The Importance of Adopting Learning Management Systems (LMS) to Enhance the Quality of Teaching Among University Professors in Kuwait

By:

Dr. Ahmad Alfailakawi Dr. Abdul Aziz Dakhil Al-Anzi

Associate professor - College of Basic Education - The Public authority for applied education and training in Kuwait

The Importance of Adopting Learning Management Systems (LMS) to Enhance the Quality of Teaching Among University Professors in Kuwait

Dr. Ahmad Alfailakawi & Dr. Abdulaziz Dakhil Alenizi *

Abstract

This study aims to identify the importance of adopting Learning Management Systems (LMS) to enhance the quality of teaching among university professors in Kuwait. By examining faculty members' perspectives, the research explores how the implementation of LMS can elevate the quality of higher education in the country. The results indicate a significant positive perception among university professors regarding the adoption of LMS, highlighting its crucial role in improving educational outcomes in Kuwait.

Keywords: Learning Management Systems (LMS), teaching quality, higher education, university professors, Kuwait

* **Dr. Ahmad Alfailakawi & Dr. Abdul Aziz Dakhil Al-Anzi:** Associate professor - College of Basic Education - The Public authority for applied education and training in Kuwait**.**

Introduction

The educational landscape is witnessing rapid development, characterized by an increase in educational institutions, diversification of programs and services, and evolution of educational techniques and models. Knowledge has transcended being a mere intellectual luxury to become a vital necessity for life. The knowledge economy has become an urgent requirement for all countries, leading to the emergence of open knowledge networks and turning the field of knowledge into a hub of competition among states and societies. These entities are racing to acquire sources of strength and cultural superiority, resulting in the formation of knowledge societies that exert significant influence on various aspects of contemporary life due to economic, technological, and social developments, as well as the information revolution in recent decades.

In the context of globalization and its potential impact on education, particularly regarding the consolidation of competitiveness in open markets—the phenomenon imposes standards on the quality of institutions and programs not only at the national level but also globally. Neglecting the quality of programs and institutions may lead to marginalization or even extinction. The relationship between globalization and quality assurance is strong; institutions that do not meet international quality standards risk being marginalized and excluded. There is an urgent need, both globally and locally, to ensure the quality of education in accordance with international standards to produce output 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 among the most important indicators of a society's transformation into an information society. This contributes to increasing the efficiency and effectiveness of education systems, raising information awareness, and building the information cadres that societies seek today. Given that globalization is continuously changing and evolving, the concept of quality is also dynamic, with quality standards rapidly adapting to new circumstances. This necessitates reviewing

educational systems to implement appropriate changes in line with global contexts and requirements, ensuring high-quality education programs that can compete locally, nationally, and globally (Watson & Watson, 2012).

To ensure quality and academic excellence in the education system, the adoption of Learning Management Systems (LMS) is essential. LMS are vital resources for competitive advantage in achieving value, creating wealth, and ensuring the quality of educational outputs (Rqiyaqia, 2014).

A Learning Management System is software designed to help manage, monitor, and evaluate training, continuing education, and all learning activities within an institution. It is a digital system specifically designed to manage electronic courses and provide collaborative work between teachers and learners, automating learning management processes. LMS serves as a strategic solution for planning and training, managing all aspects of learning in an institution, including live broadcasts, virtual classrooms, or instructor-led courses. This integration transforms previously isolated educational activities into a coherent system that contributes to raising the level of training (Weaver, 2008; McGill & Klobas, 2008).

McGill and Klobas (2008) highlight strong support for the importance, relevance, and impact of technology on learning, noting that the impact is seen directly and indirectly through the level of use of learning management systems.

The LMS allows communication among all parties involved in the learning process—teachers, students, parents, administrators, and technicians—with the aim of enhancing the quality of education. Each educational institution has its own online educational platform where teachers, students, parents, and administrators can access it through their usernames and passwords (Ministry of Education and Higher Education, 2020).

Therefore, this study aims to explore the importance of adopting Learning Management Systems (LMS) to enhance the quality of teaching among university professors in Kuwait.

LMS Classification

Al-Ghadyan (2010) categorized e-learning management systems into three main types:

1. **Self-Developed Learning Management Systems**: These systems are tailored to meet the specific needs of universities and offer several advantages. They can be modified to adapt to any developments within the university, ensuring they remain aligned with institutional requirements. Additionally, they can address linguistic challenges that may arise. Examples include ELIAS2 and VC Prolog Tutor.
2. **Commercial E-Learning Management Systems**: These proprietary systems require licensing and payment to the producing companies. While they typically cover all the needs of universities, they entail recurring costs for development, maintenance, and other services. Examples are WebCT and Blackboard.
3. **Open-Source E-Learning Management Systems**: Sharing characteristics with commercial systems, these platforms are free and open-source, allowing users to modify them as needed. They can be downloaded and used via the internet without licensing fees. Examples include Sakai and Moodle (Sabihi, Awad, & Morsi, 2014; Al-Ayasra & Al-Saadi, 2016).

The Importance of Adopting LMS to Enhance the Quality of Higher Education

Several studies and articles (Abdul Rahman, 2019; Amr, 2018; Rqiyaqia, 2014; Zengin, 2012) have highlighted the importance of adopting Learning Management Systems (LMS) as a critical resource for gaining a competitive advantage, creating value, and ensuring quality outputs in higher education. The quality of education provided by institutions in the Arab world has become a significant concern for decision-makers, as the prevailing education system appears unable to meet the region's development requirements. Introducing LMS is seen as a key solution for developing the educational level in the Arab world, keeping pace with technological advancements, and increasing societal awareness within institutions and governments about the importance of

educational technology. Implementing LMS contributes to increasing the efficiency and effectiveness of education systems.

Abdul Rahman (2019) points out that LMS platforms provide numerous services to stakeholders in the educational process, including faculty members and administrators. They facilitate communication and interaction on course websites, enable the monitoring of lesson plans posted online, and allow tracking of student and teacher performance. The system provides teachers with schedules of lectures, assignments, and tests; enables them to follow up with students; allows for direct personal conversations with students and parents; and offers planned programs for lectures and question banks. Students can access assignments, tests, grades, and lecture plans through the system, while parents can monitor their children's behavior, attendance, and absence. The LMS aims to enhance the quality of higher education by providing efficient services to all parties involved in the learning process.

The integration of technological innovations from the intersection of information technology and educational technology has become a necessity for educational systems to make a qualitative shift in their goals. Rather than merely providing learners with information, the focus is now on equipping them with a range of skills required in the information age—such as learning skills, informatics skills, technological innovation skills, and self-management skills. The current era imposes requirements that make e-learning and the latest technological innovations indispensable strategic choices, including the need for continuing education, flexible education, and open communication. The trend is towards making education independent of space and time, promoting lifelong learning, need-based learning, self-learning, and effective learning.

The objectives and benefits of e-learning in the university environment include:

- Improving the quality of programs, courses, and resources.
- Enhancing the quality of education and learning outcomes.
- Achieving equality and equal educational opportunities for all.
- Freeing learners from the constraints of traditional education systems.

- Making learning enjoyable.
- Spreading quality education and universal learning.
- Developing the academic and vocational performance of university professors.
- Reducing teacher burdens and workloads in educational institutions.
- Saving time and accelerating learning.
- Reducing costs and decreasing long-term expenses.

(Moshi, 2016; Issawi & Abu Leva, 2006; Al-Hadi, 2005; Stephenson, 2001)

Amr (2018) explained that e-learning management systems are essential infrastructures of modern e-learning and serve as critical tools for educational institutions aiming to enhance the quality of the learning process. Most institutions rely on LMS platforms to support their e-learning initiatives.

Al-Saleh (2008) and Al-Issawi and Abu Leva (2006) noted that the educational design phase of an e-learning system at universities represents the roadmap for subsequent stages. At this stage, outputs from the analysis phase (needs, visions, mission) are transformed into a strategic plan and an action plan that develops quality standards, among other elements. A design document for the technical and educational components of the e-learning system is created, specifying technical requirements and learning management systems based on the educational model and delivery systems. In the development phase, these specifications are transformed into a tangible educational system, which includes:

- Supporting the technical infrastructure.
- Producing electronic course content.
- Purchasing or developing the education management system.
- Creating training and professional development programs for system users.
- Experimenting with the system on a limited scale and evaluating it.
- Making improvements and solving problems based on evaluation results.

- Producing print and digital materials for outreach and adoption programs.
- Implementing vocational training and development programs.
- Ensuring the system's readiness for application.

The implementation phase involves using the system in its actual environment.

Amr (2018) further explained that LMS platforms are designed to help teachers use the internet to teach and communicate with learners easily, without requiring extensive knowledge of programming. They provide learners with multiple academic resources accessible from a single location and offer a self-learning environment that enables positive interaction with the educational material. Programs like Moodle facilitate communication with learners and help achieve educational and performance goals. They encourage technological engagement and motivate learners to participate in advanced communities, moving beyond traditional methods to align with the information age.

Faraj (2012) added that LMS platforms are designed to manage, evaluate, and follow up on training, education, and various programs. They serve as solutions for planning, training, and managing different aspects of learning—whether live broadcasts, classrooms, or directed courses. This integration transforms previously separate educational activities and tasks into an interconnected system, raising the level of training without focusing excessively on content composition, development, or reuse.

According to Shaqour and Al-Saadi (2014), international educational institutions and organizations have shown great interest in the use of e-learning management systems technology. This modern technology facilitates communication and the development of learning and teaching processes by eliminating spatial and temporal boundaries and providing simultaneous and asynchronous means of communication among all parties in the educational system. Educational and training institutions must adopt this technology to facilitate education and information exchange between teachers, learners, and among students themselves.

The core idea of an LMS is to organize the learning process within an integrated system. It uses tools that provide educational content in the

form of courses, along with various activities such as evaluations, discussion forums, and conversations.

According to LMS (2006), learning management systems are among the most important e-learning solutions in universities, as they manage learning activities in terms of courses, interaction, and exercises.

Mackey noted that learning management systems deliver courses accommodating flexible learning environments, focusing on interactive tools to facilitate both simultaneous and asynchronous learning, sharing and reviewing learning resources, managing knowledge, and organizing groups.

Kurilovas (2009) emphasized that the quality of learning management systems contributes significantly to raising the quality of higher education. Designing LMS platforms within global standards aids in interactive, cooperative, and personalized learning, including for people with special needs. These systems facilitate easy access to courses, attract learners' attention, support them, increase evaluation efficiency, and improve communication with students.

Educational management systems and media achieve interaction among elements of the educational process and may contribute to enhancing the quality and efficiency of education, achieving equal educational opportunities, and training students (Education Management Systems, 2011).

Hantuli (2016) believes that LMS platforms contribute to managing and monitoring the learning process and organizing students' educational activities, functioning within an interconnected system that raises the level of education. Additionally, they play a role in implementing administrative aspects due to ease of use and flexibility. Educational materials are provided to students via the internet, duties are assigned, tests are conducted electronically, and e-discussion forums between faculty members and students are facilitated, among other services. The LMS functions as an integrated system for managing teaching and learning processes, contributing to the efficiency of educational quality.

Moshi (2016) summarized that one of the most important components in establishing the infrastructure for an e-learning system is

the LMS. This infrastructure includes technical equipment at the university, internet provision, establishment of institutional websites and local networks, and the design and construction of electronic courses in accordance with educational design standards, available globally or locally around the clock. It also involves employing technicians and specialists to monitor and maintain systems. In short, LMS platforms enhance the quality of higher education through the inputs and outputs of the educational institution.

She emphasized that the organization's strategy of excellence is achieved through intelligent intellectual processes of innovation, research, and development to provide distinctive outputs that competitors cannot easily replicate. Adopting education management systems (LMS) is crucial, as they are vital resources for gaining a competitive advantage, creating value, and ensuring the quality of outputs.

Previous Studies

Jamal and Shanaah (2011) explored the role of Learning Management Systems (LMS) in educational environments from the perspectives of students and teachers. Their study found that both groups were satisfied with using Blackboard to organize course materials. However, while most teachers did not promote interactive activities and discussions on Blackboard, students expressed a desire for such interactions to help them construct new understandings.

A 2011 study aimed to identify the impact of different interaction patterns within an LMS-managed e-learning environment on the efficiency of cognitive representation of information among students in the Department of Educational Technology at the Faculty of Quality Education in Qena. Employing a quasi-experimental method, the researcher used a measure of cognitive representation efficiency as the study tool.

Obadara (2014) conducted research to determine the impact of LMS on the academic performance of students at the University of Lagos, Nigeria. The study examined how the use of LMS platforms influenced students' academic outcomes.

Shaqour and Al-Saadi (2014) investigated the readiness of teachers at An-Najah National University to use the Moodle LMS, utilizing the

Technological Pedagogical Content Knowledge (TPACK) framework. Variables considered included gender, college type, age, and the number of courses using Moodle. The descriptive approach was adopted, with a questionnaire as the data collection tool. The sample consisted of 95 teachers—50% of the population—selected randomly based on gender and college type. Data analysis using the Statistical Package for the Social Sciences (SPSS) revealed that participants had very high levels of Technological Knowledge (TK), Pedagogical Knowledge (PK), and Content Knowledge (CK).

Moshi (2016) aimed to identify mechanisms to activate e-learning systems in universities, enhance their performance, and improve the quality of education by adopting new concepts such as informatics, quality management, and adapting to a post-industrial society. Using the descriptive inductive method, the study found that achieving e-learning goals in the university environment involves improving the quality of programs, courses, and resources through the use of LMS and designing Moodle as a learning entity. The results highlighted benefits such as enhancing education quality and learning outcomes, achieving equality and equal educational opportunities, freeing learners from traditional education constraints, increasing learning enjoyment, spreading quality education globally, developing university professors' academic and professional performance, reducing teacher burdens, saving time, accelerating learning, and reducing costs and long-term expenditures.

Kim (2017) investigated the impact of LMS on academic performance through the lenses of virtual competence theory and student engagement theory. The study developed a research model incorporating theories from information systems and educational disciplines to examine the moderating effect of virtual competence and the mediating effect of academic engagement on the relationship between LMS use and academic performance.

Al-Ajrami (2018) focused on the impact of interaction patterns within the Moodle LMS on the development of instructional design skills among students in the Technology Department at Al-Aqsa University in Gaza. The results showed statistically significant differences between

pre-test and post-test scores on both the cognitive achievement test and the final product evaluation card for instructional design skills, favoring the post-test. These improvements were attributed to the interaction patterns facilitated by the Moodle LMS.

Distinction from Previous Studies

The current study differs from previous research in its specific focus on the importance of adopting LMS to enhance the quality of teaching among university professors in Kuwait. It uniquely examines this issue within the Kuwaiti higher education context, considering factors such as gender, and utilizes a methodology tailored to this environment.

Study Problem

Despite the global trend toward integrating technology in education, higher education institutions in Kuwait appear to lag in effectively adopting e-learning management systems like LMS. According to the researcher's observations, there is a noticeable lack of realistic implementation of LMS, and a pressing need exists to elevate the quality of higher education in Kuwait. In the era of the knowledge society and education economy, ensuring the quality of education is crucial to meet contemporary demands.

Main Research Question:

- How important is the adoption of the Learning Management System (LMS) in raising the quality of higher education in Kuwait?

Sub-Question:

- Are there statistically significant differences at the significance level ($\alpha \leq 0.05$) between the mean scores regarding the importance of adopting LMS to enhance the quality of higher education in Kuwait according to the variable of gender?

Study Objectives

The study aims to:

1. **Identify the Importance of LMS Adoption:** Determine how adopting Learning Management Systems (LMS) can enhance the quality of teaching among university professors in Kuwait.
2. **Assess Differences Based on Gender:** Examine whether there are statistically significant differences based on gender concerning the

perceived importance of adopting LMS in raising the quality of higher education.

Importance of the Study

This study holds significant value for several reasons:

1. **Enhancing Educational Quality:** It highlights the critical role of LMS in improving teaching quality among university professors in Kuwait.
2. **Filling Research Gaps:** By addressing a topic with scarce existing research, it provides valuable insights and encourages further studies on LMS adoption in Kuwaiti universities.
3. **Guiding Decision-Makers:** The findings can assist policymakers, curriculum developers, and technology experts in adopting LMS, developing educational programs, and designing electronic courses that contribute to higher education quality.

Study Terms

- **Learning Management System (LMS):** An application software providing an integrated learning environment, performing all administrative functions of e-learning—such as admission, registration, course creation, student monitoring and guidance, test construction and grading, results announcement, communication, collaboration, and social interaction among students, teachers, administrators, and parents—through available system tools to achieve educational goals efficiently and effectively (Abu Steph, 2010, p. 7).
- **Quality of Education:** The set of standards, procedures, and decisions implemented to enhance the educational environment, including institutions with various frameworks and forms, faculty, administration, and the conditions of employees directly or indirectly linked to the educational system (Grima, 2008, p. 1).
- **Raising the Quality of Higher Education:** Enhancing the educational process, improving the efficiency of teaching staff and student outcomes, optimizing staff performance, utilizing resources effectively, and engaging all stakeholders associated with the university (Al-Sa'wa, 2018, p. 1).

Study Limits

1. **Objective Limits:** The study focuses on identifying the importance of adopting LMS to enhance teaching quality among university professors in Kuwait.
2. **Human Limits:** Limited to faculty members at the College of Basic Education within the Public Authority for Applied Education and Training in Kuwait.
3. **Time Limits:** Conducted during the second semester of the academic year 2021/2022.

Method and Procedures

Research Methodology

The research adopted the **descriptive survey method**, appropriate for presenting the phenomenon as it exists and aligning with the study's objectives and variables.

Study Population and Sample

- **Population:** All faculty members at the College of Basic Education within the Public Authority for Applied Education and Training in Kuwait for the academic year 2021/2022, totaling 68 faculty members (40 males and 28 females).

Study Sample :The study sample consisted of 68 faculty members from the College of Basic Education, randomly selected during the academic year 2021/2022. The sample included 40 males (58.8%) and 28 females (41.2%).

Table 1 Frequencies and Percentages by Gender

Gender	Frequency	Percentage
Male	40	58.8%
Female	28	41.2%
Total	**68**	**100%**

Study Instrument

To achieve the objectives of the study, the researcher developed a questionnaire based on theoretical literature and relevant previous studies, including those by Kim (2017), Moshi (2016), Obadara (2014), and Ali (2011).

Validity of the Instrument

The content validity of the questionnaire was established by presenting it to a panel of experts specialized in curriculum and educational technology. They assessed the appropriateness, clarity, and formulation of the items and provided suggestions for modifications, additions, or deletions. Based on their feedback, necessary adjustments were made, and the questionnaire was finalized.

Reliability of the Instrument

To ensure the reliability of the study instrument, the test-retest method was employed. The questionnaire was administered to a pilot group of 40 individuals outside the study sample and reapplied two weeks later to the same group. The Pearson correlation coefficient between their responses was calculated to assess stability over time. Additionally, internal consistency was measured using Cronbach's alpha, yielding a coefficient of 0.88, indicating acceptable reliability for the purposes of this study.

Study Procedures

The researcher conducted the study through the following steps:

1. **Preparation of Theoretical Framework:** Reviewed relevant literature to identify the study variables—namely, the importance of adopting the LMS and raising the quality of higher education.
2. **Survey of Previous Studies:** Noted that, according to the researcher's knowledge, this study is among the first of its kind in this context.
3. **Development and Validation of the Instrument:** Created the questionnaire and verified its validity and reliability through expert review and pilot testing.
4. **Sample Selection and Data Collection:** Identified the study sample and administered the questionnaire.
5. **Data Analysis:** Collected and analyzed the data using appropriate statistical methods, interpreting the results in light of the theoretical framework and previous studies.
6. **Conclusions and Recommendations:** Drew conclusions based on the findings and made recommendations for educational technology practice, proposing topics for future research.

Statistical Analysis

In line with the study questions, appropriate statistical analyses were conducted using SPSS software. Methods included calculating means, standard deviations, Pearson correlation coefficients, and Cronbach's alpha for reliability. One-way ANOVA was used to examine differences based on study variables, and the Scheffé post-hoc test was employed for multiple comparisons.

Results and Discussion

Research Question: *How important is the adoption of Learning Management Systems (LMS) in raising the quality of higher education in Kuwait?*

To address this question, means and standard deviations were calculated for each item related to the importance of adopting LMS. Items were ranked in descending order based on their mean scores.

Table 2 Means and Standard Deviations for Items Related to the Importance of Adopting LMS, Ranked Descendingly

Rank	Item No.	Item	Mean	SD	Level
1	1	The adoption of the LMS serves as an important resource for competitive advantage in achieving and ensuring the quality of outputs.	4.02	0.901	High
1	11	Performs all administrative functions of e-learning efficiently and effectively.	4.02	0.891	High
3	2	Its use as an integrated learning environment raises the quality of the learning process.	4.00	0.927	High
4	18	Serves as a key indicator of the technical infrastructure when applied in its actual environment.	3.97	0.903	High
5	6	Contributes to raising the quality of the higher educational level.	3.96	0.940	High
5	12	Improves the quality of programs, courses, and resources.	3.96	0.940	High
7	9	Contributes to improving the quality of education and educational outcomes.	3.95	0.892	High

Rank	Item No.	Item	Mean	SD	Level
7	8	Helps free learners from the constraints of the traditional education system and accelerates learning.	3.95	0.932	High
9	5	Contributes to the dissemination of quality education and universal learning.	3.94	0.826	High
9	13	Develops the academic and professional performance of university professors by reducing their burden and workload.	3.94	0.928	High
24	25	Interaction patterns within the system contribute to raising mastery of cognitive aspects and learning design skills among students.	3.84	0.913	High
24	26	Shows effective positive effects on the quality of teaching and learning with technology and the establishment of higher education institutions.	3.84	1.046	High
		Overall Mean	3.98	0.607	High

Note: Only selected items are displayed for brevity.

Discussion

The mean scores ranged from 3.84 to 4.02, indicating a high level of agreement among participants regarding the importance of adopting LMS to enhance the quality of higher education in Kuwait.

- **Top-Ranked Items:**
  - *Item 1* and *Item 11* both had the highest mean score of 4.02. These items emphasize that adopting LMS provides a competitive advantage and ensures the quality of outputs, and that LMS performs administrative functions efficiently.
  - *Item 2* had a mean of 4.00, highlighting that using LMS as an integrated learning environment raises the quality of the learning process.
- **Lower-Ranked Items:**
  - *Item 25* and *Item 26* had mean scores of 3.84 but still fell within the "High" level. These items relate to the contribution of LMS to mastering cognitive aspects, developing learning design skills, and

positively affecting the quality of teaching and institutional establishment.

The overall mean score was 3.98, underscoring a strong consensus on the importance of LMS adoption.

Interpretation

Faculty members in higher education institutions in Kuwait perceive the adoption of LMS as crucial for raising educational quality. The high mean scores reflect their conviction that LMS contributes significantly to competitive advantage, enhances the learning process, and improves administrative efficiency.

The findings suggest that faculty members recognize the potential of LMS to:

- Facilitate active participation among educational stakeholders.
- Develop learning design and other essential skills.
- Address the limitations of traditional educational systems.

The lack of widespread LMS adoption may be hindering competitiveness and educational outcomes in some universities. Faculty members view the adoption of LMS as an urgent necessity to improve the efficiency and quality of the learning system.

Consistency with Previous Studies

These results align with findings from previous studies (Al-Ajrami, 2018; Kim, 2017; Moshi, 2016; Obadara, 2014; Ali, 2011; Jamal & Shanaah, 2011), which also highlighted the positive impact of LMS on educational quality and effectiveness.

Conclusion

The study underscores the significant importance attributed by faculty members to the adoption of Learning Management Systems in enhancing the quality of higher education in Kuwait. The strong agreement among participants highlights the urgency for educational institutions to adopt LMS to remain competitive and improve educational outcomes.

Research Question 3

Are there statistically significant differences at the significance level ($\alpha \leq 0.05$) between the mean scores regarding the importance of

adopting the Learning Management System (LMS) to raise the quality of higher education in Kuwait according to gender?

To address this question, the means and standard deviations for the importance of adopting LMS were calculated separately for male and female faculty members. An independent samples t-test was conducted to determine if any statistically significant differences existed between the two groups.

Table 3 *Means, Standard Deviations, and t-test Results for the Importance of Adopting LMS by Gender*

Gender	N	Mean	Standard Deviation	t-value	Degrees of Freedom	Significance (p)
Male	40	3.95	0.586			
Female	28	3.91	0.556			

An independent samples t-test yielded the following results:

- **t-value**: 0.695
- **Degrees of Freedom**: 66
- **Significance (p-value)**: 0.488

Since the p-value (0.488) is greater than the significance level ($\alpha = 0.05$), we fail to reject the null hypothesis. This indicates that there are no statistically significant differences between male and female faculty members regarding the importance they place on adopting LMS to enhance the quality of higher education in Kuwait.

Interpretation

The results suggest that faculty members of both genders equally recognize the importance of adopting Learning Management Systems in higher education. This shared perspective underscores a collective conviction about the pivotal role of LMS in the teaching and learning process. Faculty members acknowledge that LMS significantly impacts various elements such as teaching methodologies, training, instructional design, and the overall e-learning environment.

Recommendations

Based on the findings of this study, the following recommendations are proposed:

1.**Implement Distance Learning and E-Learning Environments**

Higher education institutions should actively work towards establishing distance learning platforms and robust e-learning environments that are grounded in Learning Management Systems. This initiative will modernize the educational infrastructure and cater to the evolving needs of learners in a technologically advanced society.

2.**Adopt LMS to Enhance Higher Education Quality**

Institutions should adopt LMS to elevate the quality of higher education in Kuwait. The implementation of LMS can contribute to various aspects of the educational process, including training, instructional design, monitoring, and support for all stakeholders involved in the learning journey. This adoption will not only improve efficiency but also foster an environment conducive to innovation and continuous improvement.

Conclusion

The study concludes that there is a unanimous agreement among faculty members, regardless of gender, on the significance of adopting Learning Management Systems to enhance the quality of higher education in Kuwait. The lack of significant differences between male and female faculty members highlights a unified stance on leveraging technology to advance educational outcomes. Therefore, it is imperative for higher education institutions to heed these insights and integrate LMS into their strategic planning and operational frameworks.

References

Abdel Ati, M., & Abdul Ati, H. (2009). The effectiveness of a proposed training program in developing some skills of managing electronic content using the "Moodle" system in professional diploma students and their attitudes towards it. *Journal of the Faculty of Education in Alexandria*, 19(3), 146–235.

Abdul Muti, H. (2015). Impact of quality and reliance on the development and improvement of educational institutions. In *Proceedings of the 7th Annual Conference: The Impact of Quality and Accreditation on Education* (pp. 1–15). Casablanca, Morocco.

Abdul Rahman, A. (2019, March 19). A new learning management system in public schools. *Al Shorouk*. Retrieved from [website URL if available]

Abu Shanab, A. (2015). Development in Casablanca. In *Proceedings of the 7th Annual Conference on the Impact of Quality and Accreditation on Education* (pp. 20–35). Casablanca, Morocco.

Abu Steph, M. (2010). Quality standards in learning management systems. Paper presented at the First Symposium on ICT Applications in Education and Training, Royal Cultural Center, Amman, Jordan.

Al-Ayasra, M., & Al-Saadi, K. (2016). The impact of using 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*, 10(2), 356–375.

Al-Hadi, M. (2005). *Online e-learning* (1st ed.). Cairo, Egypt: The Egyptian-Lebanese House.

Ali, A. (2011). The effect of different interaction patterns in Moodle's e-learning environment management system on the cognitive representation of information among students of the Technology Division at the Faculty of Quality Education in Qena. In *Proceedings of the 7th Scientific Conference of the Arab Society for Education Technology: E-Learning and the Challenges of the Arab Peoples* (pp. 137–195). Egypt.

Al-Issawi, S., & Abu Leva, T. (2006). E-learning between economic necessity and the requirements of technological development. [Further publication details needed]

Al-Kharasha, O. (2015). Quality management and accreditation in higher education institutions: Arab and international experiences. In *Proceedings of the 7th Annual Conference: The Impact of Quality and Accreditation on Education* (pp. 50–65). Casablanca, Morocco.

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

Ames, J. (2006). *Teacher's Guide to the Open-Source Education Management System Moodle*. [Publisher information needed]

Amr, M. (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. [Further publication details needed]

Bdah, A., & Al-Sarayra, K. (2011). A proposed framework to develop quality management and assurance standards in Jordanian universities in light of e-learning technologies. *Balqa Applied University, Department of Educational Sciences*, Jordan.

Faraj, S. H. (2012). The effectiveness of developing an e-course in education technology and its management online through the Moodle course system to develop the concepts of e-learning among students and teachers at the Faculty of Education and measure their attitudes towards the course. *Pedagogical Studies*, 13(3), 130–145.

Fregat, G. (2010). *An Introduction to Education Technology*. Amman, Jordan: Treasures of Knowledge Publishing and Distribution.

Grima, G. (2008, October 5). What is quality education? *Times of Malta*. Retrieved from https://timesofmalta.com/articles/view/what-is-quality-education.234848

Hantuli, T. (2016). The reality of e-learning at An-Najah National University and its role in achieving interaction between learners from the point of view of graduate students in education programs and faculty members. (Unpublished master's thesis). An-Najah National University, Nablus, Palestine.

Irlbeck, S., & Mowat, J. (2007). Learning content management system (LCMS). In *Learning Objects: Standards, Metadata, Repositories, and LCMS* (pp. [pages needed]). [Publisher information needed]

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

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. In *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-TEL 2009) (pp. [pages needed]). 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.

Mazen, H. A.-D. (2009). *Education Technology and Ensuring the Quality of Education*. Cairo, Egypt: Al-Fajr Publishing and Distribution House.

McGill, T. J., & Klobas, J. E. (2008). A task–technology fit view of learning management system impact. *Computers & Education*, 52(2), 496–508.

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

Mwashi, Z. (2016). Activating the e-learning system as a mechanism to raise the level of performance in universities under information technology. Paper presented at the 11th International Conference of the Geli Scientific Research Center on Learning in the Digital Age, Tripoli, Lebanon.

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, Z., & Boumama, O. (2010). The importance of quality in higher education. In *Proceedings of the International Forum on Quality Assurance in Higher Education* (pp. [pages needed]). Skikda University, Algeria.

Ruqaiqa, F. Z. (2014). Adopting LMS education management systems to ensure quality and academic excellence in the Arab higher education system: An exploratory vision of Mohamed El-Sharif University and its assistants in Souk Ahras (Algeria). *Journal of the Arab Open Academy*, (15), 36–62.

Sa'ad, S. (2018). The concept of quality education. *Mawdoo3*. Retrieved from https://mawdoo3.com

Sabihi, H., Awad, A., & Morsi, M. (2014). Developing an online learning environment using social networks and its impact on the development of Moodle skills for students of the Faculty of Education. *Education Technology Journal*, 24(2), 293–319.

Salameh, A. H. (2013). *Computer and Multimedia Applications in Education*. Amman, Jordan: Al-Bidaya Publishers and Distributors.

Shaqour, R., & Al-Saadi, K. (2014). [Article title needed]. *Journal of An-Najah University for Humanities Research*, 29(8), 1–32.

Stephenson, J. (2001). *Teaching & Learning Online: Pedagogies for New Technologies*. London, England: Kogan Page.

Ta'aima, R. (2004). *Analysis of Content in the Humanities*. Cairo, Egypt: Arab Thought House.

Tarawneh, M. (2011). A proposed model of standards to ensure the quality of the real evaluation of students in higher education curricula. In *Proceedings of the First Arab International*

Conference to Ensure the Quality of Higher Education (pp. [pages needed]). Zarqa University, Jordan.

Tarawneh, O. (2011). *Professional Human Resources Management*. Amman, Jordan: Al-Bidaya House.

Tawati, H., Ben Khaled, H., Qarisat, Z., & Atallah, A. (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 and sports education students at Mostaghanem University during the 2014/15 academic year. [Further publication details needed]

Weaver, D. (2008). Academic and student use of a learning management system: Implications for quality. *Australasian Journal of Educational Technology*, 24(1), 30–41.

Yahyaoui, I., Abdul Samad, N., & Bouselma, H. (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. In *Proceedings of the 2nd Arab International Quality Assurance Conference in Higher Education* (pp. [pages needed]). Gulf University, Bahrain.

Zengin, O. (2012). A case study on Moodle: Investigating students' perceptions on the use of Moodle. Paper presented at the Ireland & UK Moodle Moot 2012 Conference.