provides her with an interactive curriculum that has given her satisfaction as she has more freedom to adjust it to her students' needs. This is in line with (Dempster, Benfield, & Francis, 2012) who feel that curriculum change requires extensive support for staff to modify their existing course designs.

**Needs for sufficient professional development, support and resources**
Professional development and resources are seen as essential barriers to faculties. (Borko & Putnam, 1995) state that "to help teachers change their practice; we must help them to expand and elaborate their knowledge systems" (p. 37). However, participants indicate that the lack of effective and scheduled workshops and training sessions along with a lack of available resources creates a gap between what they want to achieve and their actual practice, as Nahid explains;
"I believe the problem is that there is a gap between the training sessions offered by the university and what we actually need....another thing, it may be better if the university offer online sessions so we could find time"

In similar manner, Abdullah has stated;
"No I have not attended any professional development session in my university.... The majority of training sessions offered by the university are irrelevant to me. In addition, I usually do not have adequate time for such sessions"

Mohammad points out that he has not heard about any training sessions;
"I have not been introduced to any pedagogic workshops or anything regarding technologies at all, it would be great if the university offered some so we could develop our creativity in using technologies"

This is consistent with Amal who laments the lack of professional development sessions;
 "Unfortunately, there is no support provided for lecturers to encourage them to use technologies"

Safa makes a general statement describing her situation and that of her colleagues;
"I certainly believe my colleagues and I fundamentally need to have pedagogic and instructional design workshops"

Manal indicates that increasing awareness amongst faculties is highly important to be creative and innovative in adopting technologies;
"I believe what we need is increasing awareness of the importance of using new technologies in education, it is important to have effective and scheduled training sessions"

This can be seen as a needs competence as suggested by SDT, (to be effective in what one does, mastering new skills in the process) (Sheldon et al., 2003)e, 2003), (P. 366). This is in line with (Moukali, 2012) when studied the attitude towards using technology-rich blended learning amongst members in Jazan University, lecturers indicates that professional development and workshops related to blended learning are the main support that they need to master such skills and feel more competent. Thus, to support lecturers' competencies on current and emerging technologies, professional development programs need to be responsive to their needs.

**Need to sustain technology-based innovations**
The issue of establishing technological infrastructure as an important factor to encourage the various uses of innovative technological ideas has been well established in the literature (Attwell et al., 2008). Participants noted that the poor technological infrastructure creates a barrier to adopting web 2.0 technologies or other creative use of available technologies. Safa states that;
"I never used any kind of technology because the college in which I taught was not equipped with any kind of technologies except language labs"

In the same line, Amal related her lack of active use web 2.0 technologies to enrich her lessons to the lack of technological infrastructure;
"The classrooms are not equipped with the essential technological materials, in particular the internet
services... Without internet in the classroom or even in the university how can we use technologies creatively?"

Abdullah puts forward the lack of immediate technological support available;
I teach afternoon classes sometimes we need support if something goes wrong... I remember once I could not use the overhead projector due to technical issues and no support was available"

From the perspective of SDT, these factors could affect lecturers' competence need in mastering skills which is a vital need to perform creatively. This finding is in line with (Moukali, 2012), infrastructure was the main barrier that faculties have faced when thinking of the adapting blended learning, for example lecturers' positive attitudes towards adaptation of technology-rich blended learning, was predicted by having an office computer.

## DISCUSSION

The discussion of this study goes further than focusing on a certain type of technology such as web 2.0, indeed it raises lots of critical issues that wholeheartedly play a major role in Saudi higher education developments. When educators are required to integrate technology to assist learning, various degrees of change are likely to take a place one or more of their, attitudes, pedagogical philosophy of instructional strategies methods or approaches, or their content knowledge' strategies, and instructional materials of technology or resources (Fullan, 1998). The epistemology and ideology of sustainability and creativity is a culture that is much-needed in Saudi universities to aid individuals' creative performance. There are two main causality-orientated reasons forestall the internalisation of pedagogy 2.0 related to lecturers' personal believes and attitudes that which are;

1- Discipline-focused nature
2- Lack of understanding of the importance of sustaining pedagogical practice

Regarding contextual factors that forestall the adaptation of pedagogy 2.0, there are five main reasons which are;

1- Needs for supportive administration and policy-makers
2- Need to sustain technology-based innovations
3- Needs for a responsive curriculum
4- Needs for sufficient professional development, support and resources

Over many years the quality of the Saudi Arabian education system has been continually criticised with critical concern intended for the curriculum's content and the pedagogical didactic nature (L. Smith & Abouammoh, 2013). The reform agenda for Saudi Arabian higher education ('AAFAQ') indicates that at the level of individual universities, increased autonomy and flexibility in decision-making is highly required, so they will gain a level of responsiveness which enables them to meet the needs of communities. The degrees in which higher education institution consider being professional organisation depends on the autonomy that their academics have (Whitworth & Benson, 2007). For Saudi higher education to reach the aim of attaining and sustaining a 'world- class' reputation, a significant level of institutional and professional supportive-autonomy is greatly needed for both universities and staff (L. Smith & Abouammoh, 2013). Such important change won't be in place if the academics themselves do not believe in the importance of that change and have an intrinsic motivation towards such change. This study suggests that the way forward seems to encourage the bottom-up strategies as this could satisfy the autonomy, competence and relatedness need of lecturers.

Within this study, SDT helped formulate how contextual conditions could often stifle human development and creative growth. SDT argues that when the three common human needs are satisfied, the individual flourishes "in the same way that a plant thrives when it is given sun, soil, and water. The needs are: autonomy (to be self-regulating, to be the maker or at least the owner of one's choices); competence (to be effective in what one does, mastering new skills in the process); and relatedness (to feel connected and in sympathy with at least some others)" (Sheldon et al., 2003, p. 366). Supporting such needs by the social environment will enhance individuals' psychological growth and, in turn, their performance and creativity. (Lane, 2007) states that when innovation and creativity in educational settings become the norms, it is expected that most lecturers' members will cope with such a progressively changing world and in a routine manner they will innovatively adopt new ideas. In order to master such need within Saudi Universities' landscape an adaptive, communicative, supportive and collaborative environment require to be developed.

In light of this, one main negotiable question has emerged and was the main question in focus group discussions; what autonomy-supportive environment do Saudi faculties need to develop their creativity in general and of adopting pedagogy 2.0 in particular?

․ The importance of encouraging lecturers' creative thinking by providing all essential means of tools, time, resources and training
․ Develop frameworks for professional development which are relevant and accountable to their needs; in particular their autonomy competence relatedness needs
․ Think of moving beyond LMS, providing them with freedom of choice.
․ Encouraging bottom-up strategies with directional policy that clearly defined the responsibility and the participatory roles of each stakeholder around shared and agreed vision. Work on course design at the programme level, collaboratively engaging with as many relevant stakeholders as possible, rather than leaving lecturers working individually at module level with their usual focused autonomy.
․ Develop networks by providing spaces for discussion
․ Evaluate lecturers' performance and set up effective rewards and    recognition strategies.
․ Integrate ICT with the whole curriculum
․ Develop the necessary technological infrastructure in the classroom

. Provide the required support for staff and students

The acquisition of satisfaction for academics in their work settings and thereby being creatively performed is occurred whenever individual's personality guiding the motivations to approach a goal that is essentially defined important by themselves too. In view of this, issues related to positively enhanced autonomous motivation must be fundamentally considered by leaders, policy-makers and professionals in Saudi higher education settings.

## CONCLUSION AND IMPLICATION

Using self-determination theory (SDT) as a guiding framework widens the existing literature due to its affordance of making discussion of possible personal and contextual factors govern Saudi lecturers' motivation on adopting blended learning. SDT addresses the issues of how educational leaders and policy-makers can facilitate the lecturers' motivation and how their teaching strategies can be responsive to their learners' current and future needs by adopting creative methods such as pedagogy 2.0. This makes explicit issues related to promoting change that must be considered when planning strategies.  In view of this, further in-depth investigation such as longitudinal research is required. Moreover, in this stage of research, understanding of the importance of sustainable developments was not deeply examined. Thus, further research is much-needed to examine the extent to which lecturers, leaders, and managers view the significance of sustaining their professional development in Saudi higher education. This will contribute to better interpretation of future professional development and technology integrated in Saudi higher education. Future research in a Saudi Arabian context may focus on assessing the impact of establishing bottom-up change management in supporting lecturers sustained creative use of innovative technologies. It is suggested that the use of SDT in the professional development sessions designed for lecturers will have a positive impact on their motivation.   To conclude, this study focuses on examining the personality (causality orientation) and contextual (autonomy supportive) determines of Saudi lecturers' creativity in internalising pedagogy 2.0 in their traditional classes and thereby, enhancing the blended leaning environment. The importance of identifying such determines is because it helps to construct a greater understanding of the issues preventing Saudi lecturers from being creative and adapting pedagogic approaches by utilising web 2.0 technologies.

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