

Factors Determining the Need for LMS in Saudi Arabia: Assessing Teacher Behaviour and Dependence

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ABSTRACT

It is important for Saudi Arabian teachers to develop transformational communication skills so they can communicate information effectively. In the midst of the COVID-19 pandemic, Saudi Arabian teachers played a crucial role in maintaining education activities. The study examined teachers' behavioral intentions regarding the use of learning management systems (Madrasati). UTAUT can be used to determine individuals' technological intentions and behaviors. Descriptive and inferential statistics were calculated from a survey of 100 teachers. Statistically significant correlations were found for dependencies, performance expectations, effort expectations, voluntariness, social influence, and facilitating conditions. Furthermore, there is no significant difference between males and females in behavioral intentions. Additionally, age, experience, and behavioral traits do not contribute significantly to behavioral intention to use Madrasati. Learning management systems are used for a variety of reasons, and this study offers empirical evidence supporting these reasons.

KEYWORDS

Behavioural Intention, COVID-19, Learning Management System (LMS), Online Platforms, Remote Education, Saudi Arabian School Teachers

INTRODUCTION

Online learning has become increasingly popular among scholars and researchers. A significant amount of progress has been made in online learning to meet the demand for online courses. For example, Armstrong (2011) reports a 145% increase in degree-granting students taking online learning courses in the United States. Similarly, Penman and Thalluri (2014) argue that online learning makes learning and teaching more interesting and engaging. However, teachers face challenges and concerns when using technology. Research studies have shown that teachers' perceptions of online education indicate major problems associated with its implementation (Ahmed, Štreimikienė & Štreimikis, 2022; Raza, Qazi, Khan, & Salam, 2021).

In 2020, COVID-19 left a significant impact on education systems on a scale never seen before. Many countries called for the shutdown of all activities to prevent pandemonium (WHO, 2020).

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According to the United Nations (2020) and UNESCO (2020), as a measure to contain the virus spread, governments forced educational institutes, universities, and schools to use distance education (Kumar et al., 2021). Distance learning is a learning approach focused on the integration of technology and systems in the delivery of education to students (Al-Arimi, 2014). In this regard, governments and educational institutions use distance learning systems to promote online learning, including instruction for students, teacher support and content delivery (Alqabbani et al., 2020).

As a result of the pandemic, all social activities such as work, education, universities were suspended (Ministry of Health in Saudi Arabia, 2020) and distance learning was introduced quickly in accordance with the plan imposed by the Ministry of Education (Alqabbani et al., 2020). There have been many studies examining LMS in the context of COVID-19 from different perspectives. Alarifi (2021), for instance, studied faculty members' satisfaction with e-learning in light of the coronavirus pandemic. A similar study conducted by Zalat (2021) examined university staff perceptions and factors affecting the acceptability of e-learning during the COVID-19 epidemic in Egypt. Similarly, in many other countries, studies examined factors affecting teachers' use of learning management systems (LMS) (Ahmed et al., 2022; Raza et al., 2021). In Saudi Arabia, however, there is limited research on teachers' intentions to use online platforms. Therefore, this study aims to examine teachers' behavior regarding the use of e-learning management systems (LMS) based on UTAUT to determine their technological intentions and behaviors. The purpose of this study is to answer the following questions:

1. What factors influence Saudi Arabian teachers' intention to use LMS?
2. Do Saudi Arabian male and female teachers have statistically significant differences in their intention to use LMS?
3. Do participants' age, education, and work experience affect their intention to use LMS?

LITERATURE REVIEW

Learning Management System

LMS is a platform that allows teachers to create dynamic and effective online learning sites for students. According to the Ministry of Education, Madrasati has become very popular among teachers and educators in Saudi Arabia because of its ease and economy. Several features are included, including self-guided services, and learning content delivery, a scalable web-based platform, and portability (Almaiah et al., 2022). This facilitates and enhances the proven teaching principles of conventional classrooms. Moreover, Madrasati enables hundreds of teachers and students to participate, regardless of their geographical location. The platform offers students rich interactive experiences and is frequently used by teachers to conduct fully online courses (Ministry of Education, 2019).

Online Learning

In order to collaborate online, teachers and students must build relationships, exchange information, and understand concepts that allow them to communicate virtually. In doing so, they can develop their skills, become more engaged, and maintain a connection to what they are learning. Distance learning is not a new concept, and it represented a viable alternative to continuing education during high COVID-19 rates (Mishra et al., 2020). According to a study conducted by Al-Kumaim et al., (2021), most countries were encouraged to conduct educational activities online to maintain social distance during COVID-19. In Saudi Arabia, the Ministry of Education recognized the need for a coordinated and collaborative approach to e-learning in 2002, as the result of a high demand for distance education programs. The Ministry established the National Center for E-Learning and Distance Education in 2006 (Al-Shehri, 2010).

. It provides assistance in the development of e-learning and multimedia technologies. The Center conducts research, develops e-learning initiatives, and manages Saudi Arabia's educational management

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