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Saudi EFL Learners' Perception on Using Blackboard Mobile Features for Learning Among Preparatory Year Students

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Abstract

This study investigates Saudi EFL learners' perceptions of using the Blackboard Mobile application for learning, with a focus on motivational factors. Grounded in Self-Determination Theory (SDT), the Technology Acceptance Model (TAM), the Mobile Application Motivation Instrument (MAMI), and the Instructional Materials Motivation Survey (IMMS), the research explores how perceived competence, interest, and motivation influence learners' behavioral intention to use Blackboard Mobile. A mixed-methods approach was employed, incorporating survey data from 314 preparatory-year students and follow-up semi-structured interviews with 11 participants at King Abdulaziz University. For the purpose of this paper, only the quantitative data is mentioned. Thematic analysis revealed that ease of use, engaging features, and both intrinsic and extrinsic motivators significantly shaped learners' intentions and satisfaction. The findings highlight the importance of designing mobile learning tools that are user-friendly, interactive, and culturally relevant to enhance sustained engagement among EFL learners in higher education.

Keywords: Blackboard mobile application, EFL learners and mobile learning, Behavioral intention in e-learning, Self-Determination Theory in education, Saudi learners, Technology adoption

1. Introduction

The challenge and demand for universities everywhere to provide learning alternatives (Dhawan, 2020) has been a prominent issue since the recent COVID-19 pandemic. Several learning platforms were employed with universities forced to move from traditional face-to-face learning to online learning and teaching. Moreover, mobile learning is considered a follow-up to online learning (Wan, Wu, & Wang, 2008). Blackboard is one of the leading and primary online learning platforms in higher education (Chang, 2008; West, Waddoups, & Graham, 2006). Blackboard is one of the learning platforms that can be accessed using a laptop to use the desktop version or as a mobile application that students can access anytime and anywhere.

Furthermore, the Blackboard is considered as the leading learning platform in Saudi universities (Al- Nofaie, 2020). Several studies have investigated Blackboard in the Saudi context from different aspects (Almekhlafy. 2020; Al-Nofaie, 2020; Anas, 2020; Hakim,2020; Mohammed. 2019). However, to the researcher's limited knowledge, no empirical study has been conducted to explore Saudi EFL learners' perception of using the Blackboard mobile application for learning from a motivational aspect. Hence, there is a need for this study. In addition, the researcher encountered students switching between the Blackboard mobile application and the website version of the Blackboard on several occasions.

Framed by the Self-Determination Theory (SDT), the Technology Acceptance Model (TAM), Mobile Application Motivation Instrument (MAMI) and the Instructional Materials Motivation Survey (IMMS), the current study explores the Saudi EFL learners' perception on using Blackboard mobile application for learning from a motivational aspect. This study is structured by first explaining the theoretical framework and several past research in the field. The rest of the study proceeds as follows: methodology, results, discussion, and conclusion.

2. Literature Review

As the integration of mobile learning applications becomes standard practice in higher education, to an extent, research examining how learners perceive and engage with these technologies has emerged as an increasingly dynamic area of activity. For Saudi Arabia, where education systems are undergoing a fast technologically transforming period, tools like the Blackboard Mobile are important in how learning can be facilitated (Hoq, 2020). This literature review offers the theoretical base, its constructs and findings in relation to a more comprehensive understanding of how Saudi EFL learners perceive the Blackboard Mobile feature. The review begins with the theoretical underpinnings of Self-Determination Theory (SDT) and the Technology Acceptance Model (TAM). It then explores the key conceptual dimensions of perceived competence, interest, motivation, and behavioral intention, and their impact through cultural factors on the adoption of mobile learning technologies.

2.1 Theoretical Review

Theoretical frameworks are used to understand the factors that influence learners' engagement and perceptions towards mobile learning technologies. Established theories such as Self-

Determination Theory (SDT) and the Technology Acceptance Model (TAM) were integrated with emerging instruments such as the Mobile Application Motivation Instrument (MAMI) and the Instructional Materials Motivation Survey (IMMS). Put together, these frameworks provide a strong foundation for the analysis of intrinsic and extrinsic motivational components within the behavioral intention of learners to adopt Blackboard Mobile for educational purposes.

2.1.1 Self-Determination Theory (SDT)

Self Determination Theory, according to Deci and Ryan (1985), is based on intrinsic and extrinsic motivation and the effects on individual behavior. Central to SDT are three fundamental psychological needs: They emphasize autonomy, competence and relatedness. Autonomy is the sense of control of actions, competence is the sense of being able to act and relatedness is the sense of being (or sense of) belonging or relating. With the learner, intrinsic motivation exists when the need of the learner for learning technologies is met, and this is a necessary precondition for sustained engagement of the learner with learning technologies.

For Saudi EFL learners, investigation through this viewpoint of SDT can help to consider the contribution of Blackboard Mobile toward psychological needs. For instance, in Affouneh et al. (2020), self-discipline tools, like flexible access to resources, interactive discussion boards and peer collaboration tools signifying learners' autonomy, competence and relatedness have been concluded to enhance the learning process. In addition, this theory explains the role that cultural and contextual factors such as, but not limited to, the need to connect socially or a lack of language proficiency can play in students' engagement with mobile applications.

2.1.2 Mobile Application Motivation Instrument (MAMI)

Davis (1989) suggested that the use of technology is based on behavioral intention, perceived relative ease and usefulness. While TAM looks at cognitive evaluations, usability and utility, it does not take into account the critical contribution of motivation in adoption of technology. Shroff and Keyes (2017) developed the Mobile Application Motivation Instrument (MAMI), an integrated framework consisting of baseline constructs from TAM in combination with constructs regarding intrinsic motivation. MAMI introduces four motivational scales: This includes perceived competence (COM), perceived challenge (CHA), perceived choice (CHO), perceived interest (INT), and BIU (Intent to use mobile learning application). Specifically, the four intrinsic motivation variables were found to be positively related to behavioral intention, and thus it is necessary to include intrinsic motivation in TAM.

MAMI provides a detailed representation of intrinsic motivational factors and subjective perceptions of usability and utility of Blackboard Mobile by Saudi EFL learners and influences their willingness to adopt Blackboard Mobile. For example, Basilaia (2020) determined that perceived competence predicts learners' confidence that they can manage the app, and perceived choice relates to the importance of supporting learners' ability to personalize their learning experience. Likewise, perceived interest and perceived challenge point to engaging and stimulating content as playing an instrumental role in the generation of motivation and intention.

2.1.3 Behavioral Intention and Motivation Surveys

Behavioral intention serves as a strong predictor of actual behavior and is influenced by attitudes, subjective norms, and perceived behavioral control. Most importantly, behavioral intention is as important to MAMI and other motivation frameworks as it is for understanding the interplay between intrinsic and extrinsic factors that drive technology adoption. Building on these frameworks, the Instructional Materials Motivation Survey (IMMS) (Huang & Hew, 2016) offers more measures for assessing learners' motivation. IMMS measures motivation through four dimensions: (ARCS) attention, relevance, confidence, and satisfaction. Attention is the extent to which instructional materials hold learners' attention, relevance is the degree to which instructional materials are aligned with learners' goals, confidence is learners' belief that they can be successful, and satisfaction is experience of meaningful accomplishment.

Studies with IMMS in online learning contexts show that higher levels of motivation correlate with feeling satisfied with instructional materials. Practically, the ARCS model suggests possible design parameters for mobile learning applications that draw attention, maintain relevance, boost confidence, and satisfy users. It can greatly improve learners' motivation and satisfaction when Blackboard Mobile integrates elements such as engaging multimedia resources, culturally relevant examples, and clear feedback mechanisms.

2.1.4 Integrating Theoretical Models

This study integrates SDT, TAM, MAMI, and IMMS into a comprehensive theoretical framework. Although SDT emphasizes the criticality of psychological needs, TAM focuses on the cognition of behavioral intention. Filling this gap, MAMI introduces motivational constructs which directly influence learners' intention for using mobile applications. Finally, IMMS completes the picture of these models by enhancing the students' motivation through instructional design principles. In particular, these theoretical insights are very relevant for Saudi EFL learners in the light of the context. Mobile learning applications such as Blackboard Mobile need to go beyond technical usability and utility to address the intrinsic motivational needs of the learners. These applications can promote positive behavioral intentions and sustained engagement by incorporating engaging, challenging, and culturally aligned content.

2.2 Conceptual Review

The conceptual framework for this study centers on four key constructs: motivation, perceived interest, perceived competence, and behavioral intention. However, these constructs are explored in the Saudi cultural and educational context for EFL learners.

2.2.1 Perceived Competence

Perceived competence is an essential piece of SDT, and it refers to an individual's beliefs about his/her ability of being able to perform a task. For mobile learning, perceived competence is important in building learners' confidence and engagement. Previous studies have found that learners who believe they are competent in mobile learning tool usage are more likely to experience intrinsic motivation and positive learning outcomes (Pusuluri et al., 2017). They examined modern day technologies like Blackboard software and how users perceive their

suitability in enhancing the learning environment. Findings indicated that students liked a wide range of features that this system uses to provide a collaborative and interactive learning including communication tools, content sharing, and organized user groups. Thus, the interactive features on Blackboard Mobile, with real time feedback and progress tracking for Saudi EFL learners, can provide perceived competence, by giving clear markers of achievement. The role of perceived competence in promoting behavioral intention has been supported with empirical research. Studies have shown that students with higher levels of perceived competence are more likely to adopt and continuously use mobile learning applications. Uziak et al. (2018) used a questionnaire survey to examine perceptions of a cohort of mechanical students in their third year of study regarding use of a Blackboard software to facilitate e-learning. The main finding indicated that students' perception of Backboard highly improved due to enhanced communication with instructors. Additionally, participants hinted on the need for continuous use of this software in other courses they undertook to gain more skills and academic performance. This highlights the need for a user-friendly design of features that encourage learners' confidence and skill development.

2.2.2 Perceived Interest

Interest associated with learning activity or tool refers to a perceived level of excitement and curiosity regarding the same. Interest is a powerful motivating factor for intrinsic motivation since it stimulates learners to look into content intensely. For instance, elements such as gamified quizzes, multimedia resources and interactive discussion boards can capture the attention of learners and enhance their Blackboard Mobile learning experiences. Elsamanoudy et al. (2020) surveyed students and faculty to assess their perceptions on the benefits of blackboard as an online learning tool. Perceptions increased when beneficial aspects of the blackboard were presented in the questionnaire. However, researchers noted that learning methods based on face-to-face classroom should supplement blackboard online platform. Other studies reveal that interest plays a role in learners continued use of the mobile learning tools (Elfaki et al., 2019; Huang & Hew, 2016). It is more seemingly that such applications are more frequently used, gaining and retaining the attention of more learners than the others. However, the interest can be promoted by providing students with meaningful and culturally related content, which may be challenging for Saudi EFL learners due to possible language and mobile learning platforms' difficulties.

2.2.3 Motivation

SDT conceptualizes motivation as primarily consisting of both intrinsic and extrinsic components. Intrinsic motivation involves enjoying and satisfaction from an activity itself and is due to extrinsic motivation originating from external rewards or pressures. Fostering intrinsic motivation in the context of Blackboard Mobile can be done through features that fit learners' interests and that create a sense of autonomy and competence. As endorsed by AlKhunzain and Khan (2021) in a survey study of medical students, certain features that characterize mobile blackboard should be carefully considered as they impact on usage perception of learners and motivation to continue using them. Some aspects of LMS might not meet students' expectations in higher education. As Elfaki et al. (2019) found out, the perceived benefits often depend on

learner's self-efficacy on blackboard's elements. While this study did not review or discuss any theoretical model to support the findings, it was noted that learners' perception and use of mobile blackboard could be facilitated by integrating traditional classroom teaching. This is supported by the fact that mobile apps depend on internet availability and strength.

Additional insights about how mobile learning tools can promote motivation are provided by the ARCS Model of Motivation (Keller, 1987). The model identifies four key components: satisfaction, attention, confidence, and relevance. This is engaged, interactive content, relevance is created through content that resonates with what learners seek to accomplish, confidence is built with clear instructions and given before, and satisfaction is earned with meaningful rewards or accomplishment. In terms of motivation essentially, Yen (2020) mentions that contextual factors of the mobile learning application as well the structure and design of the application, all contribute to the motivation of Saudi EFL learners to perform learning activities on mobile gadgets. If we understand these factors, we can develop and design mobile learning that meets the needs and preferences of this demographic.

2.2.4 Behavioral Intention to Use Technology

Behavioral intention, an individual's inclination to use a technology, is a key predictor of technology adoption. In the case of Blackboard Mobile, perceived ease of use, perceived usefulness, and satisfaction with experience contributes to behavioral intention. Almekhlafy (2020) noted that, during Covid-19, students developed mixed behaviors toward Blackboard. The quick and sudden shift to e-learning presented worries and difficulties, including assessment and its fairness, and required internet and tech skills. However, the general conclusion was that teachers believed in Blackboard improving learning and student's behaviors toward assignment completion compared to the traditional approach, including listening skills. These findings support the importance of user centered design, as intention to behave positively concurs well with positive usability and utility perceptions. Past research concerning the effects of Blackboard Mobile features and benefits on learners' behavioral intention to use this application has been studied. For example, as noted by Elsamanoudy et al. (2020), if students perceive Blackboard Mobile to be a fast and convenient method to reach course materials, and become participants in the discussions, they will be more willing to use the software. In addition, cultural factors, including societal norms and expectations, may influence learners' behavioral intention for using technology.

2.3 Learner Characteristics and Motivation

Learners' motivation has been thoroughly examined through research for several years. Teachers have always sought ways to motivate students in traditional classrooms and online learning. Motivation includes different aspects, such as students' decision to take the time to learn and overcome any obstacle they may experience in their learning process. Students' decisions to continue the course, specifically in the online environment, and succeed can be determined by their motivation. Moreover, implementing educational tools, such as Blackboard, has been effective in the learning process (Alokluk, 2018). Earlier studies have explained that using technological applications can affect learners' perceptions and attitudes regarding the tool and its use (Alzain, 2021). According to Almarabeh (2014), success in utilizing such systems

depends on learners' acceptance of the tools and willingness. Several studies have been conducted to support using Blackboard as an educational tool in the learning process of learners in general and Saudi learners specifically. Blackboard is recognized as a successful aid for better learning (Elsamanoudy et al., 2020). Learners grasping the Blackboard's ease and comfort is essential to their acceptance (Uziak et al., 2018). Moreover, the Blackboard application was introduced as well. Many researchers believe mobile applications strengthen learning (Jones, Scanlon, & Clough, 2013; Shroff & Keyes, 2017). In addition, the features provided in the Blackboard enhance students' motivation to learn (Pusuluri et al., 2017). Furthermore, mobile technology can change and enhance learning styles in an essential way (Shroff& Keyes, 2017). However, mobile technology such as the Blackboard Mobile application, according to Alkhunzain & Khan, 2021, is beneficial when it facilitates traditional classroom teaching.

2.4 Addressing Research Gap in Saudi's EFL Context

This study also addresses the usage of Blackboard Mobile in Saudi Arabia within its culture and education in Saudi Arabia. More specifically, Saudi EFL learners encounter hurdles in the use of technology in relation to its availability of resources, and the level of familiarity with mobile learning. But it is important to recognize these challenges when we design and implement mobile learning solutions. One such study by Alfalah (2023) stresses the relevance and acceptance of the mobile learning content which is aligned with cultural values and norms. Thus, culturally relevant examples and themes can be incorporated in Blackboard Mobile, to encourage Saudi EFL learners to feel related and engaged with the course. Additionally, if accessibility and familiarity are not tackled, mobile learning technologies will not benefit all learners. Therefore, this study aims to answer the following research questions:

RQ1: How does perceived competence relates to learners' behavioral intention to use blackboard mobile for learning?

RQ2: How does perceived interest relates to learners' behavioral intention to use blackboard mobile for learning?

RQ3: To what extent does motivation relate to learners' usage of blackboard mobile application?

3. Method

3.1 Research Design

This study employs a qualitative method design. A qualitative data provides deeper insights to students' subjective and motivation experiences which answers the research questions more effectively (Strang, 2015). This design may confirm that the findings are contextually nuanced, offering actionable insights for improving mobile learning platform adoption in similar educational settings.

Data were collected to identify and explore Saudi EFL learners' perception on using Blackboard mobile application for learning with a motivational aspect. Moreover, to explore

the role of motivation on Saudi EFL learners' behavioral intention to use blackboard mobile application for learning using Mobile Application Motivation Instrument (MAMI).

First, the researcher designed an online survey with the goal of reaching a large number of participants to explore Saudi EFL learners' perception on using Blackboard mobile application for learning from a motivational aspect. Second, the results provided the second phase of this study. A semi-structured interview with 11 Saudi EFL learners, which will be the focus for this study.

3.2 Context

The English Language Institute (ELI) of King Abdul-Aziz University, Jeddah served as a site for this study. There were many reasons for it to be selected as the topic. To the researcher's knowledge there are very few papers on this topic at this time. Second, based on the researcher's experience, most of the students seem to be divided between using the desktop version of the Blackboard and the mobile one.

3.3 Sampling

As for the first phase of the study, a questionnaire was sent electronically via email and WhatsApp groups to King Abdul-Aziz University students. The target participants of this study are 314 Saudi EFL students (274 females and 40 males). Preparatory students at King Abdul-Aziz University were all participants. The students were from different tracks. Of these students, (N=201) were English for Science track, (N=105) were English for arts and Humanities track, and (N=8) were English for Health track. By explicitly including students from these groups, the study incorporates a stratified sampling approach, ensuring representation across the tracks. Stratified sampling ensures that subgroups (or strata) within the population are adequately represented in the sample. This is essential for exploring whether perceptions, behaviors, or attitudes vary by academic track. The stratification ensures that the findings are more generalizable and reflective of the diversity within the target population.

Regarding the second phase of this study, the researcher conducted semi structured interviews with 11 Saudi EFL students. Semi structured interviews are used because they are perfect for exploring complex or nuanced topics. Also, because they are flexible enough to explore several topics, but also structured enough to provide order to the interview process (Strang, 2015). In the context of this study, semi structured interviews gave the researcher the opportunity to address specific research questions and was also useful to give participants the freedom to elaborate on their experiences, perspectives, and emotions.

Semi structured interviews are especially flexible for getting to understand the wide range of EFL students' experiences from different academic tracks in Saudi Arabia. It makes more room for discovering unanticipated themes and insights, since participants can say things that might not have been included in a more rigidly structured approach. Semi structured interviews also give the researcher the opportunity to delve into certain aspects of the conversation that come up as the conversation unfolds to create a rich and complete dataset that is aligned with the study objective.

3.4 Data Collection

3.4.1 Data Collection Tools

Since this paper initially employed a mixed method approach, with the intention of only needing the qualitative data, two types of data were collected. Regarding the quantitative approach, questionnaires were conducted using Google forms in order to collect responses from participants. Two questionnaires were adapted and created for this study. One questionnaire to answer the first research question was adapted from instructional materials motivation survey (IMMS) (Keller, 1987 as cited in Huang & Hew, 2016) to measure students' motivation level from four dimensions: attention, relevance, confidence, and satisfaction (ARCS). The other questionnaire to answer the second research question was created from Shroff & Keyes (2017) proposed framework to understand the effect of motivation factors on students' behavioral intention to use mobile applications for learning (MAMI). The questionnaires were distributed online via blackboard, WhatsApp, and emails. Furthermore, the qualitative data was collected through semi structured interviews. The interview's questions (Appendix A) were analyzed using manual thematic analysis.

The semi structured interview format was an ideal balance of structure and flexibility. This enables the interviewer to keep probing any theme that appears and to encourage the interviewee to expand on any specific point; it also has pre prepared guiding questions that force the question into an odd direction. This methodology is particularly valuable for the emerging knowledge of participants experiences and views, as it secures a conversational atmosphere and tight focus on the research aims. This is a flexible alternative which allows for unexpected but key subjects to be explored, and is ideal for studies that need them to discover minute or oblique data from members (Strang, 2019).

For the interviews, the researcher asked the participants to speak about their experiences using the Blackboard Mobile application for learning. Thus, the setting was done introspectively, where students reflected over the interaction with the app itself and the impact of the app in terms of their learning. There were about 20–30 sessions each. During the interview, participants were informed that the focus of the interview will be about how participants used the Blackboard mobile app for educational purposes. All participants gave consent to digitally record the interviews and the interview data were collected accurately for the study in an ethical manner. This allowed for a detailed exploration of their behavioral intentions and motivations related to the app.

3.5 Data Analysis

Data for the interviews were analyzed using manual thematic analysis. The procedure regarding qualitative data analysis was structured, involving familiarization, coding, and theme generation and refinement.

3.6 Ethical Considerations

Ethical considerations formed a crucial part of the present study. This step was meant to ensure that the procedures conducted for the realization of study's goals adhere to laid down

principles of a research process. The first action involved informing participants about the aim and objectives of the study. This was meant to get their personal consent to participate in the study. Also, this consent gave participants full freedom to withdraw from the study if they feel that it does not suit them. This could happen at any time irrespective of whether the process has begun or not. The second one was for the researcher to uphold privacy of the participants by keeping all details anonymous. There was no point of including any personal details during data collection process. Additionally, the researcher got permission from the respondents to record the interview. They were assured that these recordings would be kept securely for the purposes of the study.

(1)

4. Results

The objective was to confirm and explore how perceived competence, interest, and motivation relate to learners' behavioral intention to use the Blackboard mobile application for learning. All the information gained from semi structured interviews were thematically assessed. An interview transcript manual thematic analysis process structured and coded the interview transcripts. The thematic evaluation had to look to patterns and themes seen in the responses. The themes were grouped corresponding to the study's research and objectives. Some topics were main themes of learning using Blackboard mobile application like respondents' experiences, views and motivational aspects. It has contributed to the improvement of the quantitative outcomes, and thus, it provides a general interpretation on the Saudi EFL learners' motivation and their behavioral intentions. Until the evaluation, verbatim quotes from respondents were added to give profundity and originality.

The process of getting acquainted with the data involved reading through and analyzing the transcripts of interviews to determine potential themes and the phrases commonly used by the participants regarding competence, interest, and motivation. This sentiment was echoed by the participants, as they correlated perceived competence to the site's navigability and the presence of orientation sessions. On the other hand, interest was mainly shaped by the possibility of completing quizzes and using discussion boards, which participants noted to be fun. Consequently, motivation was defined to arise from external sources like grades as well as from the inherent satisfaction that stems from learning and accomplishment. Initial observations revealed recurring patterns as illustrated in Table 3.

During the coding phase, responses were sorted to achieve a proper match with the research questions proposed. For example, one participant expressed confidence after using the app in the tutorial session and was coded for 'confidence through training' and linked to perceived competence. A similar response was coded under "interest in interactive features" in relation to the dimension perceived interest. Codes were derived from participants' responses, and illustrative excerpts are as indicated in Table 4.

The search for themes involved grouping related codes into broader categories that address the research questions. For perceived competence, themes such as "ease of use and support" and "technical barriers to competence" emerged, capturing the duality of factors that enhance or

hinder learners' confidence. For perceived interest, the analysis identified themes like "engagement through interactive features" and "loss of interest due to technical issues," highlighting the role of app functionality and design in sustaining user interest. Motivation was broken down into ‘external & intrinsic motivators’ and ‘barriers motivation,’ showing how learners can be motivated by extrinsic rewards and personal satisfaction but are demotivated by usability issues. All the codes were sorted into more generic categories that corresponded to each of the research questions. Table 5 outlines the emerging themes.

5. Discussion

The first research question sought to determine and explore the impact of perceived competence on behavioral intention of students to use Blackboard Mobile app. higher levels of confidence as reported by participants in utilizing the app is a clear demonstration that students strongly intend to engage with Blackboard Mobile continuously for better academic performance. A study by Pusuluri et al. (2017) supports these findings. In particular, they concluded that learners who believe in their competencies in technological tools like Blackboard Mobile application are highly motivated and eager to continue using the tool in their learning activities. Thus, confidence is one of the critical determinant factors of app usage among students. Frequent responses from the interviewees underscored the crucial nature of having relevant skills to navigate the app, which can be acquired through user-friendly interface. Students emphasized that this skillset enhances their levels of perceived competence to continue using the app. For instance, one of the remarks was as follows, “At the beginning, I struggled, but with practice, it became familiar and easy, making the learning process easier.” Similarly, Elfaki et al. (2019) demonstrated that a user's self-efficacy in using elements of the Blackboard app is a boost for perceived intention to use the tool. Therefore, familiarity with Blackboard’s features via constant practice acquaints students with technical elements of the app, raising one’s confidence to continue using the app. However, one of the emerging basics to perceived competence is technical difficulties associated with the Blackboard app. A notable number of interviewees were open to share instances when they got frustrated with the app, including unfriendly interface, crashes, and disappearance of crucial features. Responses indicated that a frustrated user can eventually stop trying, especially when they cannot find what they need quickly. Students experiencing such challenges have their confidence in continuous usage deterred or undermined, necessitating better user interface design and ever-presence of technical support personnel. These findings are supported by Keller’s (1987) ARCS Model of Motivation, listing four key aspects of user motivation when using such tools, including attention, satisfaction, confidence, and relevance.

This study used the second research question to examine the influence of perceived interest on students’ behavioral intent to use the Blackboard app. Respondents reported that interactive features of the app were engaging and visually appealing. The features make learning enjoyable, and fun, encouraging active communication between learners and teachers. These assertions are supported by literature findings. For instance, Uziak et al.’s (2018) study demonstrated that students who used Blackboard communicated effectively with their instructors during the

learning process, leading to improved performance.

In the third research question, this study aimed to investigate the extent to which motivation relates to learners' usage of blackboard mobile applications. In the literature, Pusuluri et al. (2017) investigated students' perceptions on this tool and concluded that both external and internal factors played crucial roles in predicting this intention. For instance, using the app to get better grades or improved performance was widely mentioned by many interviewees, while others pegged it on personal satisfaction. Moreover, qualitative findings indicated the drive students got from intrinsic motivation, such as enjoyment of learning. Usability of the Blackboard Mobile attracted attention of students, leading to increased motivation to continue using it. This was attributed to interface design as most interviewees found it to be user-friendly and easy to navigate. For instance, S1 said, "everything is clear," while S3 and S6 agreed by giving a "very easy" response. This is an interesting finding from analysis of qualitative narrations demonstrating how students welcomed usability features of the app, motivating them to continue using it. Continuous use of this app for learning activities depends on the confidence level of students and how they adapt its features. Majority were 100% confident (S3, S4, S6, S11) in accomplishing tasks using the mobile version. These students gained proficiency in using the tool, attributed to the intuitive design. They liked the aesthetic appeal of the app as expressed using positive terms such as comfortable, pleasing, and easy on the eyes (S6, S7, S1, S3, S11). Other respondents, however, identified room for improvement that could raise students' confidence levels. For instance, the response according to S2 goes, "50% because I still need time to get used to using it." According to Almutairi and Elsawy (2023), this calls for additional user guide and training to assist students experiencing technological difficulties with constant practice to become savvy and proficient.

6. Conclusion

The aim of this study was to explore Saudi EFL learners' perception on using the Blackboard Mobile application for learning from a motivational aspect. The findings suggest that the impact of perceived competence on the behavioral intention of students to use the Blackboard Mobile app confirms a positive and significant relationship between these two constructs. In addition, regarding perceived interest on students' behavioral intent to use the Blackboard app. Students reported that learning was enjoyable as long as the app's features captured their attention during the session, sustaining their continued platform usage. Furthermore, the findings regarding students' behavioral intentions to use the Blackboard Mobile app for learning activities were encouraging, as indicated by the students' agreement to continue using the Blackboard Mobile app.

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Appendix A

Interview Questions

1- Is it easy using the blackboard mobile application for learning?

2- How would you rate your ability on using the blackboard mobile application for learning?

3- Is the application visually pleasing?

4- Does the application make you want to learn more using it?

5- Do you see yourself continue using the blackboard mobile application?

6- What do you think of the blackboard mobile application's features?

7- Are the features relevant to your learning needs?

8- How confident are you about using the blackboard mobile application for learning?

9- How satisfied are you about using the blackboard mobile application for learning?

10- Which one do you prefer using for learning, the blackboard mobile application or the desktop version?

Table 3. Emerging Patterns and Descriptions

Pattern	Description
Perceived Competence	This can be attributed to the training undergone by the users and the simplicity of the application.
Perceived Interest	Interactive features like quizzes and discussion boards engage learners.
Motivation	External rewards (e.g., grades) and intrinsic satisfaction (e.g., enjoyment of learning) drive motivation.

Table 4. Codes and Sources

Code	Participant's Response (Source)
Confidence Through Training	"I feel confident using Blackboard after the tutorial session." (*Related to RQ1: Perceived Competence*)
Interest in Interactive Features	"It's fun to explore features like quizzes and discussion boards." (*Related to RQ2: Perceived Interest*)
Motivation Through External Rewards	"Knowing my grades depend on it keeps me motivated to use it." (*Related to RQ3: Motivation*)
Decreased Interest Due to Technical Issues	"I lose interest when the app crashes frequently." (*Related to RQ2: Perceived Interest*)
Competence from Organized Content	"Having all resources in one place makes it easy to learn." (*Related to RQ1: Perceived Competence*)

Table 5. Emerging Themes

Research Question	Themes	Codes
RQ1: How does perceived competence relates to learners' behavioral intention to use blackboard mobile for learning?	Ease of Use and Support	Confidence (80-100%) through training, organized content
	Technical Barriers to Competence	Navigation difficulties, need for user-friendly
RQ2: How does perceived interest relates to learners' behavioral intention to use blackboard mobile for learning?	Engagement Through Interactive Features	Interest in quizzes and discussion boards
	Loss of Interest Due to Technical Issues	App crashes, loading delays
RQ3: To what extent does motivation relate to learners' usage of blackboard mobile application?	External and Intrinsic Motivators	Motivation through grades, learning enjoyment
	Barriers to Motivation	Frustration due to usability challenges

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