The Availability of E-Learning Qualifications among Faculty Members at College of Basic Education in Kuwait

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Abstract

The study aimed to reveal the availability of e-learning qualifications among faculty members in College of Basic Education in Kuwait, in addition to the availability of the qualifications of the design of the e-courses: (planning qualifications, the adequacy of the management and implementation of the course, the qualifications of design and preparation). The survey descriptive method was used, and the researcher prepared the questionnaire of the adequacy, and to ensure the sincerity and stability of the tool, the sample of the study consisted of (246) members and faculty members in College of Basic Education, selected in a random manner. The results showed that computer-based efficiency came in first place with the highest computing average of (3.96), and the efficiency of using the Internet came in second place with a mathematical average of (3.92), while the efficiency of the design of electronic courses came in last place and the average account of (3.84), The average calculation was the total score (3.89).
The results showed that the design of sub-courses was sufficient in order (planning efficiency, decision management and implementation, design and preparation efficiency), and the average calculation of e-course design efficiency as a whole (3.84). The results showed an apparent variation in the mathematical averages and standard deviations of the availability of e-learning qualifications due to the different categories of variables of gender, scientific rank, experience, and the existence of statistically significant differences between the professor, an associate professor on the one hand and an assistant professor on the other hand came differences in favor of an assistant professor. There were statistically significant differences between less than five years and 10-15 years and the differences were in favor of less than five years.

Keywords: E-learning, teaching qualifications, availability among faculty members, College of Basic Education, Kuwait.

Introduction

The requirements of the current era are full of challenges facing human beings, every day new data appears on the scene of life that needs new thinking, methods, skills and mechanisms to deal with them successfully, i.e., they need a qualified human being with the ability, creativity and innovation, and to adapt the environment to the needs of Human and desired goals, not just adapting to them. This is not achieved without training and acquiring the necessary skills and skills for the teacher to keep pace with the requirements of the times, and his future prospects are seen within a correct vision of the educational institution. Therefore, the authorities responsible for education were keen to arrange the educational environment, link technology to devices and tools, and employ human resources to modernize and develop it, and raise the competence of teachers, to keep up with technological innovations, which the teacher had to use appropriately and effectively. Developed countries have invested in education technology effectively, becoming e-learning, and teachers' skills and competence swelled in the use of e-learning by training, within their training programmers.

Efficiency and efficiency in performance and production can be achieved by training and practice, which is used as a tool for development. Training plays a key role in the growth of culture and civilization in general, and the importance of this is highlighted, in that training is the foundation of every learning, development and development of the human element, and thus the progress and construction of society. Training is also an important factor in administrative creativity and outstanding functionality, particularly as organizations with their various activities face multiple changes and developments in light of the increasing trends towards globalization (Shawaf, 2000).

The role of the teacher is a changing role in an ever-changing era, the new roles of the teacher, require a new look at the philosophy and objectives of the teacher's preparation programs, to suit the nature of these roles. This necessarily requires a review of the structure of the preparation programmers, the study plans they contain, their strategies, technologies and support services (Kamal al-Hurr, 2003).

The rapid and successive development in technology and e-learning has made the educational researcher in constant need to look for new educational methods that suit the characteristics of development and help the learner to learn. No one can lose sight of the great role the Internet has played in education, how it has changed educational concepts, and added new terms to the educational dictionary, such as calculated software and techniques, within the concept of education technology (Amasha, 2009).

Educators were interested in modern technology at the level of planning and curriculum development, moving it from tactics to strategy, i.e., being partial ways of solving local problems, to counting it as one of the key components of the education strategy (Jabr, 2007). Teachers had to have many electronic skills in order to keep up with those innovations, and to be able to use them consciously and knowingly.

E-learning has become the most common form of flexible, open and remote learning that includes information, communication, education and training, e-learning is not just a means of e-learning, but is used for many other purposes such as knowledge management, performance management, virtual office setting and other activities. E-learning is based on technology, organizational culture, leadership and change management, and learning cannot be learned. E-mail to succeed without the commitment and conviction of senior management and implementers and training, it is complementary to traditional training (Galagan, 2001)

As a result of the proliferation of e-learning in universities with the increasing progress and expansion of information, universities have had to adopt this type of education in order to reach the student's self-learning (Al-Shaarawi, 2008). The development of curricula, courses and educational activities has led to the development of teachers and learners' roles, refining the skills of learners, and making them able to easily and ably cope with different situations in everyday life (Richards& Rodgers, 2001).

Thus, the teacher's use of methods, educational methods and e-learning techniques has become urgent in communicating with his students, as e-learning incorporates elements of the educational system, which has become a sophisticated way of working and thinking, and a way of thinking and solving problems. Although e-learning has traditionally been the result of the tremendous development of technology and technology, traditionally in developed countries, in developing countries we are still talking about e-learning as an urgent need, the need to employ it in the educational process, and the availability of teachers, This is part of the many challenges and constraints that developing countries continue to suffer from, and are trying to overcome as part of the major efforts being made in universities and public education.

The teaching qualifications reflect the new and emerging roles of the teacher on the one hand, and as the main starting point for developing a clear vision of the teacher's preparation and training programs on the other hand, these programs must include the teaching qualifications necessary for teachers, on which their training process depends during the service, to follow the process of preparation and updating of performance levels. These include: psychological pedagogical knowledge, learning strategies, learning environment, communication, teaching planning, evaluation, technology, thinking, professional growth, cooperation, ethics and relationships. Training needs in training programmers raise the performance and development of teachers, leading to increased educational productivity (Kamal al-Hurr, 2003)

In order to be able to perform the main and basic tasks assigned to it, the teacher must have a number of e-learning qualifications that will enable him to perform his role properly.

Theoretical framework

The use of e-learning in university education

There is a growing demand for higher education, and the wide spread of ICT and modern technology has become one of the influential variables of the present era, whose effects have been reflected on educational institutions in particular, and educational problems have become realistic and require solutions other than Traditionally, these variables have led to the inability of traditional educational institutions and the weakness of their cadres in the face of these problems, which has put increasing pressure on the current educational systems, which has led to the adoption of new types of education, the most important of which is e-learning.

The use of e-learning has spread significantly, and the increasing growth of e-learning has had many challenges facing its application in university education, including: providing an electronic learning environment with human requirements, and the formation of a diverse team of expertise to cooperate with each other in performing specific and planned functions, and the success of e-learning depends on the readiness of the university and its acceptance through a number of components, the most important of which is the readiness of its faculty, and the extent to which they possess

the values, beliefs and competences necessary for this type of education, the higher the level of ownership. Their readiness is higher and claimed for the success of e-learning (Masilahi and Muhammad, 2007; Sword, 2009; Sonhwa, 2006).

One level of use of e-learning in university education is **the enrichment level,** where electronic media and the Internet are used to describe this level as a source of general and specialized information, which support learner learning and acquisition of various skills, including research skills, computer skills and the Internet to do so. **second level is complementary,** as all the characteristics of the enrichment level are used to ensure that electronic media and the Internet are used as a resource for teaching, learning and experience of the course or its content, and as a key element of the educational process through the availability of the faculty of programs and applications on the network, and guidance and guidance on the course, so that education becomes integrated into more than one educational pattern.
There is a basic level, where this level of reliance on the Internet expands, and electronic courses are built and designed and provided with their requirements, interactions, activities and tests, and the faculty through the system provides interaction interfaces that guide the teacher in his educational path, and direct him to Interaction, communication and requesting masters, and provides the faculty member with the tools to communicate with the learner, follow-up and various calendar images. The integrative level is not limited to teaching and learning, also to include online teaching through digital photography and the explanation of lessons by the same faculty member, which allows learners to communicate through the site and access materials, whether simultaneously or non-synchronously, and to benefit from sources. (Sword, 2009; Abdul Hamid, 2005: 54).

Al-Hadaifi (2007:6) defined e-learning as a comprehensive system as "multi-device electronic education, which includes study content and accompanying activities that are prepared, designed and produced in the form of an electronic program in the light of regulated standards, and purposes Specific education, focused primarily on positive interaction with the learner."

Al-Musa and Al-Mubarak (2005: 113) also defined e-learning as "a method of education using modern communication mechanisms from a computer and its networks, its multiple audio and image media, drawings, search mechanisms and electronic libraries, as well as internet portals, whether remote or in the classroom, which is Use technology of all kinds to communicate information to the learner in the shortest time, less effort and the greatest benefit."

Accordingly, the university professor has a new role in the light of e-learning and constantly developed technology innovations, as the university professor must be able to teach using modern technologies, design a digital course, and adapt the teaching methods in accordance with the characteristics of Learners and possibilities, his role has changed from teacher to content simplifier, facilitator of educational processes, mentor and mentor, and this requires him to acquire his own knowledge, skills and experience through the availability of e-learning qualifications.

E-learning qualifications for university faculty

Efficiency is the skill, ability or ability to perform a particular job, or it is the actual practice of performing a task at a certain level of mastery, or it is a specific level of performance for the purposes of achieving the desired results according to predetermined objectives. Therefore, efficiency is a performance skill within the field of work, which, from others, cannot be assured of the results achieved (Al-Hishani, 2005).

The World Council for Training, Performance and Learning Standards defined sufficiency as "the knowledge, skills and inclinations that make a person effectively perform a job or job at a level of required and anticipated specifications" (Al-Hishani, 2005:27).

Song Mu (So Wing-Mue, 2004) referred to a number of perceptions of the concept of sufficiency: 1) behavior or performance to do something independently specific to achieve a particular goal. 2) The knowledge and skill that requires choosing the best, namely the possession of a number of skills, performance, knowledge, good behavior and motivation.

The teacher is one of the most important inputs of the educational system, the availability of the necessary educational competencies requires two basic elements: knowledge and performance, knowledge here is essential and necessary for the performance in which it shows the degree of adequacy, and knowledge is important because it greatly determines the patterns of educational behavior of the teacher, it relates to the teacher's knowledge of the scientific material he teaches, the characteristics of learners and the demands of their physical, mental and cognitive development, learning methods and the underlying teaching theories, knowledge of the planning of the educational process, the use of appropriate teaching methods, the organization of teaching and other teaching, and the organization of teaching and other wise attitudes. One of the factors that guides and determines educational behavior is (Arshid, 2001).

(Al-Shahri, 2008; Al-Saif, 2009; Al-Ajrami, 2012; Salam, 2013) noted that the most important qualifications that faculty members must have are (basics of computer use and accessories, internet use and services, design of electronic courses, and management of electronic courses).

The teacher's acquisition of educational qualifications works to raise his professional performance, abilities, skills and directions, each according to his ownership and practice in the educational position, in order to carry out his educational tasks with mastery and effectiveness, and determine the required qualifications and then train the teacher and prepare him with training programs in order to master the use of multiple mediations and different programs and production, and show the process of mastering his performance and behavior when displaying and producing various educational materials and then evaluating them (Al-Sinaidi, 2000).

Beni Doumi (2010) noted the need for teachers to possess the skills and skills in e-learning they practice in the field of various education technology, particularly the design, production, use and evaluation of educational materials. Kinsara (2007) stated that the results achieved, the ability to do something based on performance skills within the field of work and produce a result can be relied upon. Education cannot be good and useful without a well-trained and well-equipped teacher to use techniques in teaching in educational situations, and the teacher must have the ability and competence to use e-learning and technological innovations in order to be able to play his role effectively in education (Filmpan, 2005).

To link the relationship, several studies such as (Al-Sharif, 2005;Baird & Love, 2003)have shown a weakness in e-learning skills, particularly in the results of e-learning materials prior to the training programmer, and the ability of teachers to use and produce them after the training programmer has been implemented, which shows the need for teachers to train in educational and technological skills, and some results have shown that teachers have the most educational competence sought to be inexperienced in all areas of competence, particularly those with long experience. Gender, the scientific qualification is a bachelor's degree, and there is interest among teachers in the qualifications for the production of materials and means, the methods of maintenance and the instrument of their work.

Countries that are trying to‹). achieve a comprehensive renaissance in all aspects of life need teachers with multiple qualifications, including: rigorous planning,effective and modern teaching methods and evaluation,‹ and successful classroom management**.**

Mr. (2002) identified four types of efficiency:

Cognitive competences: refers to the information and mental skills necessary for the performance of the individual (teacher) in various areas of his teaching work.

- Emotional competences: refers to the preparations of the individual (teacher) and his inclinations, trends, values and beliefs, and these qualifications cover various aspects such as: the sensitivity of the teacher and his self-confidence and his orientation towards his profession.

Performance efficiency: Refers to the performance competencies shown by the teacher, including motor self-skills, such as the use of teaching methods and technology, and the conduct of practical presentations, and therefore the performance of these skills depends on the teacher's knowledge skills.

- Productivity: Refers to the impact of the teacher's performance of previous competencies in the field of education, i.e., the impact of the teacher's competences on learners, and the extent to which they are adapted in their future learning.

E-learning in its various forms has developed the educational process, following the impact of technological innovations on education, and with the proliferation of this technology, the form of e-learning design needs to be changed in proportion to 2009the new technology.

Al-Shahrani(2009)pointed out the importance of the role of the teacher in determining the level of skill of his students in using the computer in the electronic course, and determining their previous requirements when using it, and continuing to provide their skills and directions towards the computer, diversifying educational components, and providing students with technical support, the electronic course put in front of the teacher modern challenges and rapid change, and forced him more knowledge and ability to develop self to keep up with the times.

Studies: Ayad (2005), Shaqfa (2008) and AbdulAti (2001)2001have classified technological technical skills as follows:

– Computer:(hard ware)skills: a set of skills that enable the individual to manage and perform the computing tasks necessary for the contemporary human being, such as: skills using operating systems, and knowledge of the physical components of the computer (hard ware)Non-material (software), ‹internet and email skills, and skills to

use computer accessories, such as printers, scanners, cameras, etc. **Communication**technology skills: a set of skills that enable the individual to communicate with others, with the orderly and conscious'sall modern technological possibilities and means, such as: internet, cell phone, and satellite communication.

– **Engineering** drawing skills: a set of skills in which ideas, information and scientific designs are clarified, defined and transmitted, in a language, terminology and global symbols understood by different nationalities.

Al-Seif (2009:39) added the adequacy of e-learning in the design of **e-courses,** which are concerned with analyzing the needs of the course, and then designing and developing it, and the skills of managing and activating the course on the Internet, which summarizes the stages of educational design (analysis, design, development, implementation, evaluation, and management of a course).

It is no longer hidden the role played by modern technologies and educational programs, especially in improving the performance of the teacher, developing the skills of the learner and increasing his or her education, and influencing his orientation, especially if the form in which the information appears is designed in a clearly arranged way, increasing the motivation and attention of the student (Al-Shaarawi, 2008).

The teacher became committed to achieving the superior ability and renewed awareness in dealing with information, the role of the teacher in the school of the future is no longer limited to indoctrination and measuring   the extent to which this information is stored in the minds of his students and restore it in the test, but became the facilitator of the process of self-learning to access information, and train students to search for it, in the easiest, fastest and most recent ways (Rizk, 2008).

The teacher is the most targeted element in the educational process for its development and reform, and has a fundamental and effective role in advancing scientific, technological and civilizational progress, so he must be qualified to perform his role, a technological educator, who is proficient in the use of technology that reaches educational goals, so that his role does not stand as a conveyor or distributor of information, but also as a facilitator and provider of various technology sources, with high efficiency(Sarhan,2012).

It has become necessary to prepare teachers and equip them with knowledge, skills, abilities and attitudes, in the light of specific grounds for mastering educational experiences with training and practice. The training of competency-based teachers is aimed at teaching each individual the knowledge, skills and directions needed to make him able to master learning according to predetermined outputs. In the light of the adequacies, the perception of the teacher has changed, from a teacher with educational information to a teacher with the ability to perform different teaching skills (Beni Doumi, 2010).

He pointed out(Nabehan, 2008;resourcefulness, 2004)that the preparation of the technological teacher is based on providing him with the necessary skills and qualifications, in accordance with the spirit of the times and scientific and technological changes, to become a leader of the educational process, and to carry out the process of designing education and production of various educational materials and software, and uses appropriate materials, tools and educational devices to carry out the required tasks, and follows up innovative technological developments of various kinds.

The technical and technological educational innovations that keep pace with the era and development work to raise the level of the teacher, as well as satisfy the needs of the learner, increase his positive participation, develop his abilities to meditate and think creatively in reaching problems, arrange ideas and organize them according to an acceptable pattern, raise his level of learning quickly and deeply, improve the quality of education and increase its effectiveness, and achieve educational goals aimed at developing new trends, and modifying different patterns of behavior (Abdul Jalil 2003).

He pointed out the2002need to prepare learners with skills and experience to deal with the data and challenges of the times, as well as the need to employ technological innovations and invest their potential in the field of education, in order to achieve these trends. On the use of technology and technological innovations in multimedia, interactive, presentation and other teaching.

Al-Qurashi (2013) pointed out that the techniques of educational means, they are part of an integrated system is the educational process, and began to pay attention to them in the educational process, it has become called educational methods or the system of multiple means, it does not mean just the use of modern machines **and devices, but it means** more comprehensive, taking into account all human resources, educational resources, level of learners, needs and educational goals.

These include2005the computer that consists with hardware accessories, (Hardware keyboard, Keyboard) mouse, light (Scanner pen, scanner, scanner, scanner, scanner, and all the input modules. Common. The CPU, which can be counted as a computer mind, has three parts for calculations, logic, controls, and storage. (Monitor Display) (Printer) CPU the most famous sub-disc is CD Rom and Flash Memory.

There is, as al-Mubarak and Musa (2005) also mentioned, software: Software which carry the instructions that allow the operation of devices, including: Operating Systems drivers, interpreters' compilers), application software, and the most important of this software: Word Processing), The Word Processing Software, The Spread (Excel)and The Document Data BaseSoftware, Presentation Software, Graphics Software, Communication Software, Games Software, and Educational Software.).

It should be noted that there are several factors involved in the manufacture, development and widespread dissemination of various media and software technology, including: the trend of computers to speed up processes more effectively in the performance of their functions, greater capabilities in their capabilities, the use of digital systems instead of analog signals and, as a result, can link equipment to the computer, with quality performance, accuracy of work and cheaper cost and speed. Support the change in the pattern of handling equipment, so that one machine performs multiple tasks, especially if it is easy to handle. To benefit from ai research, achievements in the fields of machine movement technology, computer vision, character recognition and speech research. Trade, wars of economic control, and internet growth (Shafiq,2006).

The study considers that e-learning is a necessity at the present time, and it is necessary to measure the availability of e-learning qualifications among faculty members and their preparations for e-learning, to determine the need for more training to acquire faculty skills and experiences i.e., Sufficient efficiency, and therefore the role of universities in the preparation of training programs for teaching staff.

The problem of study and its questions

The success of e-learning depends on the teachers' ownership of the qualifications related to this type of education, and their ability to provide this type of modern education to students, and the problem of study comes from the lack of research and disclosure of the availability of e-learning qualifications among the faculty members in Universities in Kuwait, and know what they have enough e-learning qualifications to practice the basic role of education technology teachers, from basic computer and Internet skills, the production of electronic learning materials, the design of electronic courses, or the use of software that benefits the process Learning education.

Although there are many studies that have yielded many results in this aspect, the researcher believes that the availability of e-learning qualifications among faculty members in College of Basic Education in Kuwait, according to the researcher's knowledge, there is no study in Kuwait that has revealed this The refore, the performance of teachers and their professional competence in e-learning, and studies that indicated the adequacy of e-learning among faculty members in terms of the availability of e-learning qualifications; 2012 Salam, 2013). Based on the above, the availability of the necessary e-learning qualifications for faculty members at College of Basic Education in Kuwait will be revealed by answering the following questions:

1- How well are the e-learning qualifications available to the faculty members of College of Basic Education in Kuwait?
2- Are there statistically significant differencesα at the level of indication ($\leq$0.05) among faculty members in the availability of e-learning qualifications due to variables (gender, scientific rank, experience).

Study objectives

The study sought to achieve the following objectives:
1- To reveal the availability of e-learning qualifications among faculty members at College of Basic Education in Kuwait.
2- To know the level of availability of e-learning qualifications among faculty members at College of Basic Education in Kuwait compared to the variables of gender, scientific rank and experience.

The importance of study

The importance of the study lies in the following:

1- To demonstrate the need to keep pace with the progress and employment of educational technological innovations, including e-learning in university education.
2- Determining the adequacy of e-learning and the availability of faculty members as they have a significant impact on the learning process.
3- The results of the current study of university professionals may indicate the need to prepare training programs in order to qualify and acquire faculty of e-learning skills, from the necessary experience and skills in education.
4- Encourage other researchers to build programs in e-learning, modern technologies and various subjects.

The limits and determinants of the study

1- The study was limited to revealing the availability of e-learning qualifications among faculty members.
2- The study was limited to College of Basic Education in the General Authority for Applied Education and Training in Kuwait, the second semester 2020/2021.
3- The study is defined by its tools used and the sincerity and consistency of these tools.

Procedural definitions

– **E-learning:** "An educational system that uses information technologies and computer networks to strengthen and expand the educational process through a range of means including computers, the Internet, and electronic programs prepared by specialists in the ministry or companies (Glom, 2003: 3).

The researcher defines e-learning as "the ability of the teacher to use and deal with the educational system, which is based on electronic and technical sources such as computer, multimedia, internet and others, provides an interactive learning environment that provides university students with diverse information in all fields that can be utilized through direct communication through the Internet, devices and media, and can be retrieved and saved electronically, as well as the possibility of managing and producing this learning, its content electronically."

– Sufficiency: "Knowledge, skill or direction that enables individuals to perform a task or job at a level of effectiveness corresponds to the standards of the individual's organization"(Richey, Fields & Foxon, 2001:31).
– E-learning proficiency: A certain level of information, skills and attitudes that technology teachers are committed to in e-learning in order to bring the learning process to a degree of competence and effectiveness" (Al-Omari, 2009:14).

The researcher is known procedurally as "the minimum e-learning skills necessary for faculty members in College of Basic Education in the General Authority for Applied Education and Training in Kuwait to perform the teaching profession with a level of effectiveness and efficiency within the procedures of applying e-learning in University."

– **Faculty members:** A person who is a university-level teaching officer, associate professor or assistant professor with a PhD in a scientific or humanitarian discipline" (Hamdi, 2001: 510).
       The researcher defines faculty members procedurally as "a university teacher with a PhD in a humanitarian or scientific discipline, and holds a position of scientific rank".

Previous studies

Al-Sharif Study (2002) targeted Saudi universities and the extent to which the faculty members possess technical competences and practice them, and have classified them to: educational design qualifications, methods and activities, selection of materials and devices, adequacy of the use of educational techniques, efficiency of the operation of educational devices, the adequacy of the calendar of During the use of the descriptive method. The sample consisted of 598 members. The results showed that faculty members had a large number of qualifications, but their practice was moderate, and the faculty at King Saud University outperformed their peers at Um al-Qura University in the level of ownership of the qualifications.

Al-Shahri Study (2008) the study aimed to assess the performance of teaching faculty in the e-learning environment of the Arab Open University (Riyadh Branch). The descriptive curriculum was used to process the study, and the researcher prepared a questionnaire as a study tool, the sample of the study consisted of (76) faculty members.

The results showed the faculty's responses in the field of knowledge of Moodle e-learning management system were between medium and high, faculty responses in the field of faculty use in the field of e-learning management system in

the university's teaching process were between weak and medium, faculty responses in the field of educational design for courses taught across the system were medium to high, and faculty responses in the field of mastering skills associated with the use of the learning management system were medium to high.

Al-Saif Study (2009) this study sought to reveal the availability of e-learning qualifications among faculty members at the Faculty of Education at King Saud University, and the   study used the descriptive curriculum by building a list of e-learning qualifications as a tool for study, the sample of the study consisted of (245) female faculty members, and responded from them (153) The results showed the availability of e-learning qualifications among faculty members in general to a medium degree, and computer utilization was in the first place, where it was available to a high degree, followed by the adequacy of internet use, which was Also highly available, e-course design and learning management system are available at medium-sized levels, respectively

The study found that there are statistically significant differences between female faculty members due to the change in age, where faculty members under 35 years of age outperformed their female colleagues. And the availability of computer use, and there were no statistically significant differences due to the change in age in the average availability of other axes. There were also no statistically significant differences due to the variables of the degree, the place of obtaining a degree, experience in university education or even the existence of training courses.

Al-Ajrami Study (2012) aimed to identify the availability of e-learning skills among technology teachers in Gaza governorate schools in light of some variables. The researcher used the survey descriptive method, and a questionnaire was prepared from four areas (basics of computer use, network services, design and construction of electronic courses, e-course management). The sample of the study consisted of (82) teachers. The results showed that teachers have the competence of e-learning in the field of basics of computer use by 82%, in the web service 76%, in the design and construction of electronic courses by 66%, and in the management of electronic courses 64%, and the results did not show statistically significant differences in the degree of availability Efficiency is attributable to the change of scientific specialization, or years of experience, while statistically significant differences have emerged attributable to the study phase variable in all areas of study except the basics of computer use, and for the benefit of experienced persons (5) years and older, as opposed to those with experience less than (5) years.

Ahmed Wal-Badah Study (2013) aims to identify the availability of e-learning qualifications among faculty members at Al-Majmaa University. It also reaches scientific results that will help develop, and formulate a set of practical proposals and procedures that will help improve the skills and competences of faculty appropriate to the use of e-learning. The descriptive curriculum was used, and the study sample consisted of (62) faculty members and faculty members. The results showed that the availability of e-learning qualifications among faculty members in medium proportions, as well as the validity of the second hypothesis, that there are no significant differences in the responses of the study sample due to the following variables: gender, age, specialization, scientific rank and training courses.

Salam Study (2013) aimed at identifying the availability of e-learning qualifications among faculty members at Ebb University in the Republic of Yemen. To achieve the objectives of the study, the researcher used the survey descriptive approach, through a questionnaire of (64) paragraphs spread over four areas, the sample of the study consisted of (77) faculty members. The results showed that faculty members at Ebb University in the Republic of Yemen have the competence of e-learning in the computer usage and accessories, and the focus of the use of networks and the Internet is high, while they have the competences of the culture of e-learning and design and management of learning. The results did not show statistically significant differences in the degree of availability due to academic rank, or number of years of teaching experience, while they showed differences in the computer's hubs and accessories, and the use of networks and the Internet due to the change of the faculty, and in favor of scientific colleges, as well as It showed statistically significant differences in all the areas of the tool due to the variable number of e-learning courses.

Commentary on studies

The current study from previous studies was characterized by the fact that, according to the researcher's knowledge, it may be the first of its kind in Kuwait in relation to the subject, despite the availability of relevant studies and relationship, but in Kuwait they are few, where the current study revealed the availability of e-learning The faculty members of College of Basic Education in Kuwait have benefited from previous studies in terms of sample, methodology and statistical methods, in addition to the preparation of the current study tool.

- Method and procedures
Curriculum

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

Study Community

The study community is made up of all the faculty members of College of Basic Education in the General Authority for Applied Education and Training of higher education in Kuwait for the academic year 2020/2021/2021numbering (680) members and members, including (416) members and (264) faculty members.

Study sample

The research sample consisted of (246) members and faculty members of College of Basic Education, randomly selected for the second academic year 2020/2021.

Table (1)
Iterations and percentages by **study variables**

	Categories	**Iteration**	**Percentage**
Gender	Male	148	60.2
	Female	98	39.8
Scientific rank	Professor	12	4.9
	Associate Professor	26	10.6
	Assistant Professor	208	84.6
Years of experience	Less than five years	140	56.9
	5-10 years	70	28.5
	10-15 years	36	14.6
	Total	246	100.0

Study tool

The researcher prepared a questionnaire to reveal the competences of the faculty members of College of Basic Education in the General Authority for Applied Education and Training in Kuwait, and after reviewing previous research esthesis's (Al-Saif, 2009; Monthly, 2008; Salam, 2013), the measure is two parts: **the first:** including: gender and basic information on the sample, including: gender, scientific rank, years of university experience; and **part two:** e-learning.

Believe the study tool

The researcher made sure of the sincerity of the tool to measure the virtual 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 soundness of its formulation, and the submission of proposals for amendment, addition or deletion, has been shown The arbitrators have appropriate observations and opinions, and have been introduced and formal adjustments have been made in the drafting, and the resolution is finalized.

The stability of the study tool

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

The stability factor was also calculated in the internal consistency manner by the Cronbach Alpha equation, and table 2 shows the internal consistency coefficient according to the Cronbach Alpha equation and the stability of the return of the areas and the tool as a whole, and these values were considered appropriate for the purposes of this study.

Table (2) :Cronbach Alpha Internal Consistency Coefficient and Realignment Stability of Fields and Total Grade

Domain	**Replay stability**	**Internal consistency**
Computer use efficiency	0.92	0.87
Internet use efficiency	0.91	0.86
E-course design efficiency	0.90	0.84
College degree	0.91	0.90

Statistical standard

The Five-Year Likert ladder was adopted to correct the study tools, giving each of its five paragraphs one score (very large, large, medium, very weak, weak) and represents digitally (5, 4, 3, 2, 1) respectively, and the following measure has been adopted for the purposes of analyzing the results:

From 1.00- 2.33   few
From 2.34- 3.67Medium
From 3.68- 5.00   Large
And so on.
The scale was calculated by using the following equation:
Upper scale (5) - minimum scale (1)
Number of categories required (3))
5.1   =1.33
3
Then add the answer (1.33) to the end of each category.

Search execution procedures

To achieve the objectives of the research, the following steps and procedures were followed:
- Identify a random sample of the entire community for faculty members in College 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 survey sample of faculty members in the General Authority for 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 researchers used appropriate statistical treatments through their analysis on SPSS, and the researcher used mathematical averages and standard deviations, the Cronbach alpha internal consistency coefficient and the stability of replays and repetitions, in addition to analyzing the four-way contrast to show the variables of the study, and using the Chevy method of dimensional comparisons of the effect of variables.

- View and discuss the results

Question 1: "How well are thee-learning staff at College of Basic Education in Kuwait?".

To answer this question, the arithmetic averages and standard deviations of the availability of e-learning qualifications among faculty members at College of Basic Education in Kuwait have been extracted, and the table below shows this.

Table (3)

Computational averages and standard deviations to the availability of e-learning qualifications among faculty members at College of Basic Education in Kuwait **ranked downwardly according to calculation averages**

Rank	Number	Domain	Average arithmetic	Standard deviation	Level
1	1	Computer use efficiency	3.96	.563	High
2	2	Internet use efficiency	3.92	.615	High
3	3	E-course design efficiency	3.84	.629	High
		College degree	3.89	.583	High

Table (3) shows that the arithmetic averages ranged from (3.84-3.84), where computer-based efficiency came in first place with the highest computational average of 3.96, and internet usage efficiency came in second place with a mathematical average of (3.92), while the qualifications for designing courses came in second place. Electronic in last place with a mathematical average of (3.84), and the average calculation of the total degree (3.89).

This result is due to the fact that the faculty members of College of Basic Education at the university have high qualifications due to the awareness of the faculty of the importance of owning these qualifications, especially the skills of using computers and then the adequacy of the use of the Internet and the design of electronic courses, and this shows The faculty members try to keep up with the technological development through the use of computers, internet and design in public life to overcome difficulties and save time and effort, as those qualifications especially the use of computer of basic efficiency sup notations that cannot use the computer without Mastering it, and therefore the need to master the use of the Internet because it prepares the network between the member and the student, the dissemination of courses, browsing and the use of engines and others, this means the need to master the design of electronic courses, and with the use of the Internet became an integral part of life Scientific and practical integration of communication with technology, and it has become an obligation for academics to learn the skills needed to use them, especially the basic ones, a comprehensive and integrated process in which the faculty seems to know them, making their level of performance high.

The results of the current study were agreed with the study (Saif, 2009; Al-Sharif, 2002; Al-Ajrami, 2012) in terms of availability of qualifications, especially the use of computers and the Internet to a high degree, and differed with the study (Salam, 2013) in terms of the degree of design and management of e-learning was in the middle (2013) while in the study The current high, and the results of the current question differed with the study (Ahmed and Al-Badah, 2013) in terms of the degree of adequacy it was moderate, and the current studies are high. The study (Al-Shahri, 2008) differed from the result of the current study in that the adequacies were between medium and high, and some were medium and weak.

Calculation averages and standard deviations of the sample estimates of the study were calculated on the design efficiency of the sub-e-courses, where they were as follows:

Table (4)
Computational averages and standard deviations of study sample estimates on the design efficiency of sub-e-courses are downed by calculation averages

Rank	Number	That's enough.	Average arithmetic	Standard deviation	Level
1	1	Planning efficiency	3.89	.698	High
2	3	Efficiency of the management and implementation of the decision	3.84	.649	High
3	2	Design and preparation efficiency	3.81	.655	High
		E-course design efficiency	3.84	.629	High

Table (4) shows that the arithmetic averages ranged from (3.81-3.81), with planning efficiency in the first place with the highest computational average of 3.89, while design and preparation efficiency came in last place with a mathematical average of (3.81), and the arithmetic average for the design of courses Electronic as a whole (3.84). This indicates that the level of performance is similar to that of faculty members in sufficiency, and this is the result of the practice and experience of the faculty members in the stages of designing their courses on a daily basis.

This result coincided with the study (Al-Saif, 2009) in terms of the availability of high planning efficiency, and differed with the current study in terms of the degree of availability of design and preparation qualification scoring and came at an average degree while the result of the current study was high, while the adequacies of the management and implementation of the course were in the study the current is high, while it came up with a medium-grade sword study.

Question 2: "Are there statistically significant differences at the level of indication α (≤0.05) among the faculty members in the availability of e-learning qualifications attributable to variables (gender, scientific rank, experience)?

To answer this question, mathematical averages and standard deviations of e-learning availability are extracted according to gender variables, scientific rank, experience and the table below shows this.

Table No. (5)
Computational averages and standard deviations to the availability of e-learning qualifications according to gender **variables,** scientific **rank, experience**

		Average arithmetic	Standard deviation	Number
Gender	Male	3.91	.585	148
	Female	3.87	.582	98
Scientific rank	Professor	3.47	.467	12
	Associate Professor	3.59	.703	26
	Assistant Professor	3.96	.552	208
Years of experience	Less than five years	3.98	.536	140
	5-10 years	3.87	.621	70
	10-15 years	3.62	.608	36

Table (5) shows an apparent variation in arithmetic averages and standard deviations to the availability of-learning adequacy due to different categories of gender variables, scientific rank, experience and to indicate the significance of statistical differences between computational averages, the three-table variance analysis was used (6).

Table No. (7)
Analysis of the triple variation of the impact of gender, scientific rank, experience on the availability **of e-learning qualifications**

Source of variance	Total squares	Degrees of freedom	Average squares	Value P	Statistical significance
Gender	.260	1	.260	.836	.362
Scientific rank	4.835	2	2.418	7.774	.001
Years of experience	3.061	2	1.531	4.922	.008
The error.	74.640	240	.311		
Total	83.219	245			

Table 7 shows the following:

The lack of statistically significant differences (=□ 0.05) attributable to the effect of gender, where the value of p was 0.836 and a statistical indication of 0.362, and the differences came in favor of males.

- The existence of statistically significant differences (= 0.05) attributable to the effect of the scientific rank, where the value of p□ 7.774 and a statistical significance of 0.001, and to indicate the statistically significant marital differences between the mathematical averages, the dimensional comparisons were used in a manner chevies as shown in table 8.

- The existence of statistically significant differences (= 0.05) attributable to the impact of years of experience, with a value of 4.922 p. and a statistical indication of 0.008, and to indicate the statistically significant marital differences between the mathematical averages, the dimensional comparisons were used in a manner chevies as shown in table 9. □

Table (8) Distance comparisons in a manner that is sufficient to the impact of the scientific rank on the **availability of e-learning qualifications**

	Average arithmetic	Professor	Associate Professor	Assistant Professor
Professor	3.47			
Associate Professor	3.59	.12		
Assistant Professor	3.96	48*	37*	

* Function at the semantics level (= 0.05).

Table (8) shows that there are statistically significant differences ((= 0.05) between a professor, an associate professor And assistant professor on the other, and the differences in favor of an assistant professor. The current study differed

with the study (Al-Saif, 2009; Ahmed and Al-Badah, 2013; Salam, 2013) where there are no differences in rank differences Scientific.

Table (9) Distance comparisons in a manner that is sufficient to the impact of years of experience on the **availability of e-learning qualifications**

	Average arithmetic	Less than five years	5-10 years	10-15 years
Less than five years	3.98			
5-10 years	3.87	.10		
10-15 years	3.62	36*	.25	

* Function at the semantics level (=0.05).

Table 9 shows statistically significant differences (1.05) between less than five yearsand10-15 years and the differences are in favor of less than five years

This result is due to the fact that members with experience under five years are the most available for e-learning as a result of their young age, they are often more in tune with technology and technologies and their applications, more aware of e-learning and possessing knowledge, more receptive to technology and its innovations, and a desire to acquire more skills and experiences than others. This finding is consistent with the study (Al-Saif, 2009) and the current result differed from that of the study (Al-Ajrami, 2012) where statistically significant differences were not shown due to the experience variable.

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Join (1)

number	Paragraph	Too big.	Big.	Medium	Weak	Very weak.
Area 1: Computer efficiency						
.1	Open the computer and close it correctly.					
.2	Handle the computer easily and easily.					
.3	Use input, output, and storage tools.					
.4	Store files on volumes (hard drives, CDs, flash).					
.5	Deal with files and folders, whether by deletion, transfer, or editing.					
.6	The ability to handle desktop icons and taskbar.					
.7	Use accessory devices such as: printer, scanner, and speakers correctly.					
.8	Connecting computer connections and accessories.					
.9	Download ready-made software through the CD.					
.10	Use multimedia video, audio, and flash software.					
.11	Insert tables, graphs, and hard images of documents.					
.12	Use word editor software and edit and format documents efficiently and effectively.					
.13	Check volumes and make sure they are virus-free through anti-virus software.					
.14	Use presentations to create presentations and add dynamic effects, text, images, and hyperlinks.					
.15	The ability to compress or decompress files with WinZip					

	and WinRAR.					
.16	Use publishing programs such as Acrobat Reader &Writer to convert documents to a publishable format, and distinguish files by extension.					
.17	Educational software calendar is educationally ready.					
Area 2: Internet use efficiency						
.18	Use email and send attachments through it.					
.19	Easy internet access whether from phone, wireless or satellite.					
.20	Use menus for different web browsers effectively and efficiently.					
.21	Download files and programs from the network and upload to it.					
.22	Use the Internet as a support in conducting, documenting and linking the Internet to its original source.					
.23	Send and receive files using instant chat programs such as: Messenger.					
.24	Use and supply of electronic libraries.					
.25	Communicate with universities and research centers to take advantage of their potential.					
.26	Use video conferencing and voice conferencing.					
.27	Use electronic information bases such as eric educational information base to obtain information that serves the educational process.					
.28	Follow-up career development in the field of educational technologies and web applications.					
Area 3: E-course design efficiency						
	Planning efficiency:					
.29	Identify the overall objectives of the decision and the sub-objectives it achieves.					
.30	Divide the decision into units by sub-objectives and formulate them in a clear and measurable manner.					
.31	Set a timetable for the completion of the various tasks to prepare the course.					
.32	Identify the physical and human requirements necessary for the construction of the course.					
.33	Determine the appropriateness of the decision to submit it over the networks.					
.34	Identify students' characteristics.					
	- Design and preparation efficiency:					
.35	Identify effective teaching strategies to achieve goals.					
.36	Choose a variety of learning and learning strategies such as collaborative learning, lecture, discussion, problem solving, simulation, projects.					
.37	Set clear criteria for the calendar in the decision plan.					
.38	Supporting the course with multiple files and media (voice, video.) that achieves the course's objectives and suits students.					
.39	Use positive and varied patterns for feedback.					
.40	Analyze and interpret calendar results to use them to improve performance.					
.41	Identify appropriate feedback patterns for students' characteristics and course's method and interactions.					
.42	Apply a variety of evaluation methods suitable for e-learning, such as: projects, student e-bag, tests.					

.43	Develop a self-learning program such as: bag, software, media, suitable for students and achieving the goals of the unit.						
.44	Develop hyperlinks links to related topics.						
.45	Turn educational content into a script for a program that the programmer can understand.						
.46	Determine the appropriate simultaneous or asynchronous electronic communication method between elements of the educational process.						
	- The adequacy of the management and implementation of the decision						
.47	Set the dates for weekly learning activities to facilitate students' learning.						
.48	Provide clear information to students about each learning strategy used in terms of method and objectives.						
.49	Dealing with the decision flexibly in terms of (deletion, addition and modification) according to the course and circumstances of the decision.						
.50	Motivating students to interact with the online course.						
.51	Direct students towards self-learning from courses offered over networks.						
.52	Follow-up on students' performance and progress in learning from the online course to provide assistance when needed.						
.53	Time management to submit and develop the course on the net.						

joined(2)
Computational averages and standard deviations

Number	Paragraphs	Average arithmetic	Standard deviation
1-	Q1	4.13	.899
2-	The government's support for the government	4.10	1.068
3-	The government's support for the government	4.05	.889
4-	The government's support for the government	4.04	.886
5-	The government's support for the government	4.02	.880
6-	The government's support for the government	4.04	.868
7-	The government's support for the government	3.98	.876
8-	The government's support for the government	3.95	.834
9-	Q9	3.91	.904
10-	The government's support for the government's work	3.93	.899
11-	The government's support for the government's work	3.87	.960
12-	The government's support for the government's work	3.96	.927
13-	The government's support for the	3.85	.886

Number	Paragraphs	Average arithmetic	Standard deviation
	government's work		
14-	The government's support for the government's work	3.96	.953
15-	The government's support for the government's work	3.92	.916
16-	The government's support for the government's work	3.80	.885
17-	The government's support for the government's work	3.85	1.056
18-	The government's support for the government's work	4.11	.765
19-	The government's support for the government's work	4.18	.908
20-	The government's support for the government's work	4.05	1.017
21-	The government's support for the government's work	3.99	.878
22-	The government's support for the government's work	3.96	.918
23-	The government's support for the government's work	3.88	.951
24-	The government's support for the government's work	3.86	.897
25-	The government's support for the government's work	3.85	.991
26-	The government's support for the government's work	3.80	.960
27-	The government's support for the government's work	3.65	.955
28-	The government's support for the government's work	3.83	1.037
29-	The government's support for the government's work	3.96	.918
30-	The government's support for the government's work	3.93	.962
31-	The government's support for the government's work	3.93	.880
32-	The government's support for the government's work	3.79	1.027
33-	The government's support for the government's work	3.86	.876
34-	The government's support for the government's work	3.85	1.025
35-	The government's support for the government's work	3.88	.968
36-	The government's support for the government's work	3.85	.890
37-	The government's support for the government's work	3.80	1.018
38-	The government's support for the government's work	3.91	.895

Number	Paragraphs	Average arithmetic	Standard deviation
39-	The government's support for the government's work	3.85	.939
40-	The government's support for the government's work	3.82	1.030
41-	The government's support for the government's work	3.80	.921
42-	The government's support for the government's work	3.78	1.035
43-	The government's support for the government's work	3.75	1.081
44-	The government's support for the government's work	3.83	.893
45-	The government's support for the government's work	3.63	.938
46-	The government's support for the government's work	3.79	1.107
47-	The government's support for the government's work	3.87	.933
48-	The government's support for the government's work	3.86	.929
49-	The government's support for the government's work	3.78	.886
50-	The government's support for the government's work	3.90	.951
51-	The government's support for the government's work	3.86	1.060
52-	The government's support for the government's work	3.84	.905
53-	The government's support for the government's work	3.78	1.177