Ms Teams' Development Application Trends as a Quality Education in Light of the Epidemiological Challenges (Covid-19) in Kuwait

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Abstract

The study was aimed at identifying the directions of the faculty in the Faculty of Basic Education on the application of Ms teams as a qualitative education in light of the epidemiological challenges (Covid-19) in Kuwait. The researcher prepared a questionnaire to measure the directions of the faculty MS Teams in the Faculty of Basic Education towards the application of MS Teams as a qualitative education, and measured the honesty and consistency of the application of the tool. In Kuwait, with calculation averages ranging from (2.95 to 4.17) to a large extent, the mostly positive and some paragraphs were negative, with the average total score as a whole (3.87), and to a large extent. The results showed no statistically significant differences (= 0.05) attributable to the effect of gender.

1. Introduction

Since the beginning of 2020, the world has suffered from an unspeakable global problem (Covid-19), and the pandemic has ravaged the world and affected all areas of health, economic, social, educational process, and other areas, and the pandemic has crippled states, and panic has spread among peoples. As an intractable and renewed epidemic for several stages, the countries of the world had only suspended all services and jobs, closed borders and airports, paralysed the educational process, in order to stop the spread of the epidemic in their societies, and put the epidemic crisis in many trials, and real could not be avoided. For the continents, all humanity has had to live with it according to different circumstances and data, or perhaps additional data that they have not been entrusted with before, perhaps the most important and most important of which is the issue of education.

In the face of serious global epidemiological challenges, which has emerged in terms of distance learning, the most important of which is e-learning, e-learning is a pattern of distance learning, distance learning is a broad umbrella and e-learning falls under this umbrella, but it achieves all kinds of interaction in direct communication if Apply to its origins, a synchronous and asynchronous system based on technology, on the efforts of both the teacher and the learner in the use of this technology, and what they trade through social networking sites, as well as the system management system education, which is a good system in which students receive quality education, and make great efforts. In order to learn e-learning, there must be management of e-learning systems in order to facilitate the learning process of the student, faculty and administrators.

Under the epidemiological pandemic (Covid-19), countries seek preventive measures and measures in the use of the advanced e-learning system, which is an advanced electronic learning and education system, combining distance learning, regular e-learning, and the mechanism of electronic teaching developed remotely by providing technical support and assistance to students, such as: conducting the teaching process in the electronicly developed education system without the need for students to come to the university building or for the purposes of the lecture school, and the study is carried out. Fully in e-learning developed through access to electronic learning management systems (LMS), such as: e-learning management system Blackboard, Moodle, as well as e-management applications, such as ZOOM, Microsoft Teams, and other systems, which must be provided by the university or educational institution, by contracting with the companies that design and supervise these sites and this method needs great material potential. Final tests are held at examination centers determined by the university or school at the end of each semester, or through electronic examination systems that allow remote monitoring through digital cameras, with specific criteria and conditions (Judges, 2020)..

The need for e-learning tools has become urgent in the light of measures taken by schools around the world to address the Coronavirus (COVID-19). In order to facilitate the transition to a distance learning experience, resources, training activities and educational manuals have been developed that will help schools, teachers, students and their families benefit from the distance learning experience (Microsoft, 2020).

Sharma and 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.

The judges (2020) noted that the electronic learning systems developed, including: MS Teams under the epidemic (Covid-19) provide students with many educational services, most notably access to the scientific material of the course specially designed for such a type of learning as well as slides, files and electronic materials.. This system also allows students to communicate with the teacher through the university's website or for education through the virtual and interactive systems and forums available on the learning management system. As well as the possibility of dialogue, discussion, direct questions, and receiving a direct answer through virtual interactive electronic learning systems (Online) the system of learning and e-learning fully, which is an electronic system in all its terms and stages, and this system is new to many Arab countries.

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

Microsoft (2020) noted that the application MS Teams, which increased its fame after the spread *of the Coronavirus* (Covid-19) *in most countries of the world, where it has become one of the* most widely used programs, has now exceeded 44 million users per day, where it is considered an alternative learning environment and supports learning within integrated education, and helps to ensure continued participation of students and keep the educational process on track. Students, teachers and staff can work seamlessly together, create content, share resources, create collaborative classrooms, communicate in professional learning communities, and connect with colleagues, all from one simple, easy-to-learn platform. Using *Microsoft* Teams *from* a desktop, web, iOS, Android, tablet or laptop.

Accordingly, by investigating the opinions of faculty members at the University's Faculty of Basic Education, the researcher seeks to use Ms teams as a qualitative education in light of *the epidemiological challenges* (Covid-19) faced by the State of Kuwait and all humanity.

1.1 E-Learning Management Systems

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

Clarey (2007, p. 23) *defined* e-learning systems as "learning and learning management software, in terms of presentation of courses, interactions, exercises, exercises, test results, electronic duties ... and so on".

Khalifa (2013, p. 4) defined e-learning management systems as "systems that act as a support and booster for the educational process so that the teacher places educational materials such as lectures, exams and sources on the system site, and there are discussion rooms, a portfolio of student work and other electronic services supported by the subject. Learning management systems are programs that help store and manage course content electronically and facilitate the management of the learning process."

Paulesen (2002, pp. 5-6) defined the e-learning management system as "a term for a range of applications that regulate, and provide online e-learning services or local networks for students, teachers and administrators, including access control, learning content delivery, communication tools, and user group organization."

Many previous studies have confirmed 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 method to the electronic method, and the use of e-learning in different types of learning. 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 (Abdul, 2019; Kim, 2017; Al-Sakhn & Bani, 2010; Qarwani, 2010; Abu Ria & Khshan, 2008).

Awodeyi and Tiamiyu (2012) *stressed 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 the 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..

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.

Abdul Rahman (2020) points out that e-learning management systems provide the parties to the educational process many services to faculty members, management, communication and interaction on the site of the course and chapter, and follow up the plans of lessons posted on the site of the course, and follow the performance of students and teachers, while the system allows communication and interaction on the site of the course and chapter, and see the file of the achievements of the student, and follow up the plans of lessons published on the site. The system also provides the teacher with a schedule of lectures, assignments and tests, follow-up

of students, the possibility of conducting personal conversations with students and parents directly, and provide a planned program for lectures, banks of common questions, as the student can learn about assignments, tests, grades and lecture plans through the system, while *the guardian can follow the behavior, attendance and absence of his son through the* system.

Many scientific and research institutions are striving to digitize education, and in the light of both e-learning and distance learning, the concept of smart devices in education or Mobile Learning, a technology that allows knowledge at any time and place (Zahari & Suleiman, 2018)..

The availability of networked devices, multimedia and learning systems allows easy access to educational sites, presentations and media for almost any imaginable procedural task. Easy access to this type of resource raises questions about how learners, teachers and educational institutions adapt to a world where information and knowledge is available on demand (Lodge, Kennedy, & Lockyer, 2020)

1.2 Ms Teams as a Qualitative Education Application

In light of the current epidemiological situation of COVID-19 in Kuwait and the world at large, which led to the closure of schools and universities nationwide, educational institutions faced many challenges and difficulties in providing some form of distance learning platform for all students.

The role of quality higher education has been to meet the needs of society, and to achieve sustainable development requires attention to integrated development and at the top of its priorities is sustainable human development, where it is a quality human capital that requires the development of learning and education in all its institutions, stages and types, including qualitative higher education (Gneim, 2018).

Quality education was the best solution in light of the spread of the COVID-19 epidemic around the world, and Kuwait has taken the initiative to use the online management application MS Teams for quality education and quality service that students receive at home and school.

The concept of qualitative education does not only mean relying on modern techniques in learning and mastering foreign languages, but must coincide with this and follow in parallel with adherence to principles that support and do not weaken the rules of education. The greatest responsibility lies with the faculty (Al Aini, 2012).

Tayfour (2016) pointed out that quality education aims to create a high quality learning environment, enabling the student to solve the problems that confront him scientifically and systematically, and give students self-confidence through enrichment activities and various qualitative programs in offering and method, with the aim of giving the student multiple opportunities for learning and training, and to be the basis of educational work and engaging in it in a practical and realistic way.

Aitnews (2020) is also available, for Microsoft's Video Communications Application Microsoft users, and for Android users in and Teams first appeared in 2017 as a unified

platform for communication and collaboration, helping companies and institutions in general and education to accomplish tasks, Microsoft has created a unified user experience between: Teams, Office 365 and Skype for Business. The app is available for free for iPhone and iPad users at Best Microsoft Teams for Education of all, it's free for schools and universities that already use the Microsoft Teams Word PowerPoint Excel Teams, and can be easily accessed via phone, tablet, desktop, or browser, meaning students and teachers alike can use it at any time of the day, anywhere (Infinity Group, 2020).

Microsoft Teams (2020, p. 1) has defined Microsoft Teams as "a digital center that brings conversations, content, duties and applications together in one place, allowing teachers to provide dynamic learning environments."

The Service is integrated with the company's Microsoft Teams 365 Office suite and is equipped with accessories that can be integrated with Microsoft's third-product products.

Chin et al. (2020) believed that Microsoft Teams is a digital center that brings conversations, content, duties and applications together in one place, allowing teachers to create vibrant learning environments.

Miller (2020) noted that Microsoft Teams is the center of classroom management if students use Microsoft tools, such as using Team video meetings with students, Teams schedule vs. meeting now, joining phone calls, choosing the channel that suits you, using a 3-x3 network, clicking the person you want to watch, installing videos on your screen, learning how to share your screen well, setting standards for chatting at the meeting, showing feedback Meeting, choosing microphone, speakers and camera, using headphones, carefully selecting the microphone, activating live commentary, using background effects, recording what's worth watching again, sharing video meeting, can turn off video to save bandwidth, go back to your team during the meeting, use feedback in the channel, finish meetings simultaneously, review participants' reports, refer to top posts, teams, tabs, and apps.

The Infinity Group (2020) confirmed the Microsoft Teams for Education system enables teachers to continue to promote learning in a virtual classroom away from the normal classroom environment.

The Microsoft Teams e-learning system has many advantages, such as flexibility where lessons are available in the form of video lessons and electronic exercises that the student solves and re-watches at any time, and also allows the feature of interaction and communication with the teacher. The application has the main source of learning (textbooks for study materials) in pdf format, in addition to more supporting videos, providing a set of answer models for parents, and providing technical support for the implementation of distance learning for both schools and parents in the event of any obstacles or challenges in this system (Abdul Rahman, 2020).

The Jordanian Ministry of Education (2020) explained that through the tools provided by the Application Microsoft Teams can communicate directly and directly with members, exchange different media, in addition to allowing the teacher to build many test forms and send them to the target group and receive responses to process results and issue evaluations..

Shin et al. (2020) noted that online learning can be personally, attractive and socially connected like learning in the classroom, students and teachers can stay in touch and help each other using conversations and can feel like they meet in person using face-to-face meetings. Many students who learn online say they feel more vocal, feel more connected to their teachers and peers than they did in the classroom, and as in the classroom, teachers can use Teams apps and functions to support the best way to work.

Microsoft Teams team management system provides virtual offices where teachers and remote learners can perform all the work and activities they used to do in their traditional offices or classrooms anytime and anywhere, from a single starting point without having to navigate between different applications and programs. It is considered Microsoft Teams is the most popular participatory, content management and task management system today among business organizations and educational organizations. The secret to the superiority of the system is that it collects all the tools you need in your office in one place and professionally, integrated and secure, including chat, direct communications, meetings, file management, task tracking, sharing and producing content and other tools and applications that can be easily added (Sarhan, 2020).

Using MSTEAMS as an education platform, the Ministry of Education sends registration steps to MS TEAMS and FORMS to teachers, and sends a solution to all the difficulties they can face while using the program, with how to create an electronic row, create a test template, preview it on the program, and self-corrective mechanism. In preparation for the program starting from the academic year as a platform for distance learning, the evaluation process will be conducted weekly, and electronic evaluations for students are prepared using evaluation forms sent to them through MS Forms illustrated by awareness videos, and daily assessments are assigned to students in the morning according to the mechanism illustrated by the videos Awareness, daily assessments are assigned to students in the morning according to the weekly quota schedule, weekly evaluation after the end of the last class of the subject according to the weekly schedule, as well as contacting students through the Posts tab and urging them to remember and answer their questions (Abdul, 2020).

Microsoft Teams is granted to place all communications related to the school in one place, a seamless platform that not only simplifies the course of teaching, but also allows for the creation of a space for more robust collaboration between students, where the system is a hub of interaction between teachers and students online, and provides a workspace where files can be communicated, shared and meeting online individually or in groups. Tasks can be managed through tools without teachers leaving the Teams environment, and using assignment tools that teachers can create, assign, collect, and give an opinion on, as well as attach relevant files — Microsoft Office tools such as Word, PowerPoint, Excel, and OneNote are built directly into the platform, so that you can create with these tools and assign students to do the same. In addition to creating, saving and using evaluation rules to evaluate student work: The evaluation rules creation tool can be customized and allows users to add written notes, return and modify the result later, and Microsoft is also adding the capabilities of the one-point model to the tool including and If a group uses a particular app frequently, you can add a custom tab to a channel for that app only, so users can access it quickly (Gonzalez, 2018).

It is also available free of charge. Furthermore, Teams can be used on the go: just place an app or on your mobile device and your classroom can be accessed from anywhere (Matt & Garrett, 2020). Microsoft Teams all rely on the cloud, which means you don't have to buy new software or install anything.

The Infinity Group (2020) explained how to get Microsoft Teams for school or university education, where Microsoft Teams comes as a standard with each Office 365 for Education license, including the free version. Teams can be accessed significantly for all schools and educational institutions, Office 365 education includes standard applications including excel, PowerPoint, OneNote, Microsoft Teams, sharePoint Online document storage, Flow Stream (Video), Forms surveys, and more services such as backup management solutions, document sups. There are useful web seminars for Microsoft Teams for education created for teachers to enable them to make the most of the app covering a wide range of topics.

Within that he included Teams, teachers can quickly talk to students, share files and websites, create a classroom notebook from OneNote, distribute and estimate assignments, allow classrooms included in. OneNote, manage start-to-end tasks for teachers by organizing interactive lessons and providing effective and timely feedback (Chin et al., 2020). Classroom teams can be used to create collaborative classroom spaces, provide a virtual meeting platform, facilitate learning through tasks and comments, and lead direct calls with students.

One of the benefits of the Microsoft Teams app for teachers is that teachers can easily broadcast Teams Live events to the entire classroom with a click of the link. Report on the highest percentage of peer learning compared to a typical classroom environment. The majority of questions asked by students are answered quickly by other students, saving time but also instilling a deeper level of learning. Teams can get a full view of what students are working for, where they are and what they're talking about for others. Students can send their completed work to the teacher within Teams and the teacher can then provide immediate feedback, feedback or collaboration in the document with them if they need some additional guidance (Infinity Group, 2020).

Phillips (2018) said Teams that homework at Microsoft Teams for education has many benefits for students, including learning how to work independently, staying organized, and taking responsibility for their role in the learning process. It also gives them an opportunity to review the lesson and review the subject again, and the assignments give teachers the ability to track a student's progress and see if the student understands the content of Microsoft the lesson.

The judges (2020) believe that the use of remotely developed e-learning and management systems such as MS Teams under the current epidemiological conditions that are ravaging the world without exception will contribute to achieving the goals and overcoming the pandemic with the least number of losses to students and their communities, and achieving the greatest quality in education. Learning, on the other hand, this method imposed on the parties to education (the educational process), the curriculum, the lecturer and the student, put on each of them additional burdens that were not taken into account, and undoubtedly reduce the required quality standards, whether on the lecturer, the student, or the curriculum they are studying. The imposition of e-learning without introductions has caused many difficulties or

problems for all, particularly for faculty members who are burdened with many obligations, and will remain so until the pandemic is over.

One of the most prominent problems of the Microsoft Teams application that can be fixed and fixed is the following (Aitnews, 2020):

1) Don't turn on the microphone or webcam: Other apps can detect your webcam and microphone, but the Microsoft Teams app can't, here you should review the app's permissions in your computer settings..

2) Inability to create a new team: If you're trying to create a new team in your educational institution's Microsoft Teams account, but you can't, you should check with the company's support department for more help, as the app provides companies and organizations with the option not to allow individuals to create new groups or teams.

3) Can't connect to Microsoft Teams: If you are having problems accessing Microsoft Teams, make sure that your computer is connected to the Internet by opening any website, if the computer does not have any internet connection problem, but you can not access the application, the service may be disabled, so you should check the Microsoft Support page to see if you are having problems with the service..

4) Notifications do not appear on the computer: If you no longer receive notifications from the Microsoft Teams app, you must make sure that the permission settings have not changed, by activating the correct settings in the app, in addition to allowing the app to send notifications in the web browser, by making sure that you choose (allow) or (activate) when the pop-up message appears in the browser..

5) Don't let the app in: If you're having trouble signing in to the Microsoft Teams app, you should make sure you entered the correct login data, and if you're entering the correct data but can't sign in, you should contact your company's support department, giving it the error code that appeared to you..

Nasser (2020) explained Teams, a connection could not be established, Microsoft Teams sign-in issue, and notes for the common problems of Microsoft Teams can't be accessed; Despite these problems, Microsoft has found solutions..

It can be said that despite the advantages of MS Teams application in learning and its many characteristics, the culture of our Arab societies may be many problems faced by female students, especially prospectors, and teachers face challenges in applying them and the operation of cameras and the appearance of female students in front of everyone, difficulties in determining attendance and absence, the entry of parents through the accounts of their student children, and many problems facing faculty members in educational institutions. Nevertheless, the need for educational platforms under the country's epidemiological conditions, Ms Teams' adoption of distance learning may be a solution to the continuation of the learning process.

1.3 Previous Studies

Al-Otaibi Study (2006) sought to detect the obstacles to e-learning in Saudi Arabia in order to

identify them and develop appropriate solutions for them by stakeholders and decision makers in the Ministry of Education, to overcome these obstacles, the study tool was distributed to (420) educational leaders in the Riyadh region. The results showed that there are many barriers to e-learning, and that the teacher's most important constraints are his lack of e-learning mechanisms, the high workload required of him, and the lack of motivation. The study also found that the most specific constraints of the curriculum are the density of the courses, and the lack of compatibility of the curriculum with the rapid development of the programs. As for technical constraints, the lack of information infrastructure was the lack of equipment, and for administrative constraints there were a large number of students per class, fewer computers in school, and organizational constraints were the lack of the right place and the shortage of human resources. Finally, in the area of financial constraints, the most obvious was the high material cost of this type of learning, and the results showed statistically significant differences in e-learning disabilities attributable to gender and in favour of females.

Ghulam's study (2007) aimed to identify the reality of the use of e-learning techniques at King Abdulaziz University in Jeddah by identifying the reality of the spread of e-learning technologies at the university, and identifying the most important administrative and organizational constraints facing them in this field. The study adopted the descriptive analytical approach. A random stratified sample of the 112 faculty members (male and female), a random class sample of male and female students (attendance, affiliation, postgraduate studies) (male and female), and a selected sample of faculty, administrators and technicians specializing in e-learning (male and female), and the third included a selected sample of faculty members, administrators and technicians specializing in e-learning. The researcher developed a questionnaire as a tool for collecting information. The results showed a decrease in the prevalence of e-learning techniques at King Abdulaziz University in Jeddah. The lack of qualified management staff to deal with modern technologies as one of the most important obstacles to the success of the e-learning application process, the lack of computers in the halls connected to the Internet, the lack of funding to support e-learning with the rigidity of regulations and regulations, the absence of regulations and regulations for e-learning students, the lack of specialized in the application of e-learning, and the difficulty of obtaining programs in Arabic.

Mustafa's Study (2007) aimed at exploring the working environment and learning in e-learning systems used in distance learning. Use the descriptive analytical approach. A questionnaire has been prepared to investigate the work environment and learn in e-learning systems. The sample consisted of 49 male and female students. The results showed that creating the right environment in participating education electronically made it easier to present the lesson in the right form, and the knowledge of many students who used all available electronic capabilities, including e-mail and e-conferences, was built. The process of electronic communication also allowed learners to build their own vision of the subject where they were able to communicate in small groups, which facilitated the achievement of the process of participating learning during a high degree of participation, and the results of the evaluation of students at the end of the semester were high, which is another general

content of the group's cooperation and benefit from the discussions that took place between them online.

The Jackson and Helms' study (2008) aimed to identify students' perceptions about the effectiveness of an e-learning program offered at the university level and the need for e-course management systems. The study used a sample of 54 second-year students who were randomly selected from an American university.

The study of Abdul Ati and Abdul Ati (2009) aimed to identify the effectiveness of a proposed training program in developing some of the skills of managing electronic content using the virtual classes of professional diploma students and their attitudes towards them. The study sample consisted of (50) students. The study found statistically significant differences between the average study sample scores in the tribal and dimensional applications of the three study tools, in favor of the dimensional application, and also found that student trends were positive towards learning based on the use of the CMS course management system.

The Study of Hersh, Mufleh, and Fat (2010) aimed to reveal the limitations of the use of the e-learning system from the point of view of secondary school teachers in the Koura Brigade. To achieve the objectives of the study, the study has been developed. Use the descriptive approach. The sample of the study consisted of 47 teachers and 58 teachers selected in a random manner. The results showed that teacher-related constraints came first, followed by management-related constraints, infrastructure and basic equipment constraints, and student constraints in the last place. The results also indicated that there were statistically significant differences attributable to gender in the area of infrastructure constraints and basic equipment for males.

The Study of the Hovercraft (2011) aimed to detect the limitations of the use of e-learning from the point of view of the faculty members of the Applied University of Balqa, and know the impact of academic specialization, and obtain the IcDL in these constraints. The results showed that the items of the tool as a whole constituted obstacles to e-learning, facing faculty members, where the obstacles related to administrative and physical aspects were the biggest obstacles, followed by obstacles related to e-learning itself, while the obstacles related to the teacher and the student came in third place, and showed the results There are no statistically significant differences between the averages of faculty estimates in scientific academic disciplines and faculty members in literary academic disciplines on the constraints of using e-learning for each of the study's axes, and on the axes as a whole. Estimates of icdl-licensed faculty and faculty members who have not received the constraints of using e-learning for each of the study's axes, and on the axes as a whole.

Ali Study (2011) aimed to identify the impact of the different pattern of interaction in the e-learning environment management system on the competence of cognitive representation of information among students in the Department of Education Technology at the Faculty of Quality Education in Qana. The researcher used the semi-experimental approach to achieve the objectives of the study, and the researcher used the measure of the efficiency of cognitive representation of information as a tool for study. The study sample consisted *of (69 students*

of the third division of education technology at the Faculty of Education, Qena University, where they were divided into two students in three groups (synchronous, asynchronous, synchronous and asynchronous).

Obadara study (Obadara, 2014) *aimed to identify the impact of the learning management system on the academic performance of students at the* University of Lagos, Tetirea. *The study used a quasi-experimental approach.*

1.4 The Problem of Study and Its Questions

In light of the suffering of the global educational systems, The Arab and developing countries in particular in the context of the response to the epidemic pandemic, and in light of the preventive measures taken by most countries of the world in order to combat the spread of corona (Covid-19), *e-learning has become a mandatory requirement for the continuation of the learning process, and in light of the difficulties and challenges facing the State of Kuwait as a result of the negligence of the Ministry of Education and higher education in the application of e-learning remote in the educational process in the* past, it is currently seeking to activate it, and the use of the management of e-learning systems commensurate with needs and necessities, and based on those challenges, the learning process works hard to apply the systems of e-learning management *of distance and the most widely used as a qualitative education, Ms* teams application, which is an *application of the management of electronic communication developed* remotely. Kuwait has begun to activate *the application of MS* Teams *as an educational platform in university* educational institutions and general education, and according to the researcher's science, the study is the first of its kind between Arab and foreign studies, and the researcher did not find studies I addressed the MS Teams app in education.

The researcher sought to investigate the opinions and trends of faculty members in the Faculty of Basic Education from using the application of the electronic communication management developed Ms teams as a qualitative education in light of the epidemiological challenges (Covid-19) *in* Kuwait, despite some problems facing faculty members in education.

1) What are the faculty's attitudes about the application of Ms teams *as a qualitative education in light of the epidemiological* challenges (Covid-19) in Kuwait?

2) Are there statistically significant differences at the level of ≤ 0.05 in αfaculty *trends on the application of* MS Teams *as a* qualitative education in light of the epidemiological challenges (Covid-19) in Kuwait *due to the gender variable* (male, female)? ".

1.5 The Importance of Study

The importance of the study lies in the following:

1) To identify the directions of the faculty at the university about the application of the management of electronic communication developed remotely MS Teams as a qualitative education in light of the epidemiological challenges (Covid-19) as preventive measures in the State of Kuwait due to the absence of Arab and foreign studies in this subject.

2) Because of the importance and impact of the topic in improving the educational process, the importance of trends and their study in enhancing motivation among the learner, and the need to keep up with the times and its changes, the researcher sees the investigation of the direction of the faculty on the application of MS Teams as a qualitative education under the epidemic (Covid-19).

3) To highlight the trends of the faculty in the Faculty of Basic Education in the General Authority for Applied Education and Training in Kuwait towards the use of MS Teams application scientifically and objectively.

4) As part of the results of the study, it may contribute to providing the competent authorities and decision makers in the recruitment of MS Teams application seriously and on scientific grounds, in order to achieve the desired goals.

5) The current study may benefit researchers in conducting more research and studies on the subject, highlighting it and adding variables that are useful in employing the MS Teams application and using it in the learning process as a qualitative education.

1.6 Study Limits

1) The study was limited to investigating and identifying the directions of the university's faculty on the application of Ms teams as a qualitative education in light of epidemiological challenges (Covid-19).

2) The study was limited to the Faculty of Basic Education in the General Authority for Applied Education and Training in Kuwait, semester two semesters 2020/2021.

1.7 Definitions

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

The researcher defined the department of electronic communication developed remotely as "a system of learning and electronic education developed, combining distance learning, and the mechanism of electronic teaching developed remotely by providing technical support and assistance to students, such as: conducting the teaching process in the electronic lye education system without the need for students to come to the university or school building for *the purposes of* lecturers, and is fully studied in the electronic education developed through access to e-learning management systems."

2) Ms Teams: "Adigital center that brings conversations, content, duties and applications together in one place, allowing teachers to provide dynamic learning environments" (Microsoft, 2020, p. 1).

The researcher defined procedurally as "an application from the advanced electronic communication department created by Microsoft is *a* fast, easy-to-deploy and well-

established platform *for the education* sector, free of charge for schools and universities that already use *the Microsoft Office* 365 education *package,* easily accessible via computer, mobile, tablet, desktop or browser, where students and teachers alike can use it anytime of the day and anywhere."

3) Qualitative education: Quality-focused education (Birzeit University, 2018).

4) There was no knowledge) of the presence of this new virus before it began to spread in the Chinese city of Wuhan in December 2019.

The researcher identified the b (Covid-19) procedurally as "an infectious pandemic of the coronavirus strain spread throughout the world, from which the State of Kuwait was greatly affected, which led to the complete disruption of the state and preventive measures and measures to reduce its spread."

2. Method and Procedures

2.1 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.

The study community and its appointed:

The entire study community (17,455) students from the Faculty of Basic Education in the General Authority for Applied Education and Training in the second semester 2020/2021, and the number of male students (5324) students and females (12,131) students.

The researcher selected the research sample of (399) students randomly from bachelor students in the second academic year 2020/2021, and the sample included (155) students and (244) students in the Faculty of Basic Education in the General Authority for Applied Education and Training. The researcher selected a mean sample of (30) students, which was applied to them.

Table 1. Iterations and percentages by gender variable

	Categories	Iteration	Percentage
Gender	Said	155	38.9
	Female	244	61.1
Total		399	100.0

2.2 Study Tool

The researcher prepared a questionnaire to measure the directions of the faculty in the Faculty of Basic Education towards the application of MS Teams as a qualitative education in the light of the epidemiological challenges (Covid-19), and after reviewing previous research and studies did not find the researcher relevant Arab and foreign studies, and was seen the

theoretical literature and related studies.

2.3 Believe the Building

To extract the evidence of the construction sincerity of the scale, the coefficients of correlation of the scale paragraphs with the overall grade were extracted in a survey sample from outside the study sample consisting of (30) students, as the correlation coefficient here is a sign of sincerity for each paragraph in the form of a coefficient of correlation between each paragraph and the total grade, and the coefficients of the paragraphs association with the instrument as a whole range disaggregated between (0.37-0.84), and the following table shows this.

Table 2. Correlations between paragraphs and overall grade

Paragraph No.	Link coefficient With the tool.	Paragraph No.	Link coefficient With the tool.	Paragraph No.	Link coefficient With the tool.
1	.68**	12	. 40*	23	.82**
2	.69**	13	.68**	24	.56**
3	.78**	14	.83**	25	.75**
4	.73**	15	.77**	26	.75**
5	.78**	16	.74**	27	.78**
6	.71**	17	.54**	28	.39*
7	.59**	18	.62**	29	.66**
8	.60**	19	.79**	30	.51**
9	.56**	20	.74**	31	.80**
10	.74**	21	.70**	32	.37*
11	.84**	22	.52**		

*Function statistically at the indication level (0.05).

**Function statistically at the indication level (0.01).

 It should be noted that all correlation suppositions were statistically acceptable and functioning, and therefore none of these paragraphs were deleted.

2.4 The Stability of the Tool

To ensure the stability of the study tool, the test-retest method was verified by applying the scale, and reapplied two weeks later to a group outside the study sample of (30), and then the Pearson correlation coefficient was calculated between their estimates at (0.91).

Procedures for the implementation of the study:

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

− Prepare the study tool and present it to the arbitrators to take advantage of their observations and take them.

− The researcher distributed the questionnaire to a random sample of faculty members in

the Faculty of Basic Education in the General Authority for Applied Education and Training, and then after extracting honesty and stability the questionnaire was distributed to the sample.

− The researchers unloaded the surveys and performed statistical analysis using appropriate statistical treatments to present and discuss the results and develop recommendations.

2.5 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 kronbach 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.

3. View and Discuss the Results

First: Presenting the results of the first question, which states, "What are the directions of the faculty on the application of Ms Teams as a qualitative education in light of the epidemiological challenges (Covid-19) in Kuwait?".

To answer this question, the arithmetic averages and standard deviations of faculty directions at the Faculty of Basic Education were extracted on the application of MS Teams as a qualitative education in light of the epidemiological challenges (Covid-19) in Kuwait, and the table below illustrates this.

Table 3. Computational averages and standard deviations of faculty trends on the application of Ms teams as a qualitative education in light of the epidemiological challenges (Covid-19) in Kuwait ranked downward by mathematical averages

Rank	Number	Paragraphs	Average arithmetic	Standard deviation	Level
1	2	MS Teams is a fast, easy-to-deploy platform that is well suited to the education sector that provides students with many simultaneous and asynchronous educational services.	4.17	.907	Large
2	20	Tims integrates with all Microsoft Office software and other Office apps to deliver presentations and share files seamlessly.	4.16	.827	Large
3	3	It can be accessed via any device, whether it's a computer, a mobile phone, or smart devices in general.	4.12	.908	Large
4	22	The operation of the cameras is difficult for veiled and veiled students during the lesson and their appearance in front of everyone.	4.11	.805	Large

Rank	Number	Paragraphs	Average arithmetic	Standard deviation	Level
5	8	THE MS TEAMS APP ALLOWS FOR A VIDEO CHAT BETWEEN STUDENTS AND FACULTY.	4.05	1.094	Large
6	4	Maintains students' remote participation, facilitates distance learning, and provides a secure online classroom.	4.03	.883	Large
7	6	Allows files to be shared, viewed, edited jointly and computer screen sharing.	3.99	.892	Large
8	1	Provides instant chat and messaging in and out of the meeting.	3.97	.906	Large
9	11	It is integrated with all other tools provided by Microsoft 365.	3.96	.922	Large
10	9	It provides the feature of sharing meeting agendas before it is held, inviting them to join it and hosting virtual online educational seminars.	3.94	.902	Large
11	18	The scientific material of the course, specifically designed for such a type of learning, is easy to access.	3.94	.941	Large
12	7	Download and hear the pre-recorded video lectures of the course (video) placed by the university in the MS Teams application.	3.93	.899	Large
13	12	Allows students to communicate with the teacher through the university's website through virtual and interactive systems and forums available on MS Teams.	3.92	.954	Large
14	17	The ability to talk, discuss, ask direct questions, and receive a direct answer through interactive virtual systems.	3.90	.931	Large
15	5	The teacher, the student, the guardian and the administration can access it through their username and password.	3.89	.903	Large
15	14	Students and teachers can work as a team, create content, and share resources.	3.89	.907	Large
15	15	Teachers and students can create collaborative classrooms and communicate in professional learning communities.	3.89	.941	Large
18	10	The application is available free of charge for users of iPhone and iPad devices in the App Store,Android devices in Google Play,and users of windows andMac Ossoperating system, as well as a version of theWeb. , a version is also available	3.86	.831	Large
19	16	It's hard for a first-time MS Teams user to deal	3.84	.989	Large

Rank	Number	Paragraphs	Average arithmetic	Standard deviation	Level
		with it because it's not smooth.			
20	21	It enables teachers to continue to promote learning in a virtual classroom away from the normal classroom environment.	3.83	.922	Large
21	23	Parents' access to their student children's accounts is a problem for faculty members.	3.81	.917	Large
21	25	It offers lessons in the form of video lessons and electronic exercises that the student solves and re-watches at any time and exchanges different media.	3.81	.932	Large
21	27	The app provides the main source of learning (textbooks for study materials) in PDF format and supporting videos.	3.81	.960	Large
21	31	The app provides a range of answer forms for parents.	3.81	.924	Large
25	13	Provides technical support for the implementation of distance learning for both schools and parents in the event of any obstacles or challenges in this system.	3.79	.922	Large
25	24	Allows the teacher to build multiple test models, send them to the target group, receive responses to process results and issue assessments.	3.79	1.088	Large
25	26	The teacher can make a number of worksheets and assignments and schedule their dispatch at specific times for students.	3.79	.957	Large
28	28	A message could not be sent on Skype and notifications were not displayed on your desktop.	3.78	.969	Large
29	30	MS Teams provides virtual offices that teachers can remotely perform all their normal work and activities in their traditional offices or classrooms at any time, anywhere.	3.77	.924	Large
30	19	It doesn't exploit users' data for ads, doesn't track them, and deletes all subscriber data after the subscription expires, according to Microsoft.	3.73	.958	Large
30	29	The teacher can follow the activity of the students at any time and issue a contract.	3.73	.953	Large
32	32	There is an unknown user problem in Teams, and a connection could not be created.	2.95	1.243	Medium
		College degree	3.87	.561	Large

Table 3 shows that the arithmetic averages ranged from (2.952.95 to 4.17), with poverty (2)

stating that "MS Teams is a fast, easy-to-deploy and well-established basic system for the education sector that provides students with many simultaneous and asynchronous educational services. "In first place with an average of 4.17 high, while poverty was number 3232 and it read "There is an unknown user problem in Teams, and a connection could not be created." In the last place and with an average account of (2.95) with an average score. The attitudes of the faculty in the Faculty of Basic Education on the application of the management of electronic communication developed by MS Teams as a qualitative education in the light of the epidemiological challenges (Covid-19) in Kuwait came mostly positive and some paragraphs came negative, where the arithmetic average for the total degree as a whole (3.87), and to a large extent.

The results of the current question showed that the trends of the faculty in the Faculty of Basic Education on the application of the management of electronic communication developed by MS Teams as a qualitative education in the light of the epidemiological challenges (Covid-19) in Kuwait is very positive, with the overall result as a whole (3.87) high. The researcher attributes the result to the fact that in light of the epidemiological conditions suffered by the State of Kuwait and the world in general and the disruption of the educational process to reduce the spread of the epidemic came trends high in terms of the use of the application of MS Teams, where quality education is the best solution in such circumstances, and it seems that the faculty members find acceptance in the use of the application to manage electronic communication remotely, and because of its advantages Make it effective, flexible and smooth in the learning process, and it seems that students are well-liked in using it as a qualitative education is a requirement in these circumstances, and the result is also due to the fact that a large proportion of Arab countries and in the world have used MS Teams and it seems that its smooth use, flexibility, features and educational services, various tools and computer access And the various smart devices were reasons, where the application allows free users of iPhone and iPad in the App (Jackson & Helms, 2008; Obadara, 2014). Store, Android devices in Google Play, and users of the operating system Windows and Mac Ossas available version of the Web. The process of electronic communication also allowed learners to build their own vision of the subject.

The last paragraph came with an average of 2.95, which states that "there is an unknown user problem in Teams, and it is not possible to create a connection."

A number of negative paragraphs (22, 16, 23, 28) came to a large extent. The researcher attributes the result of paragraph (22) which states that "the operation of cameras constitutes difficulties for veiled and veiled students during the lesson and their appearance in front of everyone." Paragraph 16 states that "it is difficult for a first-time MS Teams user to deal with it because it is not smooth." The researcher attributes the result to the fact that the pandemic came suddenly, and e-education was not used in Kuwaiti education and trained in it both teachers and students even relatively as in developed countries, and its employment came rapidly and imposed on the educational process of necessity and to ensure the continuation of the educational process, this type of qualitative education needs to train and equip teachers, students and administrators, and equip technical support to implement distance learning for schools or parents In the case of any obstacles or challenges in this system, from the point of

view of its users that it is not smooth due to the lack of preparation for this type of education, and may be the reason for the lack of appropriate electronic learning devices for students due to physical, it is a problem of communication between teacher and students, and the difficulty of self-learning in some for not having the skills to use the management of advanced e-learning systems or smart devices and lack of experience in e-learning and distance learning. Paragraph 23 states that "parental access to their student children's accounts is a problem for faculty members." The researcher attributes the result to the fact that there is a situation of confusion among parents that may disturb the learning of their children, a problem for faculty members and a disruption of their time, and there were a lot of faculties dissatisfied with the entry of parents into their children's accounts at any time, which seems to cause embarrassment to them, and a violation of privacy. Paragraph 28 states that "a message cannot be sent in Skype and notifications are not displayed on the desktop." The researcher attributes the fact that the Program Skype, in which it is not possible to send a message in it may cause a lot of problems between teachers and students or difficulties in communication, and may delay the educational process learning as a result of this imbalance, and the failure to display notices in the desktop may lead to a study delay, or a confusion in communication between the faculty and students, there must be an immediate intervention of technical support and communication with the company in order to solve these problems. They are considered to be barriers to e-learning. This finding was in agreement with a study (Al-Hawada, 2011; Mash, Mufleh, & Fat, 2010; Ghulam, 2007; Al-Otaibi, 2006), which brought about the constraints, problems and difficulties of e-learning remotely and employed in the learning process.

Second: Presentation of the results of the second question

It states: "Are there statistically significant differences at the level of (≤ 0.05) in *the directions of the* αfaculty about *the application of Ms* teams *as a qualitative education in light of the epidemiological challenges* (Covid-19) in Kuwait *due to the gender variable* (male, female)?*"*

To answer this question, the numeracy and standard deviations of faculty trends were extracted on the application of MS Teams as a qualitative education in light of the epidemiological challenges (Covid-19) in Kuwait by gender variable (male, female), and to show the statistical differences between the mathematical averages the "T" test was used, and the grandfather and below explained this.

Table 4. Computational averages, standard deviations and a "T" test of the overall gender effect

	Number	Average arithmetic	Standard deviation	Value "T"	Degrees of freedom	Statistical significance
Said	155	3.89	.551	.504	399	.615
Female	244	3.86	.568			

Table 4 shows that there are no statistically significant differences (= 0.05) attributable to the effect of gender. This result is due to the fact that male and female students are aware of αtheir educational role and the responsibility they have in managing the learning process within the new MS Teams system, which has been used and employed in education in Kuwait, university and public education, and that they are equally interested in using the Ms teams' application as a qualitative lyceum and have the same orientation. Despite the difficulties they face because of the advantages and benefits of the educational process under the pandemic (Covid-19), and their realization that this type of education is a preventive measure and measures for all educational elements, and may become part of the sustainable development of education because of its necessary need in such circumstances (2014). In terms of the lack of statistical differences due to the impact of gender, this result differed with the study (Al-Otaibi, 2006) where the result was in favor of females.

4. Recommendations

In light of the results, the study recommended:

1) Provide electronic training programs and workshops to acquire students and teachers' skills and expertise and raise their skills in the use of MS Teams application and use them effectively in the learning process.

2) Investing positive faculty attitudes towards encouraging them to employ them in their future learning and work because of the requirements of the labour market and ensuring continuity.

3) Conducting other studies similar to this study to deal with various educational stages and other variables for students and university professors, and general education.

4) Study the trends of the university's faculty towards MS Teams and the reality of use to ensure their effectiveness and ability to teach in different environments and contexts.

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