Macrothink Institute™

Journal of Studies in Education
ISSN 2162-6952
2022, Vol. 12, No. 4

The Importance of Adopting the LMS Learning Management System to Raise the Quality of Higher Education in Kuwait

Dr. Ahmad Alfailakawi

College of Basic Education

The Public authority for applied education and training, Kuwait

Received: August 22, 2022 Accepted: Sep. 25, 2022 Published: November 1, 2022

doi:10.5296/jse.v12i4.20258 URL: https://doi.org/10.5296/jse.v12i4.20258

Abstract

The study was aimed at identifying the importance of adopting), The overall score (3.98) was high. The results showed that there were no statistically significant differences (0.05) attributable to the effect of *gender*. The LMS learning management system raises the quality of higher education in Kuwait. The results showed the great importance of adopting the LMS learning management system to raise the quality of higher education in Kuwait from the point of view of the faculty members at the university, and 4.02 the result was high.α≥.

Keywords: importance, adopting, Kuwait

Introduction

The educational scene is witnessing an accelerated development in the field of education, where the number of educational institutions has increased, the programs and services offered have diversified, and their educational techniques and patterns have evolved. Knowledge is no longer an intellectual luxury but a necessity for life and the knowledge economy has become an urgent necessity for all countries, where open knowledge networks have emerged, thus turning the field of knowledge into a hub for competition between states and societies that are racing among themselves to acquire sources of strength and cultural superiority, in addition to the emergence of knowledge societies, which have become in the light of economic, technological and social developments and revolution. Informatics that has occurred in recent decades is a powerful influence that exerts a great and wide influence on various aspects of contemporary life.

In the context of the trend towards globalization and its potential impacts on education, particularly with regard to the consolidation of concepts of competitiveness in open markets, and the standards that this phenomenon will impose on the quality of institutions and programes not only at the national level but also at the global level, the lack of interest in the quality of programes and institutions may lead to the marginalization and possibly total extinction of these institutions. The relationship between globalization and quality assurance is strong, as institutions whose quality is determined by international standards and foundations may lead to marginalization and exclusion. At the same time, these institutions risk that their output will not be at the required level, so the need has become urgent. globally and locally to ensure the quality of education in accordance with international standards, and to reach outputs capable of meeting the requirements of the current era (Abdul Muti, 2015).

The use of information technology and the Internet in training and education is one of the most important indicators of society's transformation into an information society, as this will contribute to increasing the efficiency and effectiveness of education systems, raising information awareness, and thus building the information cadres that societies seek in today's times. Because globalization is changing and evolving, the concept of quality is constantly unchanging, and quality standards are changing rapidly in proportion to changing circumstances. This necessitated the need to review educational systems in order to bring about appropriate change to suit the global context and requirements, and to ensure the high quality of education programs, enabling them to compete locally, nationally and globally (Watson & Watson, 2012).).

In order to ensure quality and academic excellence in the education system, LMS education department must be adopted, as lms are the most important resource for competitive advantage in achieving value, creating wealth and ensuring the quality of output (Outputs) (Rqiyaqia, 2014).

The learning management system is a program designed to help manage, follow up and evaluate training, continuing education and all learning activities at facilities, i.e., a digital system specifically designed to manage electronic courses and provide collaborative work between teacher and learner, which manages all these aspects through automation of learning

management processes. It is a strategic solution for planning and training, and managing all aspects of learning at the facility, including live broadcasting, imaginary halls, or courses directed by trainers, and this makes educational activities that were separated and isolated from each other work on LMS a coherent system that contributes to raising the level of training. , 2007 Weaver, 2008;).

McGilla, Janie and Klobasb (McGilla, Jane & Klobasb, 2008) point out that strong support for the importance, relevance and impact LMS of technology work and its impact on learning, and the impact is seen directly and indirectly through the level of use of learning management systems.

The LMS learning management system allows communication between the parties to the learning process (teacher, student, guardian, management, and technicians) with the aim of raising the quality of education. Each educational institution has its own online educational platform where the teacher, the student, the guardian and the administration can access it through their username and password (Ministry of Education and Higher Education, 2020)..

The researcher conducted the current study to learn about the importance of adopting the LMS learning management system to raise the quality of higher education in Kuwait.

Theoretical framework

LMS Learning Management System Concept and Quality Education Efficiency

Amr (2018:8) defined e-learning management systems as "electronic technology systems in which the Internet is used to manage the educational process, manage different courses and activities, and assist in the teaching process of the teacher and learner, whether communicating with them simultaneously, or incantating using all interactive means anywhere and at any time."

Abu Steph (2010:7) defined LMS as "an application software that provides an integrated learning environment, which performs all administrative functions of e-learning, in terms of admission, registration, course writing, follow-up and mentoring of students, building and correcting tests, announcing their results, communicating, collaborating, and social interaction between students, teachers, managers and parents through the tools available in the system, in order to achieve educational goals efficiently and effectively."

Abdel Ati and Abdul Ati (2009: 149) defined the LMS learning management system as "software for managing e-learning activities, in terms of interaction within courses, exercises, activities, exercises... This software is an important solution for e-learning within universities."

"Quality in higher education is a multidimensional concept that should include all educational functions and activities such as: (curriculum, educational programs, scientific research, student, buildings, facilities and tools, community service provision, internal self-education, and internationally recognized quality comparison criteria).".

The U.S. National Standards Institute (ANSI) and the American Quality Control Association

(ASQC) referred to in (Toati, Ben Khaled, Qarisat and Atallah, 2015) are known as "the overall advantages and characteristics of a commodity or service that include its ability to meet needs."

Taaima (2004: 471) defined quality as "the process in which the quality of the performance of educational institutions and the integrity and integrity of their procedures and the quality of their outcomes are recognized, in a way that the academic, educational and public community trusts them."

Abdul Muti (2015:2) defined quality assurance as "the design and implementation of a system that includes policies and procedures to ensure that quality requirements are met, which are included in the standards set by accreditation organizations."

The concept of quality education is referred to as "the set of standards, procedures and decisions whose implementation aims to improve the educational environment, including educational institutions with different frameworks and forms, faculty and management and the conditions of staff who have direct or indirect links to the educational system"(Grima, 2008: 1).).

Tarawneh (2011:4) defined quality in higher education as "the ability of the total characteristics and characteristics of the educational product to meet the requirements of the student, the labor market, the society, and all internal and external beneficiaries."".

The concept of quality of higher education as agreed at the UNESCO Education Conference, held in Paris in October 1998, states that "the quality of higher education is a multidimensional concept that should include all educational functions and activities such as: curriculum, educational programs, scientific research, faculty, student, building and facilities, community service provision, internationally recognized quality benchmarks" (Kamri and Bofov, 2010:96).

Efficiency can be defined as "performance-related capacity that is usually acquired by the individual" (Tarawneh, 2011:7).

Raising the quality of higher education is known as "promoting the educational process, raising the efficiency of the teaching staff, students (its outcomes), the performance of staff, resources and all those associated with the university" (Al-Sa'wa, 2018:1).

Requirements for achieving the quality and benefits of education

In order for institutions to achieve quality in education, the following requirements must be met (Abdul Muti, 2015):

Supporting senior management to achieve the desired goals.

Cultivating awareness and conviction among all employees.

My operational system is clear and specific.

Comprehensiveness and. continuity of follow-up.

Involve all employees in all areas of work: planning, implementation, problem solving and improvement processes.

Change the attitudes of all employees in the application of comprehensive quality management to reach the desired goals.

The importance of quality in education is demonstrated by the benefits that an organization can achieve when applying quality assurance standards, the most important of which is (Rqiya, 2014)::

The vision, message and general objectives of the educational institution are clear and specific.

A strategic plan for educational institutions set out on scientific grounds.

A clear, specific and comprehensive structure of the educational institution.

A job description for each department and for each employee available and specific.

Specific quality standards for all areas of work technical, administrative, financial.

Clear and specific practical procedures to achieve quality standards.

Comprehensive qualitative training.

A marked increase in the affiliation and satisfaction of employees.

High performance for all employees.

Provides a collaborative atmosphere among all employees of educational institutions.

High quality of service and products at lower expenses.

The best use of communication and communication.

A satisfactory student turnout at the educational institution.

The results of the exams and academic achievement of the students are high.

Abdul Muti (2015) pointed out that working to achieve quality in education requires continuous and diligent work in the search for means and methods to be followed through a clear systematic plan that guarantees quality, improves the process of learning and education, educational institutions should follow a clear and systematic plan to ensure quality within the following six steps:

Building an internal work system in all technical and administrative aspects.

Request for accreditation and awareness of accreditation requirements and procedures.

Due to. self-assessment.

Due to external evaluation.

Decision-making and generalization of results.

Re-evaluation.

Abu Shanab (2015) pointed out that the essence of the atmosphere in university education is to translate the needs and expectations of the product users and university graduates as outputs of the education system in each college into specific characteristics and criteria in each graduate that are the basis for the design and implementation of the education programs and continuous development of them, so the evaluation of the output of the university and college system is linked to the labor market from the perspective of overall quality management.

According to Al-Kharasha (2015), educational institutions are seeking to develop their educational system, which entails subjecting the quality of education to an administrative pattern that deals with the educational process as a whole, and is viewed as a holistic and orderly view that takes into account the elements of the educational process, teacher, student, and curriculum. Educational means, programs such as systems management, communications, relationships and all relevant aspects, and therefore quality management is the one that achieves all these objectives, where it has proven to be successful and important as a viable philosophy, aimed at comprehensively and continuously improving all aspects of the educational process. Quality is a requirement for higher education institutions.

To achieve this, quality standards in education must be achieved, namely(Grima, 2008):quality courses and scientific curricula..

Al-Saera (2011) limited the quality standards of higher education as follows: 1- Leadership, which forms the centerpiece of the integrated system that seeks to achieve the quality of higher education institutions, through an enthusiastic management leadership with a vision capable of achieving interaction, cooperation and harmony between them and the subordinates as well as requiring a team of collaborators with loyalty and affiliation. 2- The vision and mission of the university. 3- Organizational culture, which has an influential role in the decision-making process and the resolution of the problems encountered. 4- Faculty members, where faculty members complete the educational process and achieve the objectives in which they work, through its scientific, behavioral, cultural and scientific qualifications and scientific expertise. 5- Programs and curricula, which are meant to comprehensively, flexible and absorb the various global challenges and the knowledge revolution, and technical, and employ them in accordance with global variables such as the use of electronic learning management systems LMS.. The educational curricula must be aligned with the general philosophy and achieve the mission, goals and needs of students and society as a whole that the outputs of these programs comply with local and international standards.6- Management of human and material resources and their development. 7- Scientific research, it is advisable. to develop a strategy of scientific research.

Yahyaoui, Abdel Samad and Bousseda (2012) stated that the quality of educational programs includes curricula, teaching methods and educational techniques, and the extent to which their depth and flexibility are covered to accommodate various global and cognitive challenges, in order to develop them according to general variables, which made teaching methods completely away from indoctrination, and an insight into the ideas of students'

minds through the applied practices of these programs. It also requires its review and development to keep pace with the requirements of the labor market, through the modernization of references and teaching methods, and the use of modern technologies such as software such as: LMS systems, and scientific activities, to develop new scientific standards that are compatible with the scientific reality to acquire the necessary expertise, capabilities and competencies, in addition to updating and developing scientific laboratories with the necessary equipment to support the theoretical aspect of teaching. With the introduction of the research component in various standards to achieve the global standards of public and private accreditation.

LMS Classification

Al-Ghadyan (2010) listed multiple e-learning management systems rankings, including:

Self-developed learning management systems: They are suitable to meet the needs of the specific universities and have many positives, including their appropriateness to the need of the university, as it can be changed to keep up with any development in the need of the university to adapt to it, and avoid the linguistic problems that may face the system. Examples include prolog Tutor ELIAS2_VC. .

Commercial e-learning management systems: This type of system needs to be licensed and paid to the companies producing to participate in and benefit from them, and although these companies cover all the needs of universities, they need some costs every period such as the development of the system and its maintenance and others.. Examples: WebCT _ Blackboard.

Open-Source E-Learning Management Systems: This system contains the characteristics of the trading system, but it is free and open source where it can be modified by others, and can be downloaded and used via the Internet.. Examples: Sakai-Moodle (Sabihi, Awad and Morsi, 2014; Al-Ayasra and Al-Saadi, 2016).

The importance of adopting the LMS learning management system to raise the quality of higher education

Several studies, research and articles (Abdul Rahman, 2019; Amr, 2018; Rqiyaqia, 2014;Zengin, 2012) have pointed to the importance of adopting LMS learning management systems as an important resource for competitive advantage in achieving value, wealth creation and quality of output, and that the quality of education provided by educational institutions in the Arab world is of interest to decision makers, as it becomes clear that the prevailing education system is unable to meet the region's development requirements. He introduced the idea of LMS systems as a key solution for the development of the educational level in the Arab world to keep pace with technological development and increase the awareness of society in its institutions and governments of the importance of this education as a technological challenge as it will contribute to increasing the efficiency and effectiveness of education systems.

Abdul Rahman (2019) points out that LMS system provides the parties to the educational

process many services to faculty members, management, communication and interaction on the site of the course and chapter, follow-up lesson plans posted on the site of the course, and follow the performance of students and teachers, while allowing the system to communicate and interact on the site of the course and chapter, and see the file of the achievements of the student, and follow up the plans of the lessons published on the site. The system also provides the teacher with a schedule of lectures, assignments and tests, follow-up of students, the possibility of conducting personal conversations with students and parents directly, and provide a planned program for lectures, banks of common questions, as the student can learn about assignments, tests, grades and lecture plans through the system, while the guardian can follow the behavior, attendance and absence of his son through the system. The LMS learning management system aims to raise the quality of higher education by providing a more quality service to the parties to the learning process.

She stressed to Moshe (2016) that the employment of technological innovations produced by the intermarriage between the fields of information technology and educational technology in the educational process has become a major necessity for educational systems to make a qualitative shift in the goals they seek to achieve, to focus on providing learners with a set of skills required by life in the information age, including: learning skills, informatics skills, and the skills involved in dealing with technological innovations, and self-management skills, rather than on providing them with information. There are also a set of requirements imposed on us by the present era, which make e-learning, like the latest technological innovations, an irreplaceable strategic choice, including the need for continuing education. And the need for flexible education. And the need to communicate and be open to others. The current guidance to make education unrelated to space and time, lifelong learning, learning based on current need, self-learning, and effective learning.

The objectives and returns of e-learning in the university education environment are to improve the quality of programes, courses and resources, improve the quality of education and learning outcomes, achieve equality and equal educational opportunities for all, free learners from the constraints imposed by the traditional education system, achieve learning pleasure, spread quality education and universal learning, and develop academic and vocational performance for University Professor, Reducing Teacher Burdens and Workload at the Educational Institution, As well as Saving Time, Accelerating Learning, Reducing Costs and Reducing Long-Term Expenses (Moshi, 2016; Issawi and Abu Leva, 2006; Al-Hadi, 2005; Stephenson, 2001).).

Amr (2018) explained that e-learning management systems are the infrastructure of modern e-learning and one of its tools, where most educational institutions rely on e-learning to LMS systems, using them to increase the quality of the learning process.

Al-Saleh, 2008; Al-Issawi and Abu Leva, 2006) noted that the educational design phase of the e-learning system at the university represents the road map for later stages, at this stage the outputs of the analysis phase (needs, visions, mission) are transformed into a strategic plan, an action plan that develops quality standards and others, and a design document for the technical and educational components of the e-learning system, and the specifications of the

technical and educational components of the e-learning system are determined, and the lms learning management systems are transformed based on the education model and delivery systems. The development transforms the technical and educational specifications of the e-learning system into a concrete educational system, such as supporting the technical structure of the system, producing the content of electronic courses, purchasing or developing the education management system, producing training and professional development programes for system users, experimenting with the system on a limited scale and evaluating it, making improvements, problem solving based on calendar results, producing print and digital materials for the awareness, publishing and adoption Programme, implementing training and professional development programes, including the system's readiness for application and then the implementation phase, using the system in its actual environment.

Amr (2018) explained that lms learning management system is designed to help teachers use the Internet to learn and communicate with learners in an easy way without much knowledge of programming methods, and has provided the learner with multiple scientific materials that can be obtained from one place, and provided a self-learning environment that enables the learner to interact positively with the scientific material, all of which are available in e-learning management systems programs for each special moodl program to communicate with learners, and how they achieve the educational and performance goals required of them. It urges technological communication with the learner and motivates him to engage in different and advanced societies to get out of the cycle of the traditional way to keep up with the information renaissance.

Faraj added (2012) that LMS systems are designed to manage, evaluate and follow up training, education and all programs, so it is a solution for planning, training and management of different learning aspects, whether live broadcasts, halls or courses directed, and this makes educational activities and tasks that were separate dissimilar to each other, become interrelated to this system to raise the level of training, and not focus much on content, neither in terms of composition, development nor reuse..

According to Shaqour and Al Saadi (2014), international educational institutions and organizations have shown great importance in the use of e-learning management systems technology, and this modern technology facilitates the process of communication and the development of learning and education processes after this technology provided ease of teaching when it eliminated spatial and temporal boundaries, and provided simultaneous and asynchronous means of communication between all parties of the educational system. Educational and training institutions and organizations had to keep pace with this development and adopt this remarkable technology for facilitating education and exchanging information between the teacher and the learner and the students themselves.

The core idea of the learning management system is to organize the learning process within an integrated system, using tools that provide educational content in the form of courses and courses in addition to many activities such as evaluations, discussion forums, and conversations;

Tamezi (2006) stated that learning management systems are one of the most important

e-learning solutions in universities, as they are software that manages the activities of teaching and learning in terms of courses, interaction, exercises and exercises. And so on. LMS learning management systems perform several tasks such as supporting built-in learning, human resources integration, management tools, content integration, and compliance with standards where the system should support standards such as: SCORM and AICC, assessing different abilities and skills, and management skills, where the system allows organizations to measure training needs and identify areas of improvement.

Mackeynotedthat learning management systems deliver courses that accommodate flexible learning environments, focusing on interactive learning tools to facilitate simultaneous and asynchronous learning, sharing and reviewing learning sources, managing knowledge, and organizing groups.

Kurilovas (Kurilovas, 2009) stressed that the quality of learning management systems contributes to raising the quality of higher education, designing learning management systems within global standards that contribute to the learning of people with special needs interactively, cooperatively and subjectively, for easy access to courses, attracting the learner's attention, supporting it, increasing the efficiency of evaluation, and improving communication with students.

The 2011 education management systems and media achieve interaction between elements of the educational process and may contribute to raising the quality and efficiency of education, achieving the principle of equal educational opportunities and training students.

Hantuli (2016) believes that LMS management system contributes to the management and follow-up of the learning process, and the organization of students' educational activities, which makes it work in accordance with an interrelated system that contributes to raising the level of education, in addition to its role in implementing the administrative aspects of the educational institution, for ease of use, flexibility in dealing where the educational material is provided to students via the Internet, the distribution of duties, the presentation of tests electronically, participation in e-discussion forums between faculty members and students and other services provided by the e-learning management system. The e-learning management system functions as an integrated system for managing the teaching and learning processes, contributing to the efficiency of learning quality.

She summarized Moshe (2016) that one of the most important inputs to establishing infrastructure for the e-learning system is e-learning management systems, where infrastructure includes technical equipment at the university institution, provision of the Internet, the establishment of educational institution websites and the local network, the design and construction of electronic courses in accordance with the foundations and standards of educational design over the world or local network around the clock, and the use of technicians and specialists to follow the work of the devices and maintain them, the qualification of specialists in the design of teaching programs and electronic courses, rooms, processing and modern computer laboratories, and the training of modern computer courses, through the training of teaching staff through teaching and electronic courses. Training to develop technical and educational aspects, prepare students and prepare them to switch to the

e-learning system, train the university administration and qualify, and set educational goals in a good way. In short, learning management systems raise the quality of higher education by contributing to the input and output of the elements of the educational institution.

She stressed that the strategy of excellence adopted by the organization is achieved through intelligent intellectual processes of innovation, innovation, innovation, research and development to provide distinct outputs that do not accept reproduction or imitation by competitors, and the importance of adopting education management systems (LMS)as the most important resource of competitive advantage in achieving value, creating wealth and ensuring the quality of output (output).

Previous studies

Jamal & Shanaah Study, 2011, aimed to investigate the role of LMS learning management systems in educational environments: exploratory case study from the point of view of students and teachers. The study indicated that students and teachers were satisfied with the use of Blackboard in organizing course materials, although most teachers did not encourage interactive activities and Blackboard discussions, but students expressed the need for such activities to help them build new meanings.

Ali Study (2011) aimed to identify the impact of the different pattern of interaction in the e-learning environment management system on the competence of cognitive representation of information among students in the Department of Education Technology at the Faculty of Quality Education in Qena. The researcher used the semi-experimental approach to achieve the objectives of the study, and the researcher used the measure of the efficiency of cognitive representation of information as a tool for study. The study sample consisted(of (69 students of the third division of education technology at the Faculty of Education, Qena University, where they were divided into two students in three groups (synchronous, asynchronous, synchronous and asynchronous)..

Obadar Study (Obadara, 2014)aimed to identify the impact of the LMS on the academic performance of students at Lagos University in Tegeria. LMS, this effect was shown in the students' results on the pre- and post-test for both the experimental groups and the control group, while the results of the study showed no gender differences in the use of the LMS.

The Study of Shaqour and Al-Saadi (2014). The aim was to identify the degree of readiness of the teachers of The National University of Success towards the use of the learning management system (Moodle) in accordance with the knowledge framework for technology, education and content - which in light of the study variables (gender, type of college, age, number of courses in which models were used). The study adopted the descriptive approach by adopting the questionnaire as a means of collecting data. The sample of the study consisted of (95) lessons, or 50% of the community, selected in a random class method according to the gender and type of the kidney, and the data were collected and analyzed using the Statistical Analysis program for social sciences. It was high, and knowledge of technology, education and content The study found that the level of knowledge of technology TK, knowledge of education (PK)and knowledge of content (CK) is very high.

Moshi Study (2016) aimed to identify the mechanisms that can be adopted to activate the e-learning system in universities and raise the level of their performance and raise the efficiency of the quality of education by adopting new concepts including informatics, quality and management, and the post-industrial society, in order to keep up with the rapid changes in the light of information technology, the huge technical, cognitive and cultural explosion, and the use of modern software as new education management systems as new types of education, including e-learning. The study used the inductive descriptive method. The results showed that achieving e-learning goals and returns in the university learning environment by improving the quality of programs, courses and resources, through the use of lms and Moodle design in the form of learning entities. Improving the quality of education and learning outcomes, achieving equality and equal educational opportunities for all, freeing learners from the constraints of the traditional education system, achieving learning pleasure, spreading quality education and universal learning, developing the academic and professional performance of university professors, reducing the burden on teachers and the workload of the educational institution, saving time and accelerating learning, reducing costs and reducing long-term expenditures.

Kim's study (Kim, 2017)aimed to investigate the impact of LMS on academic performance using virtual competence theory and student engagement theory. To do this, the current study is developing a research model that uses theories in information systems and educational disciplines to study the moderate impact of virtual efficiency, and LMS the impact of mediation of academic participation on relationships between LMS use and academic performance.

Al-Ajrami Study (2018) aimed to identify the impact of interaction patterns within the E-Learning Management System (Al-Mudal) on the development of education design skills among students in the Technology Department of Al-Aqsa University in Gaza. The research sample consisted of 22 students, who were intentionally selected from the research community. The researcher has used the semi-experimental method based on the single experimental group, with the tribal and dimensional application of the achievement test, and the final product evaluation card for the skills of the design of education, where the research tools provide the appropriate indications of honesty and consistency. The results showed statistically significant differences between the average student grades in the tribal and dimension application of the cognitive attainment test, and the final product evaluation card for learning design skills in favor of the dimension application, due to the patterns of interaction within the e-learning management system (model). The results showed that female students achieved the required level of proficiency in the cognitive aspect and learning design skills, and the results showed the magnitude of the significant impact of interaction patterns within the e-learning management system (model) on the cognitive and performance aspect of learning design skills.

This is what distinguishes it from previous studies, and the current LMS study differed in terms of the objective, sample and method used.

Study problem

The problem of study lies in the apparent failure to adopt the management of e-learning systems in higher education in Kuwait, and according to the researcher's knowledge, higher education is still lagging behind in activating the e-learning system in its proper form, there is no realistic adoption of mismanagement, and there is a great need to raise the quality of higher education in Kuwait. In the context of the knowledge society and the education economy in the age of globalization, ensuring the quality of education has become an urgent need for outcomes capable of meeting the requirements of the current era. LMS "How important is it to adopt the LMS learning management system to raise the quality of higher education in Kuwait?"

The following sub-questions are branched out from the main question:

- Are there statistically significant differences at the level of significance (≤ 0.05) between the arithmetic averages in the importance of adopting the αLMS learning management system to raise the efficiency of the quality of higher education in Kuwait according to the variable (gender)?

Study objectives

The current study aims to identify how important it is to adopt the LMS learning management system to raise the quality of higher education in Kuwait.

The importance of study

The importance of the study lies as follows:

To demonstrate the importance of adopting the LMS learning management system to raise the quality of higher education in Kuwait.

The study may help researchers highlight the importance of adopting the LMS learning management system to raise the quality of higher education in Kuwait and the need to generalize it in universities, and to use new variables of the importance of the topic and the scarcity of studies that addressed it.

Decision makers, university curriculum developers and technology experts may be useful in adopting the LMS learning management system, developing educational programs and university electronic courses that help develop the elements of the university institution and recognize its importance to raise the quality of higher education.

Study terms

LMS: "Application software that provides an integrated learning environment, performing all administrative functions of e-learning, in terms of admission, registration, course writing, follow-up and guiding students, building and correcting tests, announcing their results, communicating, collaborating, and social interaction between students, teachers, managers and parents through the tools available in the system, in order to achieve educational goals efficiently and effectively" (Abu Step, 2010: 7).

Quality of education: "The set of standards, procedures and decisions that aim to improve the educational environment, including educational institutions with different frameworks and forms, faculty and management and the conditions of employees who have direct or indirect links to the educational system"(Grima, 2008: 1).).

Raising the quality of higher education: "Promoting the educational process, raising the efficiency of the teaching staff, students (outcomes), the performance of staff, resources and all those associated with the university" (Al-Sa'wa, 2018:1).

Study limits

Objective limits: The study was limited to knowing the importance of adopting the LMS learning management system to raise the quality of higher education in Kuwait.

Human boundaries: The study was limited to faculty members in the Faculty of Basic Education in the General Authority for Applied Education and Training in Kuwait.

Time limits: During the second semester 2022/2021./2021.

- Method and procedures

Research methodology

The research adopted the descriptive survey method, which is concerned with presenting the measured phenomenon as it is, as this method is appropriate for the objectives and purposes of the current research and its variables.

The study community and its appointed

The study community is made up of all faculty members in the Faculty of Basic Education in the General Authority for Applied Education and Training of higher education in Kuwait for the academic year 2022/2021, which 2022numbered (680) faculty members, including (416) members and (264) faculty members.

Study sample

The sample of the study consisted of (246) members and faculty members of the Faculty of Basic Education, randomly selected for the second academic year2022/2021. 2022

Table1. Iterations and percentages by study variables

	Categories	**Iteration**	**Percentage**
Gender	Male	148	60.2
	Female	98	39.8
	Total	246	100.0

Study tool

To achieve the objectives of the study, the researcher prepared a measure in the light of his knowledge of the theoretical literature and previous studies available relevant and related to the study variables such as study (Kim, 2017;Moshe, 2016; Obadara, 2014;Ali, 2011).

Believe the study tool

The researcher made sure of the sincerity of the tool to measure the apparent honesty by presenting it to a number of arbitrators specialized in the curriculum and education technology in order to make sure to measure the appropriateness and affiliation of the paragraphs, the clarity of the phrase and the integrity of its formulation, and make proposals for modification or addition or deletion, the arbitrators have made the observations and appropriate opinion, and have been introduced and made formal adjustments in the drafting, and output of the questionnaire in its final form.

The stability of the study tool

To ensure the stability of the study tool, the test-retest method was verified by applying the scale, and reapplying it two weeks later to a group outside the study sample of (40), and then the Pearson correlation coefficient was calculated between their estimates twice.

The stability factor was also calculated in the manner of internal consistency according to the Cronbach Alpha equation, which was (0.88), and these values were considered appropriate for the purposes of this study.

Study procedures

The researcher prepared this study according to the following steps:

- The researcher prepared the theoretical framework for the study after looking at the theoretical literature and identified the variables: the importance of adopting the LMS learning management system, and raising the efficiency of the quality of higher education.

- The researcher conducted a survey of previous studies - according to the researcher's knowledge - the study is almost the first of its kind.

- The researcher processed the tools of the study and confirmed its sincerity and stability through the sample and after presenting it to a committee of arbitrators.

- After ensuring the sincerity and stability of the tools in many ways, the researcher identified the sample of the study and applied the tools to it.

- The researcher came up with a set of results after emptying the scans and conducting statistical analysis using appropriate statistical treatments and then interpreted them in the light of the theoretical framework and previous studies.

- Based on these findings and their interpretation, the researcher came up with a set of conclusions, and accordingly made several recommendations for use in the field of work education technology, and proposed several topics for future studies.

Statistical treatment

In the light of the study's questions, the researcher used the appropriate statistical treatments through analyses of the SPSS program, the researcher has used mathematical averages and standard deviations, the coefficient of internal consistency Cronbach alpha, and the stability of replays and repetitions, in addition to analyzing the four-way contrast to show the variables of the study, and the use of the Chevy method of dimensional comparisons of the effect of variables.

- View and discuss the results

Question 1: **"How** important is it to adopt **the LMS learning management system** to raise the quality of higher education in **Kuwait? ".**

To answer this question, mathematical averages and standard deviations have been extracted from the importance of adopting the LMS learning management system to raise the quality of higher education in Kuwait, and the table below illustrates this.

Table 2. Arithmetic averages and standard deviations for paragraphs related to the importance of adopting the LMS learning management system LMS to raise the quality of higher education in Kuwait ranked downward by arithmetic averages

Rank	Number	Paragraphs	Average arithmetic	Standard deviation	Level
1	1	The adoption of the LMS learning management system serves as an important resource for competitive advantage in achieving and ensuring the quality of outputs.	4.02	.901	High
1	2	Its use as an integrated educational tool raises the quality of the learning process.	3.94	.938	High
3	3	A technological paradigm shift is taking place on educational systems as a strategic option in today's era.	3.89	.960	High
4	11	Performs all the administrative functions of e-learning efficiently and effectively.	4.02	.891	High
5	18	It is used as a key indicator of the technical infrastructure of the e-learning system when applied in its actual environment.	4.00	.927	High
6	6	Contributes to raising the quality of the higher educational level.	3.97	.903	High
6	12	Improves the quality of programs, courses, and resources.	3.96	.940	High
8	9	Contributes to improving the quality of education and education outcomes.	3.95	.892	High

Rank	Number	Paragraphs	Average arithmetic	Standard deviation	Level
8	8	Helps free learners from the constraints of the traditional education system and accelerates learning.	3.95	.932	High
10	5	Contributes to the dissemination of quality education and the universality of learning.	3.94	.826	High
10	13	Develops the academic and professional performance of the university professor by reducing the burden on them and the workload of the educational institution.	3.93	.928	High
12	4	The educational process provides many of the most quality services, such as communication and interaction on the course's website, monitoring the performance of students and teachers, assignments and tests, shared discussion blogs and more.	3.93	.926	High
12	10	Helps teachers communicate with learners in an easy way without a great knowledge of programming methods.	3.92	.904	High
12	17	Provides the learner with multiple scientific materials that can be obtained from one place.	3.92	.963	High
15	7	Provides a self-learning environment in which learners can interact positively with the scientific material.	3.92	.973	High
15	21	Technological communication with the learner helps and motivates them to engage in different and advanced communities to keep up with the information renaissance and get out of the cycle of the traditional way.	3.91	.889	High
17	19	Contributes to the management, evaluation and follow-up of training, education and all programs.	3.91	.903	High
18	14	Makes educational activities and tasks that were separated from each other, become sedated by this system to raise the level of training.	3.90	.916	High
19	15	Provides simultaneous and asynchronous means of communication between all parties of the educational system.	3.86	.960	High
19	16	Helps organize the learning process within an integrated system and high quality.	3.86	.864	High
19	20	Focus on interactive learning tools to facilitate building learning, share and review learning sources, manage knowledge, and organize groups.	3.86	.968	High
19	22	Contributes to the interactive, collaborative and	3.86	1.034	High

Rank	Number	Paragraphs	Average arithmetic	Standard deviation	Level
		subjective learning of people with special needs for easy access to courses, attracting the learner's attention, supporting it, increasing the efficiency of evaluation, and improving communication with students.			
19	23	Contributes to the implementation of the administrative aspects of the educational institution.	3.86	.970	High
19	24	Increases the efficiency of the quality of education by adopting new concepts such as informatics, quality and management, the post-industrial society, and the technical and cognitive explosion.	3.86	.900	High
25	25	The patterns of interaction within the system contribute to raising the level of mastery required for the cognitive aspect and learning design skills of students.	3.84	.913	High
25	26	Shows effective positive effects on the quality of teaching and learning with technology and the way higher education institutions are established.	3.84	1.046	High
		College degree	3.98	.607	High

Table 2 shows that the arithmetic averages ranged from (3.84-4-4.02),)where poverty came No. (1,2)1, which states that "the adoption of the LMS learning management system acts as an important resource for competitive advantage in achieving and ensuring the quality of outputs. The second paragraph states that " s use as an integrated educational tool raises the quality of the learning process." In the first place with an average account of(4.0 2), paragraph 3,3whichstates that "there is a technological paradigm shift on educational systems as a strategic option in the current era. N second place with an average account of 4.00) Andover no. (11) which states that "all administrative functions of e-learning are performed efficiently and effectively. "In t third ace with a mathematical average of(3.97)while poverty no. 25, 26) and its text "noncontributors patterns of interaction within the system to raise the level of mastery required for the cognitive aspect and learning design skills of students. "The paragraph " shows effective positive effects on the quality of teaching and learning with technology and the way in which higher education institutions are established. "In the last place and with an average of 3.84) 4. The rest of the paragraphs were high. The average calculation for the total score as a whole was8 8.3.9.).

The results of the current study showed the great importance of adopting the LMS learning management system to raise the quality of higher education in Kuwait from the point of view of the faculty members at the university, and the result was high. The calculation averages

ranged from (3.84 to4.02))to a high degree, and the overall score (3.98) was high. The researcher attributes the result to the conviction of faculty members in higher education in Kuwait for the importance of adopting the LMS learning management system in higher education in particular, and the conviction that the adoption of the LMS system contributes significantly to raising the quality of higher education in Kuwait. Higher, active participation among the elements of the educational system, the ability the of LMS system to develop learning design skills and other skills, it seems that the confusion that is taking place in some universities and the lack of adoption of e-learning management systems, especially LMS system, is causing a decline in their competitiveness, outcomes, and hopefully higher education institutions, the LMS system manages the e-learning environment, and contributes to raising the efficiency and quality of the learning system, so faculty members see the importance of adopting a system of learning. LMS Learning Management to raise the quality of higher education in Kuwait is an urgent necessity. The current result is agreed with a study (Al-Ajrami, 2018; Kim, 2017; Moshe, 2016; Obadara, 2014; Ali, 2011; Jamal & Shanaah, 2011).).

Question 3: "Are there statistically significant differences at the level of indication (≤ 0.05) between the arithmetic averages in the importance of adopting the **αLMS** learning management system to raise the quality of higher education in Kuwait according **to the (gender)?"**

To answer this question, the mathematical averages and standard deviations of the importance of adopting the LMS learning management system were extracted to raise the quality of higher education in Kuwait according to the gender variable and to show the statistical differences between the arithmetic averages, the "T" test was used, and the grandfathered below illustrated this.

Table 5. Arithmetic averages, standard deviations, and the "T" gender impact test on the importance of adopting the LMS learning management system to raise the quality of higher education in Kuwait

		Number	Average arithmetic	Standard deviation	Value "T"	Degrees of freedom	Statistical significance
Gender	Male	159	3.95	.586	.695	410	.488
	Female	253	3.91	.556			

The presence of statistically significant differences (The researcher attributes the finding that faculty members of both genders are convinced of the importance of adopting the LMS learning management system to raise the quality of higher education in Kuwait for its main role in the teaching and learning system in higher education and that it has a significant role and impact on the elements of teaching and learning, teaching, training, design ,and others such as the e-learning management system environment. Current with a study (Shaqour and Saadi, 2014).

Recommendations

In light of the results, the researcher recommends: Working hard in higher education to establish distance learning and the environment of the e-learning system in universities, which is based on e-learning management systems.

Adopting the LMS learning management system to raise the quality of higher education in Kuwait, which contributes to training, design, follow-up, and others for all parties in the learning process.

References

Abdel Ati, Mohammed and Abdul Ati, Hassan. (2009). The effectiveness of a proposed training program in developing some of the skills of managing electronic content using the "Moodle" system in professional diploma students and their attitudes towards them. Journal of the Faculty of Education in Alexandria, Egypt, 19(3). 235-146.

Abdul Muti, Hisham. (2015). Impact of quality and reliance on the development and improvement of educational institutions. The 7th Annual Conference entitled "The Impact of Quality and Accreditation on Education", held in Casablanca, 7-8 December 2015.

Abdul Rahman, Amr. (2019). A new learning management system in public schools. Al Shorouk, published on March 19, 2019.

Abu Shanab, Aisha. (2015). *Developing academic programs at Um al-Qura University in light of the main performance indicators for quality.* The 7th Annual Conference entitled "The Impact of Quality and Accreditation on Education", was held in Casablanca, 7-8 December 2015.

Abu Step, Mr. (2010). Quality standards in learning management systems. A study presented to the first symposium in ICT applications in education and training, held at the Royal Cultural Center, Amman (Jordan), under the supervision of the World Islamic University of Sciences, from 19-20 May 2010.

Al-Ayasra, Mohammed and Al-Saadi, Karima (2016). The impact of the use of Moodle in teaching Islamic education on the immediate and deferred achievement of ninth graders in Oman and their attitudes towards it. *Journal of Educational and Psychological Studies, Oman, 10*(2), 356-375. https://doi.org/10.53543/jeps.vol10iss2pp356-375

Al-Hadi, Mohammed. (2005). Online e-learning. I1, Cairo: The Egyptian-Lebanese House.

Ali, Akram (2011). The impact of the different pattern of interaction in the Moodle e-learning environment management system on the competence of knowledge representation of information among students of the Technology Division: Education at the Faculty of Quality Education in Qena. *7th Scientific Conference of the Arab Society for Education Technology* (E-Learning and The Challenges of The Arab Peoples: Interactive Learning Societies), Egypt, (1), 137-195.–195.

Al-Issawi, Star and Abu Leva, Tariq. (2006). E-learning between economic necessity and the

requirements of technological development. Higher Institute of Industry, Misrata, Libya..

Al-Kharasha, Omar (2015). Quality management and accreditation in higher education institutions, Arab and international experiences. The 7th Annual Conference entitled "The Impact of Quality and Accreditation on Education", was held in Casablanca, 7-8 December 2015.

Al-Saleh,Badr (2008). The requirements of integrating remote e-learning in Saudi universities from the point of view of experts. *Education and Psychology, (29)*, 29-42.

Amr, Maram (2018). The degree of use of faculty at Jordanian private universities for LMS systems and the factors limiting that use from their point of view.

Bdah, Ahmed and Al-Sarayra, Khaled (2011). Imagine a proposal to develop quality management and assurance standards in Jordanian universities in the light of e-learning technologies. Balqa Applied University, Department of Educational Sciences, Jordan.

Faraj, Suhair Hamdi. (2012). the effectiveness of the development of an e-course in education technology and its management online through the Model system of study decisions to develop the concepts of e-learning among students and teachers of the Faculty of Education and to measure their attitudes towards the course. *Pedagogical studies, 13*(3), 130-145.-145.

Fregat, Ghalib. (2010). An introduction to education technology. Amman: Treasures of Knowledge Publishing and Distribution.

Grima, G. (2008). What is quality education?. From: TIMES MALTA, https://timesofmalta.com/articles/view/what-is-quality-education.234848

Hantuli, Twitter (2016). The reality of e-learning at The National University of Success and its role in achieving interaction between learners from the point of view of graduate students' programs faculty of education and faculty members. Unpublished Master's Thesis, Najah National University, Nablus, Palestine.

Irlbeck, S., & Mowat, J. (2007). Learning content management system (LCMS). Learning Objects: standards, metadata's, repositories, and LCMS.

Jamal, H & Shanaah, A. (2011). The Role of Learning Management Systems in Educational Environments: An Exploratory Case Study. Master Thesis in Informatics, Linnaeus University, School of Computer Science, Physics and Mathematics.

Kim, D. (2017). The impact of learning management systems on academic performance: Virtual Competency and student Involvement. *Journal of Higher Education Theory and Practice, 17*(2), 23-35.

Kurilovas, E. (2009). Multiple Criteria Evaluation Methods of the Quality of Learning Management Systems for Personalized Learners Needs. Proceedings of the 1st international Workshop "Learning Management systems meet Adaptive Learning Environments" (LMS-ALE) with the 4th European Conference on Technology Enhanced Learning (EC-TEM 2009). Nice, France.

Mackey, J. (2009). Virtual Learning and Real Communities: Online professional development for teachers. In E. Stacey, & P. Gerbic (Eds.), *Effective Blended Learning Practices: Evidence based perspectives in ICT-facilitated education* (pp. 163–181). Hershey, PA: Information Science Reference. https://doi.org/10.4018/978-1-60566-296-1.ch009

Mazen, Hussam al-Din. (2009). Education technology and ensuring the quality of education. Cairo: Al-Fajr Publishing and Distribution House..

McGilla, T., Jane, E., & Klobasb, C. (2008). A task–technology fit view of learning management system impact. *Computers & Education, 52*(2), 496-508. https://doi.org/10.1016/j.compedu.2008.10.002

Ministry of Education and Higher Education. (2020). Learning management system. Qatar, Source: http://www.edu.gov.qa/Ar/structure/EducationAffair/CurriculumManagementLearningResources/ElectronicEducations/ElectronicEducationLearining/Pages/LMS.aspx

Mwashi, Zahia. (2016). information technology. Dr. Zahia Lamshi, Arab University ben Muheedi-Um bouqai, Algeria, at the 11th International Conference of the Gil Scientific Research Center on Learning in the Digital Age, organized by the World Federation of Scientific Institutions in collaboration with Tibaza University in Tripoli, Lebanon, on 22, 23 and 24 April 2016.

Obadara, O. E. (2014). Effect Of Learning Management System (LMS) On Students' Academic Performance in University of Lagos, Nigeria. *International Journal of Educational Foundations and Management, 2*(1), 25-33.

Qamri, Zeina and Boumama, Omar. (2010). The importance of quality in higher education. International Forum on Quality Assurance Bets in Higher Education, 20-21 November 2010, Skikda University.

Ruqaiqa, Fatima Zahra (2014). Building LMS education management systems to ensure quality and academic excellence in the Arab higher education system an exploratory vision of Mohamed El-Sharif University assistant in The Market of Ahras (Algeria). *Journal of the Arab Open Academy, Denmark, (15)*, 36-62.

Sa'ad, Saberin (2018). The concept of quality education. Topic site, Source: https://mawdoo3.com/%D9%85%D9%81%D9%87%D9%88%D9%85_%D8%AC%D9%88%D8%AF%D8%A9_%D8%A7%D9%84%D8%AA%D8%B9%D9%84%D9%8A%D9%85

Sabihi, Hiba and Awad, Amani and Morsi, Mahmoud (2014). Develop an online learning environment using social networks and its impact on the development of mood-use skills among students of the Faculty of Education. *Education Technology Journal, Egypt, 24*(2), 293-319.

Salameh, Abdul Hafiz (2013). Computer and multimedia applications in education. Amman: The beginning house is publishers and distributors.

Shaqour, Ali and Saadi, Rana (2014). Journal of Success University for Humanities

Research,29(8): 1-32.

Stephenson, J. (2001). Teaching& Learning Online pedagogies for New Technologies. Ko gan page, London.

Ta'aima, Rushdie (2004). Analysis of content in the humanities. Cairo: Arab Thought House.

Tamsisi, Beautiful (2006). Teacher supremo's teacher supremo for the open-source education management system Moodle.. Polytechnic University, Palestine.

Tarawneh, Muhammad (2011). A proposed model of standards to ensure the quality of the real calendar of students in higher education curricula. The first Arab International Conference to ensure the quality of higher education - Jordan, Zarqa University, held between 10-12/5/2011.

Tarawneh, Omar (2011). Professional human resources management. Amman: The beginning house.

Tawati, Hayat and Ben Khaled, Hajj and Qarisat, Zahra and Atallah, Ahmed (2015). The professional competence of the faculty member and its impact on the quality of the educational service at the university.. A study on physical education and sports students at Mostaghanem University during the 2014/15 academic year.

Weaver, D. (2008). Academic and student use of a learning management system: Implications for quality. *Australasian Journal of Educational Technology, 24*(1), 30-41. https://doi.org/10.14742/ajet.1228

Yahyaoui, Ilham and Abdul Samad, Najwa and Bouselma, Hakima. (2012). The attitudes of faculty members towards the extent to which quality assurance requirements are applied at the University of Batna in Algeria: a field study. 2nd Arab International Quality Assurance Conference in Higher Education, Gulf University, Bahrain, April 4-5, 2012.

Zengin, O. (2012). A Case Study on Moodle: Investigating Students', Perceptions on the Use of Moodle. Paper Presented in the Ireland & UK Moodle moot 2012 Conference Publication.