

Investigating The Role Of E-Learning Management Systems In The Learning Process From The Point Of View Of The Faculty At The Faculty Of Basic Education In Kuwait

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Abstract

The study aimed to investigate the role of e-learning management systems in the learning process from the point of view of the faculty at the Faculty of Basic Education in Kuwait. The study adopted the descriptive survey method, and the study tool was prepared and extracted the sincerity and consistency. The sample of the study consisted of (278) members and faculty members of the Faculty of Basic Education, selected randomly. The results of the study showed the satisfaction of the faculty about the role of learning management systems, and that its use has a significant role in the learning process, and the arithmetic averages came between (3.82-4.02), and the average calculation of the total score as a whole (3.90). The results showed that e-learning management systems play a role in the learning process from the point of view of the faculty at the Faculty of Basic Education.

Introduction

With the spread of the Internet, new technologies have emerged that allow e-learning systems to circulate, helped by the emergence of digital technology, multimedia data compression methods and e-learning systems of different types of service delivery to the Internet user community. The organization process is one of the essential functions of the management of an organization, and this function is linked to the identification of relationships in any organization in order to achieve its objectives, and to the precise definition of objectives and activities necessary to achieve them, as well as to the material, human and technical potential, within the framework of determining roles at all administrative levels.

As the demand for science increased, as a result of the large number of learners, the technical development and development of communication networks, and the growing population, there was a need for a system that provided science to everyone who requested it

in a simple and interesting way at any time and anywhere, so the need for programmes to do so showed us the so-called learning management systems (LMS). Learning management systems are "programs designed to help manage, implement and evaluate all learning activities in educational institutions" (Al-Shahri, 2011).

When the network education system is settled in an educational institution, the most important thing it seeks is to create a database in the computer server system, whether educational, administrative or legal information ... And other types of information that are related to the objectives of the educational process and its management through networks, and this information is on demand for the learner, who can benefit from it in time of need without reviewing the teacher or institution, depending on his need and access to ready answers to his or her questions, or access to the assistance he needs

without reviewing the teacher or institution (Abu Hassan, 2010).

The adoption of the e-school system, as a modern requirement, and modern education requires conscious management of the objectives of the e-management system, particularly with regard to the administrative and educational aspects, if it is found that reforms and changes have failed due to management failures, and the focus must be on the development of an e-learning management organization to oversee all organizational, administrative and technical aspects required by the application of e-learning in the educational process, helping to develop and reform the education system, improve the work of educational institutions, support the educational process and promote community participation (Al Mezher, 2005).

E-learning management systems are designed to help teachers use the Internet in education, communicate with learners in an easy way without the need for deep knowledge of programming methods, and provide learners with various and multiple scientific materials that can be obtained from one place, and provide a self-learning environment that enables the learner to interact positively with the subject. Scientific, where it is used to communicate with students and how to achieve the educational, cognitive and performance goals required of the student, and perhaps even further in terms of technological communication with the student and motivate him to engage in the advanced society and get out of the vortex of tradition to keep up with the information renaissance (Ashour, 2009; VanLehn, 2011).

Brianl (Brianl, 2001) noted that the use of Internet technology automatically serves educational administrative work, which increases the use of time and effort, facilitates tasks, and qualitatively improves educational programs at all levels.

The Internet is the intermediary between learners and educational institutions, as successive developments have led to the emergence of new forms that were not

previously known. Innovations are constantly happening in the digital world, so much so that universities are struggling to meet the demands of today's learners, who have access to a huge amount of information (Mukerjee, 2014).

Since learners have a lot and a variety of information in different areas of life, they expect to get the same amount of that information in the field of education (Prensky, 2005); learners of the current generation prefer to learn in active and collaborative environments, and knowing the preferences of learners helps to achieve the best results.

Educational means, support for the learner and his needs, and management, which are factors in the design of any electronic program, were also the main elements of the work of any e-learning program, and in preparing for work, the learner must be analyzed and his needs, and the content of the program that corresponds to the needs and the appropriate design, which is the most important stages of planning for e-learning, and from then comes the importance of the final stages of: development, leadership and operation based on experience and access to feedback, and must cover some or all administrative and organizational tasks, where the role of management and support for the application comes through the formation of a team for the development of e-learning (Sejzi & Arisa, 2013; Al Mezher, 2005; Lewis & Whitlock, 2003).

Accordingly, the importance of e-learning management systems in education requires the researcher to investigate the role of e-learning management systems in the learning process from the point of view of the faculty at the Faculty of Basic Education in Kuwait. - According to the researcher's knowledge- the study may be the first of its kind in The State of Kuwait, and it was necessary to conduct research on a topic of

importance to keep up with technological and educational development.

Theoretical framework

Defining e-learning management systems

Khalifa (2008:4) defined the electronic learning management systems(LMS)as "systems that act as supporting and enhancing the educational process so that the teacher places educational materials of lectures, examinations and sources on the system site, as there are discussion rooms and a portfolio of student work and other electronic services supported for the study material. Learning management systems are programs that help store and manage course content electronically and facilitate the management of the learning process."

Al Mezher (2005:40) defined it as "an integrated system responsible for managing the e-learning process through the Internet, and this system includes admission and registration, enrollment in courses, course management, student follow-up and other important tasks".

The **Deanship of Distance Education of King Saud University** in the emes guide defined e-learning management systems as "an integrated computer system that manages the learning process remotely, where it aims to facilitate the interaction between the student and the faculty" (Al-Mahmadi, 2018: 183).

Salem (2004: 301) also defined it as "an integrated system responsible for managing the electronic learning process through the Internet, which includes admission and registration, registration in courses, course management, duties, follow-up of student learning, supervision of communication tools, and non-synchronization, test management and final certification."

Garout and Peterson(Garrote & Pettersson, 2007: 327) defined it as "software

that integrates teaching, evaluation, and course management functions".".

E-learning management systems characteristics

E-Learning Systems Management manages courses where it facilitates the management of the learning process and the characteristics of these programs(Ben Rehan, 2019; Epignosis, 2014;Khalifa, 2008; Culley,2006):

- 1- Publishing and submitting courses.**
- 2- Managing student records and following up their activities.**
- 3- The possibility of communication between students and teachers through special dialogue forums.**
- 4- Publishing and evaluating exams.**

Khalifa (2008) pointed out that there is a large amount of e-learning systems management programs where there are nearly 200 software packages, where these systems are centered around the curriculum, meaning that each student enrolled in these systems will see the same curriculum and in the same order, using the same tools. These systems also come in two types, including free and open source such as Moodle, and some are commercial, such as (Blackboard).

According to Duff Harris, the use of intranet in delivering teaching courses requires more than just the preparation of good content, which goes beyond creating a complete learning environment, and that good content must be provided, as well as a suitable interaction interface with appropriate tools to deliver content and achieve interaction. In addition, the interaction interface must be supported through the system infrastructure and the three components must work harmoniously(content - presentation system - infrastructure (similar to Dave Harris in

three levels of one system, which can therefore be represented (Abu Hassan, 2010):

- 1- **Content:** Includes information in various forms, exercises and tests.
- 2- **Tools and interface (course delivery system):** includes the organization of the interaction interface, and internet tools used within the system (e.g. e-mail and dialogue software).
- 3- **Information infrastructure:** computers, network systems, operating systems, Internet connectivity system.

Benefits of e-learning management systems

Khalifa (2008) noted the benefits of learning management systems in the following:

- 1- It is easier for the teacher and student to communicate at any time and at any time.
- 2- The possibility of using the medium at any time and place.
- 3- Support and complete traditional education.
- 4- Teaching complete materials - or providing timely training.
- 5- Educating increasing numbers of students in crowded classes.

E-learning management systems are concerned with the administrative aspect and are considered one of the most important components of e-learning, it is an integrated system responsible for managing the e-learning process, and this system includes the following components and tools (Epignosis, 2014; McIntosh, 2014; Ghribi, 2009; Al Mezher, 2005):

- 1- **Admission and registration:** Provides a form to join the program, offers an acceptance test and reports about admission by e-mail, allows payment of tuition fees via the site, provides a schedule of courses for registration, the program issues a study number and a password for the accepted student, while the unregistered can enter as a visitor only, after completion of the study a graduation certificate is issued,

and the system can also be linked to a ready registration system.

- 2- **E-courses:** Programs that offer the curriculum and are used as a major or promotional source of education. It is accessible at any time, provides the features of multiple presentations that allow to watch, listen, read, and answer interactively with the lesson, and the content, lessons and courses are added in an easy way that does not require any knowledge of programming languages, provides comments on the performance of the learner and tells him the level and progress of the study either in writing or branching according to the rapporteur's opinion, the course can be created by the teacher or link a ready-made educational program to the system, and the student can also put his observations on the content.
- 3- **Virtual/Direct Learning Classes:** Are programs that broadcast live lessons live by voice, image and text, used to explain lessons and talk with students and host, broadcast at a specific time, and contain an electronic blackboard used for explanation by the professor and students, students can participate in the question by voice or in writing (text and voice conversation), conversation may be public or private, and keep the conversation and activities to re-read, but it has the disadvantages of slowness and poor communication.
- 4- **Electronic tests:** The teacher can build tests to be presented to students via computer, and can choose several types of questions (choice of multiple, right and wrong, pans... The student's grades are stored in special schedules, the test can be sent via the student's e-mail, the test can also be scheduled at the student's location and the end of the test, and the teacher can set up a bank

- for test questions, send the result via e-mail or see it on the student's website.
- 5- **Electronic duties: The teacher** can send duties in the form of files in multiple bodies, and can also download the answer to the system, the system provides a report of the assignments delivered to students including date and time, and the teacher can evaluate the assignment and give him a degree, and can set the end of the delivery of duty so that the assignment is not allowed after him, and the teacher can write comments on the students' answers and duties.
 - 6- **Educational discussion forums:** programs that allow students to ask topics, exchange information and discussions with each other or with teachers indirectly, and the forums enrich students' information and introduce us to their interests and abilities, can create discussion forums specific to each course or division, the teacher can follow the participation of students and the number of participants each, and the participation is linked to the student's number and real name, and can also develop a forum for each group of students (collaborative learning).
 - 7- **E-mail:** A program for sending and receiving messages, a means of discussion and exchange of experiences and follow-up news of the course, also a means of sending assignments and instructions to students, organizing electronic office hours to answer students' questions, and is considered an appropriate environment for learning from peers and experts and forming an interest group with the class group, and an environment suitable for practicing writing skills, and researching the list of students or teachers of the institution.
 - 8- **Electronic follow-up:** information on the student's learning behavior and the way he conducts lessons, information about the pages and lessons he visited, putting the student in the place where he stood in the previous visit, providing diagnostic tests and level setting the student and then putting him at the appropriate level, and information on the number of lessons completed and the time of completion Compared to the previously specific criteria, and know the number of courses completed by the student and his or her quarterly and cumulative rate and the remaining courses of graduation, to inform the student about his grades and duties from his own page, and to know the students entering the system/course at a given moment, and the teacher can place his observations at the student level.

Sony(Soni, 2016)notedthat some learning systems give the ability to use the elements of play (games) (points - medals - levels - challenges - challenges - competition) in building incentives and rewards for an educational position, which makes students more integrated with the educational process and increases the level of motivation, for example some systems give decorations to students when they accomplish a task.

Types of e-learning management systems

The education management system aims to manage e-learning programs and determine their course for both the trainee and the institution, and thus moves towards the development of work and courses that require the granting of them to the members of the institution or students, and to pass on knowledge and experience to employees and stakeholders inside and outside the educational institution.

There are three forms of these systems, which share some characteristics and

characteristics, and some have distinctive qualities that may make them suitable for the needs of users more than the other two types, one of those important features: the ability to deal with reusable learning objects, referred to as RLO (Kohan, 2017), and before discussing the three types, this concept will be reviewed quickly to help us better understand the following ideas.

Reusable Learning Objects

Reusable Learning Objects is a modern concept related to the theme of instructional design. .

McGreal, (2008) explained that educational objects are modules based on digital media elements, electronic text or simulations, a tutorial site, image, drawing, Java program, or any other educational resource that can be used in the learning process..

A lesson that is digitally presented can be divided into small chunks that may be images, videos, or the like, in which case objects are stored in repository, so that the user can search for them while designing any new content, and reuse them directly to achieve the goal of new content without having to design new objects (Kay & Knaack, 2008; Wiley, 2000).

Types of e-learning management systems

Jones, (2001). There are three education LCMS and the first, which are Web Application third management systems known as the **first** cms,two, lms, and the **third**;

Both the second and third systems work side by side in an integrated manner and do not separate each other when applying or planning(Kohan, 2017;Ali and Hassoun, 2009). The systems will be displayed as follows:

First: CMS Content Management Systems

Gives the ability of one or more users (with manageable powers) to manage the content of a website without necessarily having experience in site programming, and

the department is intended to create, modify, publish, archive, and the contents of a website. The reason for using content management systems is the ability of a group of users to manage different parts of a single website, with the ability to control each user's access to the dedicated part(Kohan, 2017).).

The content management system concepts are sometimes confused with course management systems.. Colis and Stragker explains (Strijker, 2001) The difference between the two terms, noting that course management systems are more sophisticated than content management systems, as they include content delivery, monitoring of learners' activities, collaborative work among learners, feedback, tests, and achievement files, while content management systems focus on creating content in such a way that information is stored in the form of objects that can be reused..

Other times content-authoring tools are referred to within this type, which are software tools used to produce multimedia to be disseminated across the web or computer file body, such as Flash and PowerPoint (Epignosis,2014). Most content management systems are free, but some require a small fee for more features than content management systems, and below is a list of examples of CMD definitions, (2017:): WordPress, Joomla, Drupal, Weebly Wix, Blogger, Expression Engine, Text Pattern, Radiant CMS, Cushy CMS, Silver Stripe, Alfresco, TYPO light, WebGUI, eZ Platform, MODX, concrete5, Composr, Magento

Second: LMS Learning Management System

The learning management system is a software 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 (Irlbeck & Mowat, 2007).

Learning management systems deliver content to learners without having authoring tools, so learning management is not a system for creating and developing content (Ninoriya, Chawan, Meshram & VJTI, 2011).

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 an interconnected system that contributes to raising the level of training. On the other hand, LMS does not focus much on content, neither in terms of composition nor reuse, nor even content development, and here we need to recognize another term (Irlbeck & Mowat, 2007).

Third: LCMS

Meaning educational content management system, different from LMS, LCMS focuses on educational content, it gives authors, educational designers and scientific materials professionals the ability to create, develop and modify educational content more effectively, and this is by placing a repository that contains educational elements for all possible content so that it is easy to control, aggregate, distribute and reuse to suit the elements of the training process, from a trainer, trainee, educational designer and rapporteur expert (Ali Andison, 2009).

It is often preferable to have interactive content that lends some pleasure to training, urges the trainee to continue and measure the skills he has acquired, and at the same time this interactive can be extrapolated from the trainee so that the designer can modify the content to suit the performance of the trainee, and some content management systems allow trainees to add content and

share knowledge among them. LCMS are just an evolving form of LMS (Srimathi, 2010).

Sejzi & Arisa, 2013, noted that an organization with a large number of courses and students may need educational content management systems more than learning management systems..

From the above, learning management systems do not focus much on content, neither in terms of its composition, in terms of its reuse, nor in terms of its development, hence our term Learning LMS CMS Content Management System (LCMS,) and denoted by the symbol (LCMS which gives authors, educational designers and materials specialists the ability to create, develop and modify educational content more effectively (Irlbeck & Mowat, 2007).

The second and third systems are considered to be types of learning management systems and their characteristics, that there are commercial and other free programs, including the following programs (Blackmon, 2015; Ashour, 2009; Irlbeck & Mowat, 2007):

First: Commercial e-learning management programmes

1. WebCT : This system has been developed at the University of British Columbia and the Web City system has evolved from being an online educational material delivery system to a system for the management and delivery of educational sites, a web site to provide educational services supporting these courses as well as training and consulting services, and the Black Board system has now been integrated to provide online courses to this system to take advantage of the advantages of both systems. The system is compatible with all standard web browsers and devices whether IBM or MAC and offers two interaction interfaces: the first is for the student, the second is for the designer, and there are

fourteen languages, including Arabic and English <http://www.webct.com>.

2- Blackboard Program : The program is called Blackboard Academic Suite, a system that offers about 100 types of buttons <http://www.blackboard.com> s and templates with support for various file formats from MS Word files and <http://www.blackboard.com>. PDF format for electronic publishing, as well as an effective system for keeping and retrieving student grades in addition to providing test forms designed by the teacher. Blackboard

3- Tadarus E-Learning Management Program: An Arabic learning management system that has a study system for e-learning the functions and applications offered by advanced e-learning management systems, and the system has many features and characteristics that make many institutes, universities, schools and companies consider implementing it, and the system is compatible with e-learning standards such as: SCORM, IMS, AICC.. The company that produced the program is called Ahar It Company, wu is a programmed design of Arab designers, supports Arabic and English, can add languages to it without canceling the source of the system, and the company link is: <http://www.harf.com/cms.aspx?ContentID=158>

4- Schoolge Program: a system of online school management that meets the requirements of school principals, teachers, parents and students.. One of the advantages of the program is that this system enables the school administration to conduct multiple operations, including: the registration of students through the system's website.. The system also has a set of tools that enable **Schoolgen** the teacher, student and guardian to access educational resources on the world wide

web easily and easily WWW.SCHOOLGEN.COM.

Open source (free) e-learning management programs

1. Caroline E-Learning Management Program:

Caroline or **Dokeos** is an open source system, which means that it is not the exclusive domain of a particular party or company in terms of ownership, development, modification, or use, and you can get a modern version of the system through their website, and it is used by More than 1,200 organizations in 65 countries to activate cooperation between different target groups as it is compatible with the SCORM standard and not surprisingly the name has been named Decos formerly Dokeos. The system is compatible with all devices and supports 34 languages, but for Arabic the program is in the process of localization, and the producing company is Dokeos Global, and the program link www.Dokeos.com..

2. Moodle E-Learning Management System:

An open-source learning management system designed on educational grounds to help trainers provide an electronic learning environment, which can be used personally at the individual level, and can serve a university of 40,000 trainees, since the system's website has more than 63 million registered users, and they speak 78 different languages from (215) countries. Technically, the system was designed using PHP and databases (MYSQL) (Zahrani, 2012). Although the model system has many advantages, it is concerned about the lack of adequate protection in the system (hacker) and the slow operation of the system (Shelf, 2008; Dougiamas & Taylor, 2003).). The manufacturer Moodle .command is compatible with all devices, the system supports 45

languages, and is fully re-established, while the link to the site <http://moodle.org>

(MySQL) and server software such as Apache or Microsoft IIS3. Technically, the system is designed using PHP, SCORM, and IMSA **Tutor**: An open-source learning and content management systems CORM, a learning and content management system (LCMS) that works in the internet environment. Students also enjoy learning in a learning environment tailored to their needs, and this system can be used for small educational institutions and large universities that offer online learning.). This system contains a tool that helps and facilitates the transfer of content between different systems compatible with (The manufacturer of the program is the University of Toronto - ATRC, and the system is **compatible with all devices supporting the system 30 languages complete translation, as for The Arabic language is completely Arab, and the program link is: <http://www.atutor.ca>.**

4- Top Class Web-Based Teaching e-learning management system: All functions performed by this system are done through miniature drawings (icons) symbolizing its function and appearing in front of the learner, so the system is one of the systems based on icons that use buttons instead of icons www.WBTsystems.com.

5. JUSUR Bridge System: The National Center for E-Learning and Distance Learning in Saudi Arabia, in collaboration with the Malaysian Open University, in 2007, introduced the Learning Management System(Jusoor)(with the aim of providing faculty and students in higher education with modern technologies in education, and using an interactive

electronic environment(Al-Khalifa, 2010).).

Kozma, 2003,noted that under various educational management systems around the world to change the practices of teachers and students within many e-learning schools, whether distance learning or through classrooms in these countries, and the use of technical tools and resources that support students as they search for information, design and publishing products, teachers are building, building and providing advice, and monitoring the development and growth of these practices, which are widely used.

According to the researcher, CMS, LMS and LCMS can become suitable solutions for learners and trainees, depending on the nature of the educational situation and the way the organization provides those contents and their strategy in education or training, and through the ability to distinguish between the different characteristics of the three previous systems, and to identify the functions of each system can choose the appropriate system, a task usually assigned to specialists who study these needs to provide appropriate solutions..

The role of e-learning management systems in the learning process

Many studies have emphasized the importance of e-science systems in education, and have a major role in the learning process, after Sebastian Thrun Salman Khan founded The Khan Academy, a library of more than 32,000 video files and 3,500 trainings, aimed at providing education to anyone anywhere and free of charge. In 2011, Professor Sebastian Thrun and Professor Andrew Ng of Stanford University made their courses available online, enrolling more than 160,000 students in the AI course, and later Leaving the University of Udacity, the University of Pennsylvania and Michigan, the Universities of Pennsylvania and Michigan, to join these free courses online, and published some courses free of charge to those who wanted to take them. MIT has entered into a \$60 million

project with Harvard University to develop free content posted online (Bishop& Verleger), 2013).

Martin Beann, President of Open University of London, commented on these developments as a wave that led in the rapid development of 18 of America's best universities to offer courses through educational platforms or using learning management systems (Beann, 2012).). These experiences confirm the role played by e-learning management systems in education, and the imitation of universities with each other and their experiences and the embodiment of the experience in reality, due to the importance of the role played by these educational systems.

Among the most prominent Arab experiences are the Virtual Syrian and Tunisian Universities, open university experiences in Egypt, Algeria, Sudan, Libya, the United Arab Emirates and Palestine, as well as the Arab. Open University, which succeeded in employing the British Open University plan to employ the e-learning management system (Al-Otaibi, 2012; Al-Saleh, 2007; Al Harbi, 2007). Higher education institutions in Saudi Arabia have been interested in using e-learning management systems in their programs, such as King Saud University and King Faisal University (Al Mezher, 2005)..

Al-Jarai (2013) pointed out that the role of e-learning management systems, including Moodle in the learning process, highlights its many advantages, including: it is an appropriate tool for building electronic curricula: (compilation, tab, presentation), the system supports many languages, including Arabic, and takes care of the module, to create several pages that display the content or part of it, and at the end of each page can add a question, link or other, and gives a good opportunity for the learner to send his duties and tasks assigned to them by the teacher before, and to download them on the site, and to download them on the site, and to download them to the site. Different, in order to present

it to the teacher (Word or PowerPoint), PowerPoint in addition to following the student from the beginning of his entry to the system until his exit with the provision of a report for each student, and includes various tools for evaluation: (tasks, activities, tests, tests, surveys), and includes a dictionary of glossary terms for the work of dictionaries for the terms used in the curriculum. Discussion groups are made by tasks and educational level or configured by the system, and there are also chat rooms and forums for educational dialogue in the system, as well as the system supports SCORM's global standards.

Sharma& Vatta, 2013, stressed that learning management systems play a major role in education, as they are popular as a convenient way to provide and manage education and train remote learners and can serve as a learning management system for different educational bodies.

Many studies have indicated that there has been an improvement in students' achievement as a result of their attitudes towards learning through the educational website, due to the different traditional teaching methods to the electronic method, and the use of e-learning in different types of learning. (Qarwani, 2010; Abu Ria and Khashan, 2008; Al-Sofiani, 2008; Badr, 2001).

There was an impact in teaching using the three electronic classrooms (interactive, collaborative and complementary), because of the important role that e-learning management systems and the use of e-classrooms offered instead of traditional classrooms in education. The use of teaching software has played an important role in the completion of duties, and positive attitudes among teachers and students towards e-learning (Ghribi, 2008; Al Mutairi, 2008; Al-Shash and Bani Doumi, 2010).

Johnson(Jonsson, 2006)noted the impact of e-learning in teaching by teachers and the role of e-courses in facilitating the learning and learning process, where teachers felt that the use of e-course is capable of

improving the quality of learning provided in the school, and pointed out that the perceptions of teachers about the e-course were very positive.. The result confirmed a study(Awodeyi & Tiamiyu, 2012))

Cole, Atdron and Majid(Cole, Watdron & Majed, 2004)confirmed after comparing teaching through an electronic course and a traditional course of achievement, and found the role of e-courses used in teaching to raise the level of achievement among students, and that the use of e-courses in learning is able to improve the quality of education from the point of view of students.

Peltier, Schibrowsky & Drago, 2007, have reached the role of-learning management systems in education through the effectiveness of an e-learning program using e-courses, which has contributed to improving academic achievement among students, with students who participated in the experiment considering that the use of e-course in various study investigations was a positive learning experience and should be applied in all study investigations.

According to Jackson& Helms, 2008,the learning delivery system on the website that provides the online course was able to provide the material according to individual abilities.

The Lamont study, 2008,after analyzing the content of the e-course, especially with regard to the delivery systems of learning material on the electronic course, indicated that the system of delivery of learning material on the website that provides the electronic course at the university level is characterized by some strengths and weaknesses according to the perceptions of the students participating in this study.

Weaver(Weaver, 2008)has implemented in many higher education institutions in Australia learning management system(LMS)for online learning and education management with different levels of support for staff and students, and the researcher noted that there is often little

subsequent investigation into the quality of online sites or the use of their manufactures of support structures provided. An investigation into the use of WebCT by faculty and students in their learning and teaching at a large Australian university was expected to be conducted by students on technical issues and infrastructure, but instead raised survey responses primarily on how WebCT is used in teaching and learning, and it seems that students' opinions reflect more than the use of technology made by faculty - students who have experience in a well-designed unit with rich resources, timely feedback and good interaction with staff about positive technology experience The results in this study have implications for the quality of teaching and learning with technology and the way in which higher education institutions, especially faculty members, provide materials to students.

McGilla, Janie and Clobesp arrived. Jane & Klobasb, 2008) to provide strong support for the importance of technology work and its proportionality and impact on learning, and the impact is seen directly and indirectly by the level of use of learning management systems. While the task of technology being appropriate has a strong impact on the perceived impact of LMS in learning, it has had little impact on results in terms of student scores and has shown this contrary to expectations, yet the rules trainer has a significant impact on learning in the use of LMS..

Ben Rehan (2019) explained that the e-learning management system is an information system for the management of education, follow-up of students and monitoring the efficiency of the educational process in educational institutions, which provides great opportunities for students to communicate with the course outside the lecture hall anywhere, anytime, through this electronic system, which provides it with various tools to access the content of the course's scientific material, and interact with it in easy ways, in addition to communicating

with the teacher and other students enrolled in the same course. This helps students take lessons without going to college so they are online and take the exam online, and they may go to the college or university for final news. E-learning management systems play a major role in the learning process.

Previous studies

The researcher will present some of the previous Arab and foreign studies and research related to the current study, arranged in sequence from the oldest to the most recent, as follows:

Study of Hong, Redzon and Quick. (Hong., Ridzuan & Kuek, 2003) aimed to investigate the success of technology and the online learning and learning environment in shaping positive attitudes among students towards using the Internet to learn at a university in Malaysia. The LMS results of the study indicated that students have positive attitudes toward using the Internet as an educational tool and that the learning environment supports the use of the Internet for learning.

Al Mezher (2005) conducted a study aimed at providing an organizational model for the management of e-learning in public education in Saudi Arabia, publishing, developing policies, foundations, and objectives, and organizing it in a way that helps to optimize the use of information and communication technologies in education and to achieve the objectives of the study was used descriptive curriculum, and the Delphi method was applied is the most appropriate for such a study. A random, intentional sample of 41 experts from the elite faculty members of Saudi universities, the Institute of Management, and experts in the private sector was selected. The study reached several important conclusions (only two words were achieved describing the reality of e-learning management in public education, while the remaining 13 words were not achieved. Support units in the proposed organizational structure, the evaluation of the proposed

organizational structure, the identification of the best programs for the application of e-learning, the development of rules for the management and follow-up of ICT risks in schools, and the identifying of the constraints facing the proposed model.

The Jackson & Helms study (2008) aimed to identify students' perceptions about the effectiveness of an electronic teaching program offered at the university level and the need for electronic course management systems, and to achieve the objectives of the study used a descriptive curriculum, and the study tools were to build a questionnaire, The study was made up of (54) second-year students who were randomly selected from an American university.

The Buzzetto-More study, (2008) aimed to reveal students' perceptions about the different components of e-learning. The survey is designed to assess students' access to technology, skills and use; The Blackboard CE 6 learning management system, which was released in the summer of 2006, was used. The results showed that students found course sites on the web as useful sources that enhance understanding of the content of the course, and that these websites would continue to affect higher education in the future.

Jamal & Shanaah Study, 2011, aimed to investigate the role of LMS learning management systems in educational environments: an 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.

Study Costa, Finley, Femvan, Sharma and Kolzo (Castro, Finley., Villafañe., Sharma & Collazo, 2013) aimed to compare the effectiveness of the Educsoft learning management system with the traditional method of teaching mathematics to first-year

students who are expected to continue their studies in health and social sciences, design, education, business, engineering, science and technology at ELMS a private university in Puerto Rico.

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

Kim's study(Kim, 2017)aimed to investigate the impact of lms LMS 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.

The current study was characterized by the fact that it may be the first of its kind, according to the researcher's knowledge, by investigating the role of e-learning management systems in the learning process from the point of view of the faculty in the **Faculty of Basic Education in the General Authority for Applied Education and Training in Kuwait.**

The problem of study and its questions

Many studies have been conducted on learning management systems, but many have focused solely on technical aspects, such as assessing the usefulness and ease of use of these systems. The fewest studies focused on investigating the role of these systems through real user experiences were using e-learning management systems as a platform for learning and learning activities. However, most of these studies focused solely on distance-based contexts. While fewer studies

have examined the role of LMSs as an accessory to face-to-face education contexts and from these studies (Obadara,2014; Kim, 2017;Beauty and Shaana, 2011; Buzzetto-More, 2008; Hong, Ridzuan & Kuek 2003;). These facts have shown the need to investigate a role when used directly as an annex to traditional education. - According to the researcher's knowledge, he did not receive a study conducted in Kuwait, so this study will focus on revealing the point of view of the faculty as designers, followers and key users of the LMS system, and through their experiences and knowledge of the uses of their students can be known the role of e-learning management systems in the learning process.

Accordingly, the study seeks to answer the main question: **"What is the role of e-learning management systems in the learning process from the point of view of the faculty at the Faculty of Basic Education in Kuwait? "**

Study objectives

The study aims to identify the role of **e-learning management systems in the learning process** from the point of view of the faculty at the Faculty of Basic Education in Kuwait.

The importance of study

The importance of the study lies as follows:

- 1- Investigate the role of e-learning management systems in the learning process.
- 2- The study may help researchers highlight e-learning management systems and the need to disseminate them in universities to facilitate students' learning easily and with high flexibility.
- 3- It may help the learner to learn and enhance their abilities and raise their level of achievement through learning and practice through e-learning management systems, which will contribute to facilitating the learning and learning process.

- 4- The faculty and developers of the university curriculum may benefit from the development of educational programs and university electronic courses that help students develop and acquire learning skills and recognize the importance of e-learning management systems in the learning **process**.

Study terms

The researcher used the following terms in the study:

- **E-learning management** systems: "Learning and learning management software, in terms of presentation of courses, interactions, exercises, exercises, test results presentation, electronic duties... Etc.(Clarey, 2007: 23).".

The researcher defined the role of eLearning systems management as "a system that helps to manage the learning process and follow-up and evaluate training and learning through online e-learning platforms, which provides all the necessary tools to complete and facilitate learning processes flexibly."

Study limits

- 1- **Objectivity:** The study was limited to highlighting the role of e-learning management systems in the learning process from the point of view of **students**.
- 2- **Location:** Faculty of Basic Education Department, Education Technology

Department, General Authority for Applied Education and Training, Kuwait.

- 3- **Time:**Second semester 2022/2021./2021.
- 4- The study is defined by its tools used and the sincerity and consistency of these tools.

- Method and procedures

Curriculum

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

Study Community

The study community is made up of all the 680 faculty members of the Faculty of Basic Education in the General Authority for Applied Education and Training in Kuwait for the 2017/2018 academic year.

Study sample

The research sample consisted of (278) members and faculty members of the Faculty of Basic Education, and the sample included (164) males and (114) females, randomly selected for the second academic year2022/2021.

Table(1)

Iterations and percentages by study variables

	Categories	Iteration	Percentage
Gender	Male	164	59.0
	Female	114	41.0
	Total	278	100.0

Study tool

The researcher prepared a questionnaire to reveal the role of e-learning management systems in the learning process from the point of view of the faculty in the **Faculty of Basic**

Education in the General Authority for Applied Education and Training in Kuwait, after reviewing previous research and studies including (Obadara,2014; Kim, 2017; **Beauty and Shaana, 2011**; Buzzetto-

More, 2008 Hong, Ridzuan & Kuek 2003))and the scale of paragraphs to measure the role of **e-learning management systems in the learning process.**

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 two weeks later to a group outside the study sample of (30), 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.

Procedures for the implementation of the study

To achieve the objectives of the study, the following steps and procedures were followed:

- Identify a random sample of the entire community for faculty members in the Faculty of Basic Education.
- Prepare the search tool and present it to the arbitrators to take advantage of their observations and take them.

- The researcher distributed the questionnaire to a exploratory sample of the faculty in the general body of applied education and training, and then after extracting honesty and stability the questionnaire was distributed to the sample.
- The researcher unloaded the surveys and performed statistical analysis using appropriate statistical treatments to present and discuss the results and make recommendations.

Statistical treatment

In the light of the study's questions, the researcher used the appropriate statistical treatments through analysis on 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

Which states: "What is the role of e-learning management systems in the learning process from the point of view of the faculty of basic education in the General Authority for Applied Education and Training in Kuwait?"

To answer this question, the arithmetic averages and standard deviations of the role of e-learning management systems in the learning process have been extracted from the point of view of the faculty at the Faculty of Basic Education in Kuwait, and the table below shows this.

Table (2)

Arithmetic averages and standard deviations for paragraphs related to the role of e-learning management systems in the learning process from the point of view of the faculty at the Faculty of Basic Education in Kuwait **ranked downwardly according to the arithmetic averages**

Rank	Number	Paragraphs	Average arithmetic	Standard deviation	Level
1	1	E-learning management systems make it easy for the teacher to easily place teaching materials from lectures and examinations on the system site.	4.02	.901	High
1	9	Teachers do not use different systems programs that are effective in the learning process such as Moodle, Blackboard, Webset. .	4.02	.891	High
3	3	The system interface allows the user to navigate easily and easily and to access different learning materials.	4.00	.927	High
4	11	Makes it easy to save content in the latest image and display information in a usable format.	3.97	.903	High
5	18	Teachers do not use discussion forums, tools and chat to communicate with students.	3.96	.940	High
6	6	Contribute to managing, documenting, tracking and reporting on the progress of courses or training programs and students.	3.95	.892	High
6	12	Educational designers and materials specialists are empowered to create, develop and modify educational content.	3.95	.932	High
8	2	Includes simple and specific procedures that provide flexibility to the user.	3.94	.826	High
8	8	Helps store and manage the content of courses and all their activities electronically.	3.94	.938	High
10	5	Allows user-to-teacher sharing and communication and managing the entire learning process electronically.	3.93	.928	High
10	13	It provides a number of calendar tools that help the teacher evaluate the learner's performance and measure his progress in the learning process.	3.93	.926	High
12	4	Provide the possibility of collaborative education and training.	3.92	.904	High
12	10	Manage, follow and evaluate the educational process easily anywhere, anytime.	3.92	.963	High
12	17	Make it easy to send, share, and add comments to help, activities, and assignments.	3.92	.973	High
15	7	Provides a portfolio of student work and other online services supported for the subject.	3.91	.889	High
15	21	Discussion forums are used as an effective tool to employ many educational activities.	3.91	.903	High
17	19	Discussion forums allow communication, discussion, and exchange of views between learners and enrich student information.	3.90	.916	High
18	14	Increases students' interactions with colleagues, teachers and trainers.	3.89	.960	High
19	15	It expands personal interactions, easy browsing, and bulletins.	3.86	.960	High
19	16	Through courses, activities and tests, students help raise their academic achievements.	3.86	.864	High
19	20	Through discussion forums, questions are asked and answered.	3.86	.968	High

Rank	Number	Paragraphs	Average arithmetic	Standard deviation	Level
19	30	Discussion forums provide users with news and updates about courses that range from the content manager (faculty member) to learners or a group of them.	3.86	1.034	High
19	31	Allows the learner to upload files from his device to the system to share with the learners, as well as the teacher and learners..	3.86	.970	High
19	34	Includes interactive tools that allow users to interact and subscribe outside the system in accordance with the educational process.	3.86	.900	High
25	22	The teacher is able to easily create assignments with the possibility of uploading them to the course page and specifying the date of presentation to the learners and the end of delivery.	3.84	.913	High
25	23	The system provides a report of the duties received by the learner, the date and time of delivery.	3.84	1.046	High
25	24	The results are determined after the test performance has ended.	3.84	.941	High
25	26	Provides communication tools for interaction and communication in the e-learning process.	3.84	1.025	High
25	32	Provides a repository of educational elements and enables the dissemination and management of educational content by teachers and content developers.	3.84	1.005	High
30	25	The faculty provides educational design tools for the preparation of electronic educational content in programming languages.	3.83	.901	High
30	27	Provide communication between learners in order to achieve collaborative learning and benefit from the exchange of experiences.	3.83	.965	High
30	29	You link the post to the student's number and real name.	3.83	.888	High
30	33	It provides help tools for faculty members to effectively manage their courses, back up and modify them.	3.83	.899	High
34	28	Makes it easy for the teacher to follow and share students and the number of posts each.	3.82	1.013	High
		College degree	3.90	.607	High

Table 2 shows that the arithmetic averages ranged from (3.82-4.02),3.82-4.02)with poverty no.(1,9) 9which states that "e-learning management systems facilitate the placement of educational materials from lectures and examinations on the system site." "Teachers do not use different systems programs that are effective in the learning process, such as 11 Moodle, Blackboard, Website .4.02) Paragraph 3, which states that "the interface in second place allows 4.00)) The paragraph came "It is easy to save content

in the latest image and display information in a usable format "in the third place and with a mathematical average of (3.97)while poverty came number (28) and its text (facilitates the teacher to follow and share students and the number of participants each" in the last place and with an average account of(3.82).) In the last place, and with an average of my account, (The average calculation for the total score as a whole was3.90.).

The results of the current study showed that the mathematical averages of the

role of e-learning management systems in the learning process from the point of view of the faculty in the Faculty of Basic Education ranged from (3.82 to 4.02) to a high degree, and the total score (3.90) came high. The researcher attributes the result that the faculty in the Faculty of Basic Education is aware of the role and importance of e-learning management systems in the learning process, and that it is a rich learning environment that plays a major role in acquiring skills both among students and faculty, and in accomplishing many tasks because of the programs, tools and various means provided by the systems management that contribute and motivate students towards learning and teaching faculty towards teaching with ease, and this shows the success of technology and learning environment in shaping positive attitudes between students and teachers when using e-learning management systems and educational tools. (Obadara, 2014; Castro, et al., 2013; Beauty and Shaana, 2011; Buzzetto-More, 2008; Jackson, & Helms, 2008)

PovertyTan) No (1,9) 9 came in first place with a high average of 4.02, paragraph 1 positive, and paragraph 9 negative, which states that "teachers do not use different systems programs in the learning process such as) in the first place with a high degree and with an average of (Moodle, Blackboard, Website." The researcher attributes the result and being a faculty member to the inaction of a large percentage of faculty members from the use of systems programs and various tools, which play a major role in the learning process, and although they are convinced of the role of systems where they use my application, they do not seek to develop themselves, keep up with educational technology and use systems programs and their effective tools such as: Moodle, From the point of view of the researcher who is a faculty member, the result is that most colleagues do not use the programs of different systems effective in the learning process and this reality, and their

dissatisfaction seems to be that students need such programs and tools that help them study and achieve learning (jamal & shann'a, 2011).

The rest of the paragraphs came with high scores and calculation averages of between (3.82-4.00), and the faculty responded to most of the available features, and there were stronger preferences such as allowing the user to navigate easily and easily navigate different learning materials, facilitate the preservation of content in the latest image and display information in a usable format, provide interactive activities and discussions, contribute to the management, documentation, tracking and reporting of courses or training programs and students, and give designers education and specialists the ability to create materials and develop the capacity to create materials. The modification of educational content, characterized by the fact that it includes simple and specific procedures that provide flexibility to the user, helps the faculty to store the content of courses and all their activities electronically and manage them, provides a number of calendar tools that help the teacher to evaluate the performance of the learner and measure the progress of the learning process, allows participation and communication between users and teachers and manages the entire educational process electronically, and works to manage, follow and evaluate the educational process easily anywhere and any time, facilitate sending instructions, activities, duties, exchange and add comments, and increase the interactions of students with their colleagues and teachers, and identify the results and evaluate the educational process easily. After the test performance, other tools and means. There seems to be general satisfaction or belief that e-learning management systems play a more important role in the learning process in the future. The researcher attributes the finding to the fact that e-learning management systems are very popular as an appropriate means of providing and managing education, and/or training for

distance learners, and that the learning management system is more effective than the traditional teaching method of teaching because of the system's characteristics and characteristics that make its role a leader in learning learning processing, its impact on the academic and teaching performance of students and faculty, and its role in learning environments. The current result was agreed with a study (Kim, 2017; Obadara, 2014; Castro, et al., 2013; Buzzetto-More, 2008).

It should be noted that the paragraphs were highly positive, but despite the advantages provided and facilitated by e-learning management systems, paragraph 18 states that "teachers do not use discussion forums, tools and chat to communicate with students." The researcher attributes the result to the lack of time the faculty to communicate with students through the many advantages that learning management systems offer in discussion and chat forums, and it seems that some faculty members do not pay attention to those systems and their multiple programs, and they are not ready to change and keep up with the age of development and technology, this is a negative indicator, and the researcher believes that in fact a large percentage of bodies Teaching at universities in Kuwait does not really use e-learning management systems programs, and they need a rigorous system and decisions by the university or higher education more comprehensive to enforce the use of e-learning management systems programs in the learning process or to impose it on universities as a national requirement to achieve learning goals in light of developments, in order to reach an effective learning environment and motivate students to learn. The current result was agreed with a study (Beauty and Sha'asha, 2011). Kim, 2017 Obadara, 2014).

Poverty was the result of a high " score of 283.82, but the researcher attributes the result to the resistance of the faculty to keep pace with development, and to change education from traditional to electronic education in the light of learning management

systems, which in turn recognizes the faculty and its impact on students the learning process.

Recommendations:

The researcher recommends the researcher recommends the following:

- 1- Providing training courses for faculty at universities on the most important programs and tools of e-learning management systems by higher education to ensure compliance with the course.
- 2- Training faculty at universities to create, develop and modify educational content, and how to store and manage the content of courses and all their activities electronically.
- 3- Supporting university education in e-learning environments that include all the needs of students and faculty.
- 4- Adopting a national project in Kuwait to enhance the learning process by mainstreaming the use of e-learning management systems in higher and public education.

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