

Using Microsoft Teams as Online Teaching Instrument in Kuwaiti Schools

Amani Haidar

Ministry of Education, Kuwait

Abstract

Integrated and innovative digital platforms like Canvas, Moodle and Microsoft Teams appear to have suitable opportunity to backup teachers in online education as schools closed due Covid-19 pandemic. By September 2020 international search for comprehensive online learning resources had raised due to Covid-19 matter. Pandemic encouraged online resources access to compensate for traditional face to face school-based learning in Kuwait. This paper reports a research study conducted to investigate the role of digital learning platforms in education concentrating on the use of Microsoft Teams platform by teachers. The method of research was a survey to conduct this study. Online questionnaire used as data collection instrument. Possible participants were identified, and contact information was gathered from Ministry of Education affiliated online groups. Five thousand teachers for whom contact information was available were invited to participate in the study. However, only five hundred and fifteen teachers responded to participate via online questionnaire. Instrument is seeking information about the use of Microsoft Teams features in digital education and linked problems. Initial results show that teachers seem to be comfortable in using most of Microsoft Teams features for digital learning. The study specifies that teachers recognize importance of using Microsoft Teams in online education to maximize utility. Also, teachers effectively use Microsoft Teams as an online source of information and are willing to explore its different structures for enhancing online teaching functions. Several respondents identified that improving certain creativity, communication, collaboration, and information literacy skills are needed. Study results indicate that Microsoft Teams must be promoted in Kuwaiti public sectors schools by integrating it in formal schools' teaching systems and teachers' professional development. Also, strategic planning is important to support organizational goals, tracking progress, and offering trial periods. Moreover, a strategic planning approach will be suggested in this paper.

1. Introduction

Lately, the development of digital information led to the emergence of applications platforms that appear to replace traditional sources of information. Integrating the use of educational applications in teaching, requires new user skills. Also, there are

several purposes to use these applications in online education. These technologies are places to interact, create innovation ideas and discuss them. Additionally, applications perform as online educational venue and present digital information resources with new digital platforms such as Google Classroom, Canvas and Microsoft Teams. Teachers are starting to use digital information resources such as Microsoft Teams in their classes to stimulate ideas from different perspectives. Kirange, Sawai and Director [8] stated that digital platforms are comprehensive innovative tool that suites teachers and students' requirements. Similarly, Microsoft Teams helps to achieve many educational objectives, it is flexible, interests' students in subject matter and enhances innovation. Also, several new skills are needed to adopt with the new digital platforms such as critical thinking skills and digital skills. Daradkah [5] stated that critical thinking, operating and higher order thinking skills is important for education. In addition, training, learning policies, guidance workshops and feedback are required to make the staff and students familiar with Microsoft Teams.

Using most of the features within the interactive application has a potential to broaden the use of Microsoft Teams in educational levels and content areas creating an established resource connected to develop the educational knowledge. Moreover, Microsoft Teams is interactive, multi access tool, encourages independent learning and creativity. Rojabi [11] stated that Microsoft Teams supports education by providing access, ease of information uses and suitable online environment. Suwarno [12] stated that utility of online platform can be managed by policies, infrastructure, and organization strategic planning. Strategic planning helps organization in defining their online platform efficiency, track usability, and to sustain the use of Microsoft Teams in the future.

This study investigated the role of application in education focusing on use of Microsoft Teams application by k-12 teachers. Microsoft Teams is interactive communication platform used for different tasks like learning, advertising, and personal communication. Some teachers have started to use this platform in their teaching classes representing ideas through different aspects. There is also potential to use the platform in teaching for determining context skill forming, communication and collaboration in education. This study was designed to survey and

focus on the current use and perceptions of teachers about the potential of Microsoft Teams in learning and teaching. The results of the study are expected to be useful for further improvement of these platforms and promoting the platform use in educational institutions.

2. Research questions

1. Do teachers in Kuwait use Microsoft Teams platform?
2. Why do teachers in Kuwait use Microsoft Teams platform?
3. Do teachers have the capabilities/skills to use Microsoft Teams?
4. What is teachers' perception about using Microsoft Teams?
5. What are the problems may occur when teachers use Microsoft Teams?
6. What is the future of teachers' adoption of Microsoft Teams platform?

3. Literature Review

The focus of this research is knowing about teachers use and perceptions of Microsoft Teams platform in governmental Kuwaiti schools of K-12. Microsoft Teams can be used for several duties like guiding learners, accessing information and other various uses for this cloud-based platform. Microsoft Teams is an online distance learning environment platform that imitates real class environment by using communication and collaboration features. Also, Microsoft Teams is used for several tasks like class management, keeping examination records of students, knowledge uploading in several forms and reporting. The study by Kirange, Sawai and Director [8] stated that Microsoft Teams has proper classification and navigation management tools. Ismail and Ismail [7] reported that Microsoft Teams could be suitable platform for digital learning if teachers and students are familiar with the functionalities. Also, users of Microsoft Teams collaborate and communicate with students and other teachers via multiple devices. Many studies investigated several aspects that involved digital skills and critical thinking skills, while using Microsoft Teams tasks with proper subject matters experts and communication organization management. Almanthari, Maulina and Bruce [2] stated that digital educational platform usage may face several problems in four classifications like: teachers, school, curriculum, and students.

Microsoft Teams can be used for integrating with students and teachers, sharing content, operated through different devices and view student progress. Bacher-Hicks, Goodman and Mulhern [3] stated that Microsoft Teams is a proper potential learning digital tool that offers sharing knowledge and provides

access to online learning. Similarly, Microsoft Teams is free access platform that ensure time saving by having access to material shared any time via application software. Moreover, Microsoft Teams expands self-learning, collaboration, communication, and critical thinking skills. Baker and Spencely [4] reported that online learning will be key component of school systems in the future, and policy makers must develop proper users' experiences. Moreover, teachers' future adoption of Microsoft Teams is the most challenging matter as new form of online education. Suwarno [12] stated that to use Microsoft Teams as online platform effectively, the organization must set specific goals and strategies through proper strategic planning. Management strategic planning is important to prepare users, manage resources, and evaluate use of Microsoft Teams platform.

3.1. Microsoft Teams Skills

Microsoft Teams can be important tool for online learning environment functions that includes real time lecture, video recording and sharing academic materials. Also, Microsoft Teams provides different constructions for ideas and educational investigation through distance learning. Microsoft Teams can provide learning chances when teacher and student are separated in time and place. Microsoft Teams can serve as a tool for educational practices and creativity. There are many studies conducted to assess different skills of teachers. Once the skills are assessed, various recommendations may be presented. Moreover, Microsoft Teams is administrative tool that requires basic technical skills. These technical skills, defined as computer literacy, include knowing how to operate a computer, how to handle security and Windows structures, English and information literacy skills. Similarly, literacy skills are indicated by quickly locating information needed, evaluating information sources, processing information retrieved, integrating information in knowledge base and successfully apply it to the knowledge base. Also, electronic presenting knowledge for others are important as information literacy concept. Dhawan [6] stated that more developed skills are required to use new communication interactive technology, selecting the appropriate media, and using contents and interaction that are compatible with the features of the learners for effective use of the digital interactive application. Utilizing communication skills are important between teachers and learners to adopt with digital learning interactive digital platform. Also, recognizing and responding to the influences of media contents (self-reflection). This study focus will be over Microsoft Teams application.

Microsoft Teams requires technology skills and basic computer usage skills, Internet access and critical thinking skills. Critical thinking skills are defined as identification of appropriate applications,

social communication through sharing and inviting team members, organizing through managing stack holders' communication guidelines, collaboration, and creativity, expressing ideas, and analyzing content. Critical thinking skills are important to use Microsoft Teams application. Also, Microsoft Teams browsing, exploring, and searching are behaviors that allow users to explore and search for information and shared materials. Searching skills, computer literacy skills and critical thinking skills are technology skills required to use Microsoft Teams. Microsoft Teams needs several important skills training centers such as libraries and workshops.

3.2. Perception of Educational Potential

Digital learning platforms provide a suitable and powerful place for teachers to connect to one another, generate content and share information. Examples of educational digital platforms are Canvas, Moodle, and Microsoft Teams. Similarly, experiencing educational field resulted that faculty are embracing use of new and innovative digital platforms. However technological change is not arriving as carefully planned and is not authorized at institutions visions but represented as caution movement. Educators prefer the new communication and networking tools used by the common people. Microsoft Teams is easy to use and brings the opportunity to enhance learning and can be adapted and utilized for online teaching purposes. Microsoft Teams improves participation, communication, and engagement to extend online teaching experience. Teachers incorporating Microsoft Teams tools into their instruction appear to build their confidence with employing technology. At the same time, students are encouraged to be active participants in teaching and learning, what creates a more engaging environment for all constitutes.

Teachers use online platforms with the intention of enhancing engagement, interaction, and excitement that are very useful efforts, but users should ensure that results and teaching process are reasonable and ethical. Online platforms are evolving as sources of information, satisfying the information needs of users. Daradkah [5] stated that online platforms allow users to not only seek information but also interact with others through online expression such as teachers using Microsoft Teams to post their photographed ideas, connect to their teams, re-pin teaching ideas of other teachers which resulted the growth of Microsoft Teams resources. However, big number of teachers have a little experience of using Microsoft Teams. New teachers must acknowledge using Microsoft Teams in online teaching. Also, some of teachers are not familiar of using Microsoft Teams platform. Microsoft Teams as a digital learning platform is used to comment on educational issues, share information, and encourage online users' participation.

Online platforms enable teachers to keep in touch with their students, faculty members, and institutions and allow them to communicate with other teachers. Teachers find online platforms as a new way of communication and sharing information, ideas, opinions on the Internet between persons or group of users or organizations.

3.3. Microsoft Teams as a Source of Online Information

Microsoft Teams is a cloud-based software application that can be installed in several mobile / smart devices and work as motivator of educational engagement. Microsoft Teams has teams features where users can connect to information with features like being in a group chat that becomes a field for campaigning, and a public forum of educational idea expression. Also, Microsoft Teams allows heavy files to be transferred on their platform making Microsoft Teams a good place for file sharing. Users may collect, organize, and share a variety of web-based resources such as recorded meetings, websites, and medias. Similarly, different tasks achieved through various resources made Microsoft Teams a collaborative tool. The organizational and sharing features of Microsoft Teams has led some users to describe it as a management tool, virtual board, a tool for digital curation, and a collaborative online learning center.

Microsoft Teams is a source of educational information as it offers independent learning, customize learning, blended learning, collaboration through communication and use of ethics. First, Microsoft Teams utilizes independent learning by independently compile online components leading to increase confident, context dependent and customizes learning. Also, ethics standards were applied within communication by showing respect between users. Moreover, Microsoft Teams is open access tool and has free of ads service. Similarly, Microsoft Teams utilizes blended learning through teachers' instructions and combining face to face learning mode to online learning mode which raises achievement as Aliyyah et al. [1] stated that blended learning is shown through combining Internet, digital media, and teacher's meeting presence. Moreover, incorporating learning information technology into learning increases understanding and communication between instructors and colleagues, students, and others. Also, learning via communication technology increases skills of navigating and browsing independently.

3.4. Issues in Using Microsoft Teams

Teachers and users have online profile in different platforms such as Microsoft Teams. Microsoft Teams is strong platform among teachers and rapidly grown in the digital world. Microsoft Teams has different

unique features as online quizzes and automated marking features that allows students to view their marks instantly, collaborate and connect to various media platform. Ismail and Ismail [7] stated that lack of information literacy skills such as familiarity of certain facilities created a barrier as information needed cannot be determined, accessed, and organized. Also, Kirange, Sawai and Director [8] stated that incorporating Microsoft Teams in academic institution curriculum to support the platform. Also, the study by Mukhtar, Javed, Arooj and Sethi [9] found that members need to learn how to use Microsoft Teams features like field searching to save time. And technical support by school staff a main priority to use Microsoft Teams effectively. Similarly, group work, and blended learning is difficult and needs proper management.

As mentioned earlier, Microsoft Teams usage may face several problems in four categories like: teachers, school, curriculum, and students. First, teachers' bad experience with e learning application, lack of knowledge about the application and lack of confidence. Second, school may conduct a barrier by lack of learning systems and lack of Internet connection. Third category is curriculum barrier as teachers lack time to make online content. Fourth category is students' limitations like: lack of knowledge to use digital platform and lack of access through devices. Moreover, teachers' username is defined by civil ID number which is not preferable to view with anonymous users. Also, Microsoft Teams online status can be seen by any one and not a lot of users want to socialize but it is good for business. Maintaining stability is another issue, loosing network connection in the middle of a lecture or loosing media files that were uploaded cause major issue. Also, lack of business features in Microsoft Teams makes the platform usage only non-formal.

3.5. Future of using Microsoft Teams

Innovative digital platforms have changed the way of accessing information. Digital platforms allow users to collaborate effectively implementing positive future user adoption of digital platforms like Microsoft Teams. Teachers used Microsoft Teams as a source of information and communication between users. Microsoft Teams users could comment, view their grades, and view online lessons effectively. There are many studies conducted to evaluate users' implementation of Microsoft Teams. Moreover, teachers' future adoption of Microsoft Teams is the most challenging matter as a new form of online education platform. Once teachers' future adoption of Microsoft Teams is assessed, various recommendations may be presented. Teachers, adoption of Microsoft Teams is based on being an effective online education platform that helps teachers to achieve their main goal efficiently. Also, teachers'

implementation about using Microsoft Teams various features is important to evaluate their ongoing possibilities of using Microsoft Teams platform in the future. There are several benefits of assessing users' implementation of Microsoft Teams platform in the future like: encouraging user growth, reducing users' loss of interest in the online platform.

Baker and Spencely [4] stated that Microsoft Teams adoption in a hybrid teaching method is recommended in the future. Pal and Vanijja [10] reported that using Microsoft Teams platform was positive experience, flexible, and provided proper access for live lessons during the pandemic. Moreover, teachers' future adoption of Microsoft Teams is the most challenging matter as new form of online education. Suwarno [12] stated that the application of online learning platforms has many important aspects to determine its efficiency like users' skills, quality of information, management support of educational institutions and participants interactions. Moreover, important strategies are needed to help improve users' usage and future ongoing utility process. Also, utility of online platform can be managed by policies and decision-making processes. Decision-making can define the problem, evaluate alternatives, and apply them in course of action. Pal and Vanijja [10] paper stated that an unplanned transition from face to face to online education confused users. Strategic planning is important to prepare users in important sectors like educational institution. Microsoft Teams was used to deliver unexpected online education and users were not aware about using the platform. Also, strategic planning framework requires to set educational institution vision, mission, policies, procedures, and teachers' training. Similarly, a strategic plan can support organizational goals, offers a trial period, accepts feedback, and monitors performance.

4. Methodology

Survey method of research was used to conduct this study. Online questionnaire was used as data collection instrument. This study where conducted at schools located in different areas in Kuwait. Potential participants were identified, and contact information was collected from Ministry of Education affiliated online groups. All teachers for whom contact information was become available was invited to participate in the study by sending invitation letter via teachers' usernames.

4.1 Data Collection Instrument

Questionnaire contained 13 questions, first the three demographic information questions and then ten questions. Also, questions of the questionnaire were created from examining referenced articles survey questions. Demographics were distributed through

three questions (Q1-Q3) include gender, major, and age. The second section contained closed and open-ended questions about teachers' capabilities/skills to use Microsoft Teams, problems facing users and the level of satisfaction of using Microsoft Teams and about perceptions around the role of these platforms in learning and teaching activities. Five thousand teachers for whom contact information was available were invited to participate in the study. However, only five hundred teachers responded to participate via online questionnaire forming a convenience sample.

4.2. Data Collection Mechanics

Questionnaire was distributed through online link created with Google forms by affiliated first line managers. Teachers were given a period of three weeks to answer the survey and invite their colleagues in the school to answer the online survey.

5. Findings

5.1. Use of Microsoft Teams

The first question was about frequent use of Microsoft Teams which (91.5%) of teachers used it daily as presented in Figure 1, indicating preference of self-sustaining and imbedded ongoing role like; acquiring new skill and information.

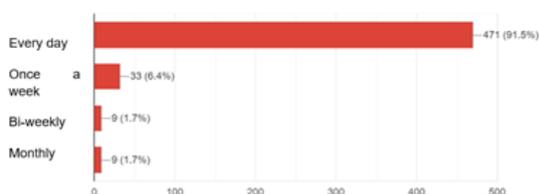


Figure 1. Teachers frequent use of Microsoft Teams

Also, another question asked teachers about use of Microsoft Teams for teaching purposes which a lot of teachers used it frequently for teaching purposes as 85.4% indicated in Figure 2.

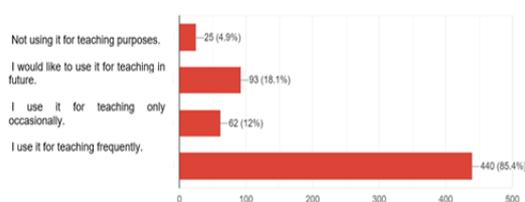


Figure 2. Frequent use of Microsoft Teams purposely for teaching

And also, the participants answered question about their opinion about improving education by using

Microsoft Teams; (37.9%) agreed with "yes", (40.6%) of participants said maybe and 21.6% said "no", indicating that teachers are not certain about using Microsoft Teams during the pandemic.

5.2. Features of Microsoft Teams

Teachers rated features of Microsoft Teams as presented in Table 1. Teachers appear to be comfortable in using most of the features of Microsoft Teams as (39.6%) rated sharing information with other teachers as most helpful feature. However, (47.2%) answers chose the ease-of-use feature as most helpful. Majority of answers varied from neutral to helpful indicating need of more experts of subject matter and content editors regarding the features.

Table 1. Rated Microsoft Teams features N=515

#	Features	Percentage of answers				
		"1"	"2"	"3"	"4"	"5"
1	Ease of use.	4.6	5.8	9.7	32.6	47
2	Speed of information retrieved.	4.6	7.7	19.4	29.5	38
3	Relevance of teaching information	5.8	9.3	20.3	30.6	33
4	Information accuracy	5.8	7.7	19.4	35.5	31
5	Sharing information	8.3	7.7	15.1	29.1	39

5.3. Literacy Skills for Using Microsoft Teams

Results of teachers' feedback about information literacy skills that are required to be effectively used for Microsoft Teams in education are presented in Table 2. Several respondents expressed that enhancing information literacy skills is needed in certain aspects like evaluating the information critically, as (42.7%) said that this feature is effective in Microsoft Teams indicating low percentage of this feature and need of subject matter experts. And (37%) agreed about effectiveness of ability of processing information retrieved, integrate it in knowledge base and successfully apply it to original information needed. However, as (49.3%) disagreed about ability of processing information indicating low percentage of this feature and need of professional training experts. In the other hand, the most effective agreed Microsoft Teams feature to be used is evaluation of information source for others (42.7%). Results indicated weak and inappropriate information literacy skills among teachers.

Table 2. Feedback about several Microsoft Teams features N=515

#	Features	Percentage		
		"no"	"maybe"	"yes"
1	Locating information needed fast	59	6.6	33.7
2	Evaluation of information source	22	34.7	42.7
3	Process, integrate information and exchange it.	49	13.2	37.4
4	Presenting knowledge	76	7.4	16

5.4. Main Use of Microsoft Teams

Investigating main uses of Microsoft Teams indicated that participants use the platform in different certain aspects as presented in Table 3. The most preferred function is connecting with students as (92%) chose, resulting good capabilities development for communication, (79.4%) used Microsoft Teams for sharing files and documents indicating proper building and exchanging knowledge, (70.9%) of participants chose group project reports, (83.3%) used Microsoft Teams for quizzes and (66.6%) used it mainly to Inform and announce teachers.

Table 3. Main use of Microsoft Teams N=515

#	Main use of Microsoft Teams	Percentage
1	Inform teachers	66.6
2	Share files and documents	79.4
3	Connect with students	92
4	Quizzes	83.3
5	Group project reports	70.9
6	Writing practice	34
7	Speaking practice	74
8	Audio input/feedback	63.7
9	Problem solving	42.7
10	Whole class discussion	68.2
11	PowerPoint files	89.1

The participants were asked to specify limitations and problems in using Microsoft Teams for learning and teaching activities and as presented in Table 4. However, 5% of participants did not mention limitations of Microsoft Teams in educational activities but some of participants mentioned two or more limitations. And 25% of participants did not suggest any aspects for making Microsoft Teams more effective for learning and teaching. Also, most high percentage of limitations was about Teacher's familiarity of Microsoft Teams and technical issues

(90%). Which is categorized with teachers and school barriers.

Table 4. Limitations about use of Microsoft Teams N=515

#	Limitations as lack of	Percentage
1	Content editors and experts	55
2	Resources	60
3	Group members organizing	40
4	Teacher's familiarity of Microsoft Teams	90
5	Search feature being specific	40
6	Time due workload	10
7	Technical issues and internet connection	90
8	Students lack online platform knowledge and access	85

Participants were asked to mention suggestions for making use of Microsoft Teams application more effective for learning and teaching as presented in Table 5. As the most requires suggestion was need of exercises which was (95%). Indicating need of infrastructure plan to organize stack holders and group discussions, identifying government resources. There are many different suggestions like the need of utility of libraries pinned in each group and more auditing and marketing platform as (90%).

Table 5. Suggestions for making Microsoft Teams use more effective N=515

#	Suggestions	%
1	Add more features like auditing podcasting	90
2	Marketing platform among teachers	90
3	Utility of libraries pinned in each team	75
4	Need for content editors	60
5	Need for time to make e learning content	85
6	Need for exercises	95
7	Need of resources	80

5.5. Microsoft Teams in the Future

Teachers were asked about their future use of Microsoft Teams platform as presented in Table 6. However, 60% of teachers did not accept using Microsoft Teams in the future as online learning platform, which indicates refusal to use in the future due their bad first experience in Covid-19 pandemic. Teachers appear to adopt using Microsoft Teams in the future moderately. Teachers preferred task to use

in Microsoft Teams in the future was to attend online organizational meetings as (33.3%) chose, (33%) would use Microsoft Teams in posting grades, (33%) stated the need for offering walk through tutorials to gain better usage experience. Result indicates need of proper strategic planning to support tracking progress, offering trial period, and accepting feedback from users. Similarly, as presented in Figure 3, a suggested strategic plane approach is recommended to monitor performance and track goals.

Table 6. Use of Microsoft Teams in the future
N=515

#	Proposition about usage of online platform as	Percentage
1	Organizational meetings	33.3
2	Connecting with users	33
3	Offering tutorials for weak students	33
4	Posting grades	33
5	Offering walk through tutorials	33

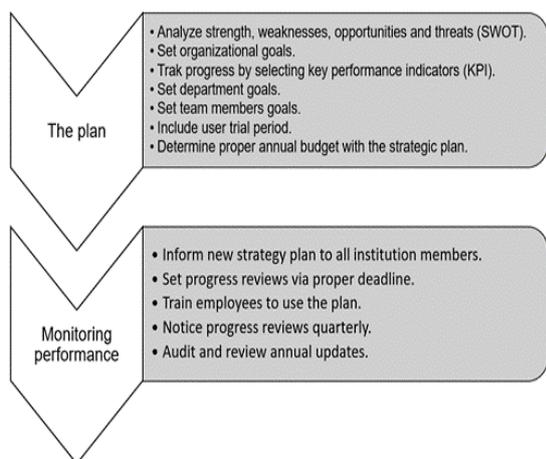


Figure 3. Educational institution recommended strategic plan

6. Discussion

As showed in Table 3 majority of teachers use Microsoft Teams several features and the most preferred function is connecting with students as (92%) chose, resulting good capabilities development for communication. Also, users preferred using it for sharing files and documents (79.4%) and PowerPoint files (89.1%). The findings show that sharing information via Microsoft Teams in teaching is the most dominant feature which matched the literature review aspects as stated by Bacher-Hicks, Goodman and Mulhern [3] stated and Daradkah [5]. Findings indicate that there is a good level of knowledge sharing among Kuwaiti school teachers in different

areas via Microsoft Teams to distribute information and knowledge. Information sharing is one of most important process to collect knowledge and information within educational organization and it helps to leverage the valuable assets within the school organization. As reported in Table 2 there is an indication, teachers having good literacy skills, but they need more practice and improvement specially for evaluating the information critically, as (42%) said that this feature is effective in Microsoft Teams indicating low percentage of this feature accordingly and need of affiliated subject matter experts.

Also, about the potential of Microsoft Teams improving education. Majority of participants agreed (37.9%), (40.6%) said maybe and (21.6%) said “no” which showed a low percentage of participants refusing use of Microsoft Teams in education. Indicating need of integrating Microsoft Teams formally in teaching by schools. As reported in Table 3 there are many uses of Microsoft Teams in education, these include; group project reports (70.9%), Problem solving (42.7%), Inform and announce teachers (66.6%), Whole class discussion (68.2%) and audio input/feedback (63.7%) participants answers indicating that Microsoft Teams has indeed many useful uses in teaching and facilitates collaboration, blended learning activities and expressing ideas which is a result in line with Aliyyah et al. [1] study that revealed ability of teachers to use Microsoft Teams as a balancing platform to face to face instruction and assessment.

Table 1 represents findings about three major aspects. First aspect is teachers’ perception of using Microsoft Teams in teaching and second aspect is Microsoft Teams limitations. Third aspect is teacher’s suggestions to better use of Microsoft Teams in teaching. As 243 of teachers out of 515 indicated that features of Microsoft Teams are most helpful which is a relatively good number of participants but not an excellent number. Hence (40%) to (50%) rated different Microsoft Teams features as most helpful, it is a good percentage and encouraging sign that proposes integrating Microsoft Teams features in Kuwaiti schools with proper monitored methods. Also, teachers asked about their feedback (Table 2) the highest effective feature feedback was evaluation of information source (42.7%) and seconded feature was locating information needed fast (33.7%). Also, processing information retrieved along with integrate it in knowledge base and successfully apply it to original information needed (37.47%) agreement. Also, the feature locating information needed fast in Microsoft Teams was agreed to be less effective (33.7%). Overall, results show that teachers are not prepared to leverage on the main features of Microsoft Teams, and they need proper formal infrastructure plan. Similarly, results indicates that information literacy skills of teachers like; Locating information needed fast, presenting knowledge, and integrating

knowledge are inappropriate and needs professional development plan.

Teachers appear to understand limitation of Microsoft Teams use in education as shown in Table 4. Several problems were mentioned clearly these include lack of content editors and experts, resources, time due workload and group members organizing. Also, as mentioned in Table 4 not knowing about Microsoft Teams and lack of knowledge is an important limitation indicating need of marketing among Kuwaiti schools and teachers' development plan. Moreover, in Table 5 teachers suggested to marketing Microsoft Teams among teachers (90%), need for content editors (60%) and to provide seminars and exercises about use of Microsoft Teams indicating need of infrastructure plan. Limitations found are in line with Ismail and Ismail [7] and Mukhtar, Javed, Arooj and Sethi [9] studies. As the previous studies indicated need of incorporating Microsoft Teams` in school online curriculum and provide exercise sessions for teachers to learn how to use search engine properly to save time. Four categories of barriers matched Almanthari, Maulina and Bruce [2] paper such as: teachers, school, curriculum, and students' limitations. Findings indicated that teachers of K-12 Kuwaiti schools did incorporate Microsoft Teams in teaching with proper percentage usage, but they need more formal commitment to integrate use of Microsoft Teams effectively among Kuwaiti school teachers. Also, teachers leverage usage of Microsoft Teams by several suggestions as shown in Table 5. Suggestions include need for content editors (60%), need for time to make e learning content (85%) falling in curriculum category, organize stack holders and group discussions (80%), marketing Microsoft Teams among teachers (90%) indicating lack of teacher's knowledge category, utility of libraries pinned in each team (75%) and need for seminars and exercises (95%).

Regarding using Microsoft Teams in the future teachers appear to refuse using it in the future as (60%) stated. Refusal of using Microsoft Teams in the future indicates lack on encouragement due first bad experience with online teaching and lack of organizational utility progress indicating need of performance monitoring plan and change of management. Similarly, as shown in Table 6 few propositions toward considering use of Microsoft Teams in the future were mentioned these include organizational meetings (33.3%), connecting with users (33%), offering tutorials for weak students (33%), posting grades (33%) and offering walk through tutorials (33%). The results are in line with Pal and Vanijja [10] and Suwarno [12] papers which stated that due the Covid-19 pandemic the sudden change of education type from face to face to online platform without any strategic planning resulted that user are confused, not prepared and users' skills were

inappropriate. Moreover, important strategies, decision-making and policies are needed to help improve users' usage and future ongoing utility development.

7. Conclusion

Digital platforms and applications such as Microsoft Teams appear to have a good status supporting teachers in teaching and learning matters. Analysis of Microsoft Teams use by Kuwaiti teachers in schools indicated that teachers use Microsoft Teams as online source of information effectively and are willing to explore its different features for enhancing online teaching functions. Teachers appear to be comfortable in using most of the features of Microsoft Teams. The most preferred function is connecting with students, resulting good capabilities development for communication, participants mainly used Microsoft Teams for PowerPoint presentation files, group project reports, quizzes and mainly to inform and announce teachers.

Several respondents expressed that enhancing information literacy skills is needed in certain aspects like evaluating the information critically. Teachers also stated that they do not possess appropriate searching and retrieving skills to find information via Microsoft Teams. Some respondents suggested that awareness is needed to be created to leverage communication management via Microsoft Teams groups and communities such as participants organizing, monitoring, and measuring progress. Results also indicate that Microsoft Teams users understand importance of use of this App in education to maximize productivity, but they lack knowledge. Also, there appears to be good satisfaction level about use of Microsoft Teams as an online teaching tool.

This study indicates that Microsoft Teams must be promoted in Kuwaiti schools by integrating it in formal schools' systems, these include online course curriculums, teachers' development courses and marketing it among teachers. Moreover, practices are needed to train teachers and students on proper searching skills via Microsoft Teams by collaborate with proper institutions and teachers' professional development plans. Also, infrastructure plan is needed to manage Microsoft Teams groups discussion and stack holders. Moreover, students need more practice to use digital platform. Maintain using Microsoft Teams in the future is important aspect. And a proper strategic plan is needed to track progress and audit the usability with organization goals. Moreover, decision-making is important to define the problem and evaluate alternatives. In the other hand, Kuwaiti public schools stopped using online teaching after the pandemic indicating need of changing management and better executive team to ensure using online learning in the future. Hence the study investigation method is based on survey as quantitative method it is

recommended that more follow up studies with more participants coverage and to use qualitative method such as focus groups, interviews as their data is more in-depth and richer to develop promoting areas to use Microsoft Teams in Kuwaiti schools.

8. References

[1] Aliyyah, R. R., Rachmadtullah, R., Samsudin, A., Syaodih, E., Nurtanto, M., and Tambunan, A. R.S. (2020). The perceptions of primary school teachers of online learning during the COVID-19 pandemic period: A case study in Indonesia. *Journal of Ethnic and Cultural Studies*, 7(2), 90-109.

[2] Almanthari, A., Maulina, S., and Bruce, S. (2020). Secondary school mathematics teachers' views on e-learning implementation barriers during the COVID-19 pandemic: The case of Indonesia. *Eurasia Journal of Mathematics, Science and Technology Education*, 16(7), em1860.

[3] Bacher-Hicks, A., Goodman, J., and Mulhern, C. (2021). Inequality in household adaptation to schooling shocks: Covid-induced online learning engagement in real time. *Journal of Public Economics*, 193, 104345.

[4] Baker, L. A., and Spencely, C. (2020). Blending Microsoft Teams with Existing Teaching Environments to Increase Access, Inclusivity and Engagement. *Journal of the Foundation Year Network*, 3, 3-20.

[5] Daradkah, H. M. (2021). The degree to which secondary school teachers possess the skills to use the Microsoft Teams program in distance learning in light of a number of variables in the schools of the Kingdom of Bahrain. *Palestinian Journal for Open Learning and e-Learning*, 9(15), 9.

[6] Dhawan, S. (2020). Online learning: A panacea in the time of COVID-19 crisis. *Journal of Educational Technology Systems*, 49(1), 5-22.

[7] Ismail, S., and Ismail, S. (2021, May). Teaching approach using Microsoft Teams: Case study on satisfaction versus barriers in online learning environment. In *Journal of Physics: Conference Series* (Vol. 1874, No. 1, p. 012020). IOP Publishing.

[8] Kirange, S., Sawai, D., and Director, I. M. (2021). A comparative study of e-learning platforms and associated online activities. *The Online Journal of Distance Education and e-Learning*, 9(2).

[9] Mukhtar, K., Javed, K., Arooj, M., and Sethi, A. (2020). Advantages, limitations, and recommendations for online learning during COVID-19 pandemic era. *Pakistan journal of medical sciences*, 36(COVID19-S4), S27.

[10] Pal, D., and Vanijja, V. (2020). Perceived usability evaluation of Microsoft Teams as an online learning platform during COVID-19 using system usability scale and technology acceptance model in India. *Children and youth services review*, 119, 105535.

[11] Rojabi, A. R. (2020). Exploring EFL students' perception of online learning via Microsoft Teams: University level in Indonesia. *English Language Teaching Educational Journal*, 3(2), 163-173.

[12] Suwarno, S. (2022). Application of the UTAUT Model for Acceptance Analysis of COBIT Implementation in E-Learning Management with Microsoft Teams on Distance Learning in Batam City. *Khazanah Informatika: Jurnal Ilmu Komputer dan Informatika*, 8(1).