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UTILIZING MICROSOFT TEAMS FOR ENHANCED E-LEARNING EXPERIENCES: A STUDY OF PAAET KUWAIT

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Article Info

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Abstract

Microsoft Teams, a cloud-based digital hub, has become an invaluable tool for facilitating communication, collaboration, and resource sharing within educational institutions. This comprehensive platform allows for the creation of channels, which can be designated for specific topics or, in this case, undergraduate modules. The present research examines the opinions of Public Authority of Applied Education and Training (PAAET) staff regarding the use of Teams as an online education application in higher education institutions (HEIs). Furthermore, the study argues that the successful implementation of Microsoft Teams for teaching and learning purposes necessitates additional incentives and training. E-learning environments can significantly contribute to the teaching and learning process when properly integrated into instructional frameworks. By offering various avenues for electronic interaction between teachers and students, such as email, chat rooms, and discussion boards, e-learning platforms foster more dynamic and engaging educational experiences. As the world continues to rely on online interactions for various purposes, the popularity of e-learning systems like Microsoft Teams will continue to grow. This paper focuses on the implementation of Microsoft Teams within PAAET, an institution that has already seen widespread adoption of the platform due to its tightly integrated toolset. The research presents an analysis of feedback gathered through a questionnaire consisting of 19 questions, which aimed to gauge PAAET teachers' perspectives on the Teams application as an e-learning program. The primary goal of this study is to ascertain the opinions of PAAET staff regarding the implementation of Microsoft Teams, with an emphasis on the need for greater training and incentives for both educators and students. By providing teachers with a diverse array of tools to enhance the teaching-learning process, PAAET can empower students to strengthen their skills and knowledge.

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Introduction

The rapid advancement of technology has paved the way for innovative tools and platforms that have significantly impacted educational practices worldwide. The growing demand for flexible and accessible learning opportunities has led to the widespread adoption of e-learning platforms, which offer a range of interactive, collaborative, and engaging learning experiences to students (Alshammari & Alshammari, 2020). One such platform that has gained popularity in recent years is Microsoft Teams, a cloud-based collaboration tool designed to facilitate communication and teamwork among students and educators. This study aims to investigate the effectiveness of Microsoft Teams in enhancing e-learning experiences, with a specific focus on the Public Authority for Applied Education and Training (PAAET) in Kuwait.

E-learning, also known as electronic learning or online learning, is a term used to describe the use of digital technologies to deliver educational content, facilitate communication, and support learning activities (Khalil et al., 2020). The benefits of e-learning include increased accessibility, flexibility, and personalization of learning experiences, in addition to the potential for cost savings and the ability to reach a wider audience (Alshammari et al., 2020). However, e-learning also presents a number of challenges, such as technical issues, lack of social interaction, and concerns about the quality of the learning experience (Alshammari & Alshammari, 2020).

Microsoft Teams, a component of the Office 365 suite, is a platform that has been increasingly adopted in educational institutions for its potential to address some of these challenges and enhance e-learning experiences (Alshammari et al., 2020). Microsoft Teams offers a range of features designed to support collaboration, communication, and learning, including chat and video conferencing, file sharing, and integration with other Microsoft applications (Khalil et al., 2020). Additionally, the platform allows educators to create a virtual classroom environment where students can participate in discussions, collaborate on projects, and access course materials (Alshammari & Alshammari, 2020).

Previous studies have explored the use of Microsoft Teams in various educational contexts and have reported positive results in terms of user satisfaction, engagement, and learning outcomes (Khalil et al., 2020; Alshammari et al., 2020). For example, Alshammari and Alshammari (2020) found that students and instructors at a university in Saudi Arabia reported high levels of satisfaction with the use of Microsoft Teams for remote learning during the COVID-19 pandemic. Similarly, Khalil et al. (2020) reported that the integration of Microsoft Teams in a higher education institution in the United Arab Emirates led to improved student engagement, collaboration, and communication.

Despite the promising results of these studies, there is a need for further research to explore the effectiveness of Microsoft Teams in different educational contexts and to identify the factors that contribute to its success in enhancing e-learning experiences (Khalil et al., 2020). The Public Authority for Applied Education and Training (PAAET) in Kuwait represents a unique context in which to explore the use of Microsoft Teams, as it is a leading institution in the country that provides applied education and training programs to meet the needs of the local labor market (PAAET, 2021). This study aims to address the following research questions:

1. How has the adoption of Microsoft Teams at PAAET influenced students' e-learning experiences in terms of engagement, collaboration, and communication?
2. What are the challenges and barriers to the effective implementation of Microsoft Teams at PAAET, and how can these be addressed to optimize the platform's potential for enhancing e-learning experiences?
3. How do students and instructors at PAAET perceive the effectiveness of Microsoft Teams in comparison to other e-learning platforms and tools?

By investigating these research questions, this study will contribute to the growing body of literature on the use of Microsoft Teams in education and provide valuable insights into the potential of this platform to enhance e-learning experiences at PAAET and other similar institutions.

Basic features in Teams:

Teams	Teams allows communities, groups, or teams to join through a specific URL or invitation sent by a team administrator or owner. Teams for Education allows admins and teachers to set up specific teams for classes, professional learning communities (PLCs), staff members, and everyone
Channels	members can set up channels. Channels are topics of conversation that allow team members to communicate without the use of email or group SMS (texting). Users can reply to posts with text as well as images, GIFs (**Graphics Interchange Format**)and custom made memes. Direct messages allow users to send private messages to a specific user rather than a group of people.
Calling	Connectors are third party services that can submit information to the channel. Connectors include MailChimp [4] ,Facebook Pages, Twitter, and Bing News • Instant messaging • Voice over IP (VoIP)[5] • Video conferencing inside the client software Teams supports public switched telephone network (PSTN) conferencing allowing users to call phone numbers from the client
Meeting	Meetings can be scheduled or created ad-hoc and users visiting the channel will be able to see that a meeting is currently in progress. Teams also has a plugin for Microsoft Outlook to invite others into a Teams meeting. This supports thousands of users that can connect via a meeting link.
Education	Teachers are allow to distribute, provide feedback, and grade student assignments turned-in via Teams using the Assignments tab, available to Office 365 for Education subscribers. Quizzes can also be assigned to students through an integration with Office Forms.
Protocols	It based on a number of Microsoft-specific protocols. Video conferences are realized over the protocol MNP24, known from the Skype consumer version. The protocol MS-SIP from Skype for Business is not used any more to connect Teams clients. VoIP and video conference clients based on SIP and H.323 need special gateways to connect to Microsoft Teams servers.[35] With the help of Interactive Connectivity Establishment (ICE) also clients behind Network address translation routers and restrictive firewalls are able to connect, if peer to peer is not possible.

Literature Review

Use Microsoft Graph to create a new virtual team when a new business issue arises, add the right people to the team, and configure the team with channels, tabs, and apps. If you want to get the new team together to discuss the business issue, add a new event to the team calendar. When the business dispute is determined and you no longer need the team, use the Microsoft Teams API to archive or delete the team. If you know the maximum duration of the team when you create it, set an Office 365 group expiration policy for the team that automatically removes the team according to the policy. Get work done even when no one is around

Use application permissions to work with teams, channels, and tabs without human intervention. Create a new channel when your customer files an order. Automatically create teams for classes at the beginning of the school

year, and archive them at the end. Create teams linked to your app Let students create new teams and channels. Install your Teams app in the new teams. Pin your app to a tab in the new channel. Send messages to the channel linking back to your website. Create and manage multiple teams and channels Microsoft Graph makes it easy to create large numbers of teams and populate them with users and channels, by automate creating and managing teams, channels, tabs, and apps. Microsoft Graph also lets you find and archive the teams you are no longer using. This is the same API that the Microsoft Teams Admin Center and Teams PowerShell [6]command lets are built on, Deploy apps to teams, List the teams in your tenant, and install apps to them. Create tabs in channels to give users easy access to apps. Use Microsoft Graph in any kind of app. Microsoft Teams apps give work groups a new tool to make collaboration a more productive and compelling experience. These apps let work group users share assets, interact through chat, and schedule events on the team calendar. These apps can also automate creating teams, channels, and conversations, enhancing the value of Microsoft Teams. Also you can create web sites, services, and native platform applications that run outside the Microsoft Teams user experience, and call the Teams API to automate Teams scenarios.

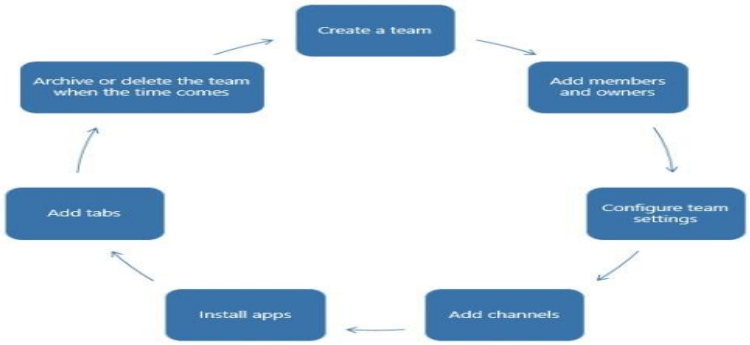

Figure (1) Microsoft Teams lifecycles

Microsoft Teams has a rich set of tools for IT admins to manage the product through the Microsoft Teams admin center, PowerShell controls, and Graph APIs. This guide explains how we structure our PowerShell cmdlets for IT admins to use, and provides pointers to further documentation. Note that different Teams admin roles have access to different cmdlets. For more information, see Use Microsoft Teams admin roles to manage Teams.

Types of apps enabled for Microsoft Teams

These collaboration tools include Microsoft Graph-enabled tabs or bots running inside Microsoft Teams apps. You can also call Microsoft Graph outside of a Microsoft Teams app, such as from a website or a web service. If you've already enabled your website for Microsoft Graph, you can use that work for Microsoft Teams by using the Microsoft Teams developer platform to create a tab that uses the existing website code.

Microsoft Teams APIs can enhance apps inside and outside of Teams:

App type	Scenario description
Tabs	Surface your content in Microsoft Teams.
Bots	Help users get tasks done in conversations.
Connectors	Post updates from external services to channels.
Actionable messaging	Add enhanced interaction to your connector cards.
Messaging extensions	Allow users to query and share information in conversations.
App type	Scenario description
Websites	Surface enhanced content in your web pages.

Services	Enhance your client applications with Microsoft Graph data via your web service.
Activity feed	Engage users via feed notifications.
Calling and online meetings (preview)	Create Microsoft Teams apps with bots that can initiate and participate in audio/video calls, route/transfer calls based on interactive voice response (IVR) flows, and participate in online meetings.

Using Teams:

Reasons Why Microsoft Teams Is the Best Collaboration Software for Businesses [7] Because of the right technology your employees can get their work done anytime from anywhere. every day we are moving further away from the idea that work must be carried out at a specific time and place t o a reality where. For your business, your employees need the right tools. There are many collaboration tools out there, like Slack, Google Drive and GoToMeeting. But when it comes to an all-in-one solution, Microsoft Teams lies at the top of the stack. Let us look at four reasons why we think Microsoft Teams is the best collaboration software for creating a flexible working environment.

1. You're able to communicate and collaborate at work in a way that is simple, flexible, and effective. Microsoft Teams provides employees with the right tools to collaborate significantly from distant locations from various devices and without the risk of information feed store or missed communications.
2. By implementing Teams, we can have these advantages: Flexibility in work, increasing employee engagement, improving productivity and decreasing expenses.

Teams is the Future of Collaboration

Traditional collaboration is normally made up of face-to-face meetings, conversation via telephone, or email correspondence and multiple file attachments. With Microsoft Teams employees can effortlessly switch between multiple communication methods such as video conference calling, instant messaging, real-time document collaboration, and file sharing, individually or altogether as needed all within a single window.

Why Microsoft Teams?

There are four main reasons that considered for Teams to be is the Best Collaboration Software:

Reason 1 – Easy to Use

Teams is designed to simplify group work with easy-to-use channels for group chats. Multiple channels can be set up in a click or two, conversations are in threads to make them easier to follow, and notifications can be set to pop up on screen. Also, it only takes a single click to launch a voice or video call with Skype for Business integrations, The aim of Teams is to make it easy to work, faster, smarter, and better together. Teams is designed with a simple and intuitive user interface, making it easy to learn and use so we can focus on doing their jobs more effectively.

Reason 2 -All You Need is in One Place

Teams is more than a simple chat hub. The platform is integrated with Office 365, giving users easy access to Office productivity apps such as Excel and Word, as well as cloud storage and syncing solutions like SharePoint, Power BI, and Delve. Microsoft recently declared that Skype for Business will merge completely into Microsoft Teams. Bringing together different tools into all-purpose, omnichannel collaboration hubs. This will allow employees to switch effortlessly between video chat, instant messaging, email, and document collaboration.

Reason 3 - Bring it All Together

Throughout all sizes in any industry A logical and consistent collaboration and communication process is important to organizations. you can ensure that your business can collaborate optimally is by using a platform that allows for a combination of communication methods. Microsoft Teams provides the best tools and solutions

enabling you to collaborate overextend of any type, whenever and wherever they are. Reason 4 – New Features are Being Added Every Day

Teams is an developing solution constantly adding more apps, better integration 8, and further improvement every day. These include Office 365 apps like Excel and apps from other partners like Trello, and SurveyMonkey. There is a Teams app store where you can search for new apps, including a new Microsoft Graph-powered app called 'Who', enabling better search for people and topics across your organization. You can see a full list of apps and useful integrations .

Reason 5 – You Can Maximize your Microsoft Investment

Teams is included in your Office 365 subscription and is a great way to get you to get out from the more traditional email threads and multiple attachments and become more comfortable with a streamlined method of collaboration. Furthermore, we can organize meetings from their calendar, share files and sync with other Office apps like OneNote, OneDrive, and Skype for Business. This improves collaboration and communication while concurrently supporting the adoption of Office 365.The higher the adoption of Office 365 in your business the better return you will experience on your Microsoft investment – according to the Forrester report, a successful adoption of Office 365 can give your business a ROI of 162% within three years.

Main Advantages of How Microsoft makes large teams work like small teams9

What can Microsoft teach us about encouragement creativity in people and teams and integrating their work, while providing schedules and coordinating frequent changes? Cusumano explores the Microsoft approach to product development, called synch-andstabilize, which is based on two strategies:

1. Focus creativity by evolving features and "fixing" resources.
2. Do everything in parallel with frequent synchronizations. This approach allows people on large product development teams to work individually and people on smaller teams to work on different features. Those features are then assimilated into the product at various targets rather than at the end of the project.

Teams begin by making a vision statement that defines the goals of the new product and its features. Next, the program managers and developers write specs outlining product features, schedules, and staffing. Project managers divide the product and project into parts and set goals for the project schedule. All feature teams go through a complete cycle of development. Throughout, feature teams synchronize their work by building the product and finding and fixing errors daily or weekly. They are mostly free to set their own schedules within certain fixed time settings.

The second strategy brings some discipline to the process without controlling every developer's schedule. People are free to work in parallel yet function as one large team. Therefore, Microsoft enforces a few strict rules that enforce coordination and communication such as observance to the "daily build" and immediate repair of bugs. The key elements of the Microsoft approach are: Limit the size and scope of projects by setting clear boundaries on what each project will achieve and organizing around product units that define how many people work on the project and how much time they spend. Break products down into features and functions and organize them into components that more than one product can use. Divide projects so they mirror the structure of products, list features and divide them into groups, and set target dates for each feature. Establish small multifunctional groups and give each team and individual autonomy and responsibility. Set a few rigid rules? daily builds, immediate repair of bugs, and deadlines for maintenances? to ensure that teams coordinate their work. To ensure good communication, confuse divisions so people share responsibilities, have only one site for major development efforts, use a common development language, and maintain a carelessly organized structure. Allow for flexibility so specs and details can evolve along with the project and build buffer time into the schedule to accommodate

unpredicted changes and consideration of alternative practices and tools. Finally, Microsoft's values apply not just to software development but to any fast-paced industry in which there are frequent product builds.

case study: New Assignments and Grading features in Teams for Education 10

Google has reignited the pursuant fire for importance in the education market that now has former appointees such as Apple and Microsoft pushing for competitive and advantageous solutions for classrooms, students, and teachers.

While Apple is spinning once again with a hardware angle as its conduit to its educational software and services via the iPad, Microsoft isn't waiting on partnering OEMs to save the day with low-cost laptops, instead, it's modifying its already successful office tools for educational purposes. Microsoft announced five new assignment and grading features that will be available in its newest communications tool, Microsoft Teams. The relatively essentials Microsoft Teams chat service is getting some rather strong additions such as assignment sharing, rich text editing for detailed assignment instructions, and special animations for completed assignments.

1-Share assignments to individual students

Now teachers can post assignments to individuals, small groups, or the full class. Tailor assignments to everyone in your different classroom of learning styles and academic abilities. 2-Provide continuous and personalized feedback

Teachers can now provide iterative, personalized, and actionable feedback while students are working on their assignments. Assignment submissions can now be resubmitted and continuously improved – even after the teacher leaves feedback.

3-Rich text editing for assignment instructions

We think teachers will love this one. Now you can bold, italicize, highlight, and make bulleted or numbered lists in your assignment instructions. This allows you to create even richer learning activities.

Microsoft Classroom to be replaced by Microsoft Teams in Office 365 for Education

Using Teams, we can quickly and efficiently create classes with automatically new classroom experiences. Teams will help teachers to achieve their daily workflow more easily than before because Teams is a digital hub, teachers can connect with their peers and continue their own development in Professional Learning Communities (PLCs). Students can work together anytime, anywhere, and on any device. Also, school administrators can communicate and collaborate with their entire staff. They established student schedules from their school information system; share files and teaching materials; collect and grade assignments, make announcements; divide the class into project groups and display progress; create, distribute and grade quizzes; deliver personalized learning with OneNote Class Notebooks.

We've yet to see what the assignment functionality is like, but my guess is that the Assignments tab will be almost like Classroom, because it's likely to be the same back end. One of the advantages of Teams is that the tabs are configurable and extendable, so anyone can develop new functionality in a tab, hopefully it should have just been a case of putting the assignments functionality in a new UI container.

On the administration side, both are powered by School Data Sync (SDS) and so no change is required and any time you have participated in setting that up is not lost. So you can continue to create your classroom/team group using SDS whether it's by manual csv upload, Salamander 11 Active Directory or our new free SDS utility.

Microsoft teams in Paaet -kuwait

Microsoft Teams was launched in paaet-kuwait in approximately 2018, the main purpose of this is to create an interactive learning environment to help in managing the academic content and to follow and evaluate the outcomes of applied education. The goal is to enable paaet teachers and trainers to carry out their tasks and to

follow students and their activities and the extent of their academic progress and achieve the goals of their curriculum. An activity is what the teachers undertakes to interact with the students or the rest of his classmates and ultimately it can be evaluated and the student's grades obtained through them such as duties, tests, assignments and other tasks.

Conflicts of using MS.Teams in Paaet-KW:

In Kuwait, unsuccessful attempts to use and integrate technology into classrooms and lecture halls are currently being witnessed in schools and higher education institutions. Such failure is believed to be the consequence of various challenges, such as cultural, technical, and contextual challenges. The results show that such challenges (i.e. cultural, technical and related challenges) exist in the paaet-kw and lead to the failure of using MS. Teams.

What is actually required, is a rethink of the tools and teaching and learning models necessary for meeting the needs of today's students, who are keen for 'greater autonomy, connectivity and socio-experiential learning' (Mcloughlin and Lee, 2007: 667). The new tools with educational affordances, which are handheld, offer privacy and permit connection to other devices and networks at any time and from any location. In addition, there are solutions suitable for the Kuwaiti context, like the more familiar and widely used smartphone (i.e. iPhone, Samsung Galaxy, ext). Let us mention some conflicts in the e-learning in kuwait in general12 Give students what they want, not what the teacher wants. For instance, try to use the technology that most Kuwaiti students own and familiar with, for example a smartphone instead of an LMS (see Alfelaij 2015).

However, a major challenge in the Kuwaiti context is the traditional methods of teaching and teacher-centered approaches, even in this technological era. In PAAET the teacher preparation programmed, the students are familiar with a learning style which involves a teacher-centered approach (Alayyar et al., 2009). Here, methods of teaching and assessment are still dedicated to training and discourage dialogue, discussions or active learning among students in schools and high educational levels in Kuwait (Ghaith, 2013).

Furthermore, high student numbers, combined with a shortage of faculty members at PAAET, represent another major challenge. The expanding number of students has put facilities, for example classrooms, computer labs and libraries, under a great deal of pressure. Heavy workload and a shortage of time, especially once teachers want to manage virtual classrooms, are amongst the many problems faced in the context. Since public HEIs, for example Kuwait University and PAAET, already suffer due to a shortage of faculty members, it is expected that the latter will experience excessive workload and reject extra tasks, like planning to use or integrate technology (Al-Ali, 2010; Ali and Magalhaes, 2008). Even if they do plan to use technology,

The Kuwaiti distance learning project does not suggest any pedagogical model or raise any pedagogical issues concerning the e-learning environment. It is left to the faculty members to find out 'what to do' and 'how to do' (Al-Ali, 2010: 6).

This shows that both teachers and students can suffer as a result of insufficient administrative support (Almutairi, 2014). However, Kuwaiti administrators fail to realize that teaching and learning in a virtual classroom is in itself a challenge to both teachers and students (Al-Ali, 2010). As a result, changing methods of teaching and learning need to be coupled with and supported by a management change, in order to be fruitful (Al Sellemi, 2010). Insufficient administrative support raises yet another challenge, which is the fear of change (Ali and Magalhaes, 2008). Such fears can increase resistance to technology use amongst both teachers and student

Think about how the students will feel about the tool and how they will use it in the real world.

Be specific and clear, asking the question: 'Why must they use this tool?' Teachers who intend to integrate technology into the classroom must first consider what their students feel about the suggested tool (e.g. anxious or content) and how easy it is to use in real situations. Most importantly, things need to be kept as simple as

possible. In the words of one teacher encountered in the course of this research: 'I use it [technology] for a purpose and because I need it, not for show'.

Consider what Cathy Moore (n.d.) – speaker and writer on instructional design and E-learning, who advises large organizations, such as Microsoft, Pfizer, the US Army and Barclays Bank

(to name but a few) – emphasized: 'Our job is to design an experience, not present information'. Think carefully about the local context, standards, cultural effect, technical barriers and perspectives. For instance, recording videos for students to measure their performance.

Reduce top-down orders. Consult the students themselves and encourage them to share their thoughts and ideas before deciding on the technology which will suit them best. Furthermore, allow more collaboration between students to engage them in the decision-making process. In 2020 in covid -19 pandemic Paaet-kw take good advantage of MS. Teams of making on-line training courses for Paaet-trainers and teachers.

Methodology

This study methodology data was collected through a questioner; I implement an expressive strategy and the data was collected, analyzed, organized and interpreted. The study's tools: the researcher use a questionnaire as study's instrument, this questionnaire focuses on identifying the conflicts that faces the teaches and trainers working in paaet-kuwait towards the use of MS.

Teams platform in teaching, training and learning processes. It consists of 17 statements.

Methodology Preparation of the questionnaire

This study tested the validity and reliability of the measures, where the researcher applied the questionnaire to the study sample. This study has investigated the challenges of implementing TEAMS application in Paaet through the following steps to verify the internal and external validity of the measures and questions.

Source of scale construction

This study relied on building the scale on previous studies and researches that dealt with obstacles and difficulties in applying distance online education programs, which is the theoretical framework for this study.

Research community

The community of this study community consists of the trainers' faculty staff at the Public Authority for Applied Education and Training institutes in the State of Kuwait, and the number of trainers (928) trainers.

Research sample

The answer was from a sample of (138) trainers, which represents around 15% of the research community, in an electronic random manner.

Sex	#	%	Age	#	%	Education Level	#	%	Years of Experience	#	%
Female	36	26.1	25-30	11	8	Bachelor	82	59.4	5 - 10 years	14	10.1
Male	102	73.9	35-45	53	38.4	Master	36	26.1	Over 10 years	108	78.3
			Over 45	74	53.6	Ph.D.	20	11.5	Under 5 years	16	11.6
Total	138	100	Total	138	100	Total	138	100	Total	138	100

Table (1) Demographic data for the sample

From table (1) the researcher found that the highest present of the total sample were male by 73.9% while female were 26.1% of the total sample. About age, they were (Over 45) by 74% of the total sample, followed by 53% for (35-45) and 11% for (25-30). About education level, study found that the highest present of the total sample were bachelor by 59.4% while master were 26.1% of the sample and Ph.D. were 11.5%. About years of experience,

they were (Over 10 years) by 78.3% of the total sample, followed by 11.6% for (Under 5 years) and 10.1% for (5 - 10 years).

Formulate the questionnaire

This study has formulated a short paragraphs of the goal of questionnaire questions to cover challenging of implementing TEAMS application as distance learning online platform. The questionnaire consists of (19) questions distributed. This study was taken into account diversity when formulated the questions, as well as taking into account when formulating the vocabulary, clarity of the required, simplicity of expression, and the integrity of linguistic formulation. This study presented instructions and reasons for the questionnaire's, the questions were formulated in a clear and specific language.

Questionnaire honesty

Apparent honesty is the general appearance of a questionnaire in terms of the type of vocabulary and how it is formulated, and the clarity of these vocabulary, this type of honesty indicates how appropriate the questions are for the purpose for which they were developed. In order to verify the validity of the questionnaire, the validity of the questionnaire was calculated using the apparent honesty method (honesty of the arbitrators), where the researcher presented the questionnaire in its initial form to a group of experts and arbitrators who are specialized in management and computer science, and they were asked to read the questionnaire and give their opinion on it. The researcher used clarity the of phrases, terminology, and the suitability of each of the questions with the main Dimensions of the questionnaire, through their deletion, addition, or modification of any question that they feel is not appropriate with the required, and any other notes. Based on the observations and opinions expressed by the arbitrators, the researcher took all the observations made by the arbitrators on the questionnaire, therefore the total number of questionnaire questions has become (19).

Stability of the questionnaire

This study applied the electronic questionnaire to a sample of (138) trainers from the Public Authority for Applied Education and Training in the State of Kuwait, and the Cronbach Alpha factor was used. The researcher calculated the alpha factor for all the questionnaire questions used in the study in order to test the stability and reliability of the measures. The value of the coefficient of a range between (0) and (1). Whenever you approach one, that indicate a high stability, and whenever approach zero it indicates no stability, Table (2) shows the stability coefficients of the study measures.

Variables	# of Questions	Alpha Coefficient
questionnaire questions	19	0.872

Table (2) Stability Coefficients for Study Metrics (Done by, researcher)

The results shown in Table)2(indicate that the values of the alpha coefficient for the measures used in the research were all greater than (0.872) which is high and acceptable for the alpha coefficient, therefore it can be said that the measures used have internal stability.

Questionnaire Design

To ensure the objectivity of the questionnaire, the researcher relied on the Likert triple scale it is a method for measuring 11 Numeric questions that based on behaviors and preferences used in psychological tests that psychologist Rensis Likert developed to use in questionnaires, especially in the field of statistics. The researcher relied on the triple scale to reflect this scale of responses indicating the degree of approval or objection to a formula.

Findings and Discussions

Since the variable expressing the options (Agree, Disagree, I do not know) is an orderly scale and the numbers that enter in the analysis program express the weights which are (True = 0, False = 1, I don't know = 2) So, the researcher calculate the arithmetic mean as follows:

Arithmetic mean	Scale
From 0 to 1	True
From 1 to 2	False
From 2 to 3	I do not Know

Table (3) the values of the arithmetic mean of the Likart triple scale (Done by, researcher) Table (4) present the result of eleven questions statistics, frequency, mean and standard deviation

questions	Metrics	True	False	I do not Know	Mean	Standard Deviation	Result
Q6I have previously dealt with the TEAMS program	Frequency	92	46	0	0.47312	1.3333	True
	%	66.7	33.3	0			
Q7We can consider the TEAMS program an easy way to communicate among members of training or teaching	Frequency	93	8	37	0.88489	1.5942	True
	%	67.4	5.8	26.8			
Q8In your opinion, the application of TEAMS requires special training and provision of specific skills for members of training and teaching bodies	Frequency	95	23	20	0.73613	1.4565	True
	%	68.8	16.7	14.5			
Q9Did the TEAMS program provide an effective environment for communication between the trainer and the trainee	Frequency	52	15	71	0.93740	2.1377	I do not know
	%	37.7	10.9	51.4			
Q10On the other hand, did the TEAMS application provide interaction between the trainees themselves with each other	Frequency	47	25	66	0.89762	2.1377	I do not know
	%	34.1	18.1	47.8			
Q11The TEAMS program can be used to measure the understanding of the trainees	Frequency	26	47	65	0.76406	2.2826	I do not know
	%	18.8	34.1	47.1			
	Frequency	26	46	66	0.76610	2.2899	
Q12Through the application of TEAMS the weaknesses and strengths of the trainees can be distinguished	%	18.8	33.3	47.8			
Q19Do you recommends that the TEAMS program be applied in the colleges and colleges of the Public Authority for Applied Education and Training	Frequency	95	43	0	1.3116	0.46483	I do not know
	%	68.8	31.2	0			
Q14One of the advantages of the TEAMS application: providing a way to direct chatting with the trainee	Frequency	89	9	40	0.90256	1.6449	False
	%	64.5	6.5	29.0			

Q15One of the advantages of the TEAMS application is the ease of correcting the trainees 'tests and thus their rapid evaluation	Frequency	40	21	77	0.88408	2.2681	I do not know
	%	29.0	15.2	55.8			
Q13The flow and strain of information and data can be considered in the TEAMS application	Frequency	Fast	Slow	I do not know	0.88918	2.4638	I do not know
		37	0	101			
	%	26.8	0	73.2			

Table (4) mean and standard deviations of the PAAET staff responses to the 11 phrases (Done by, researcher)

From table (4) its showed clearly that 3 questions out of 11 in the questionnaire are True all other questions are responses as I do not know.

Three of the questions in the questionnaire are describe in tables 5,6, and 7.

Q16 - "In your opinion, which of the following reasons is considered the greatest impediment to the application of the TEAMS program in institutions and colleges of applied education (from the point of view of trainers)?"

	Valid				
	Academic load	Poor of training	Training members fear to changing traditional education pattern	Unavailability on Incentives	Total
Frequency	17	31	65	25	138
Percent	12.3	22.5	47.1	18.1	100.0

Table (5) statistics of PAAET staff responses to the Q16 (Done by, researcher)

From table (5) its showed clearly that 65 out of 138 responses said the training members fear to changing tradition training pattern.

Q17 - In your opinion: One of the greatest difficulties in applying TEAMS from the trainees point of view

	Valid				
	Lack of equipment and laboratories	Need for computer skills training	Need for special training	Not encouraged trainers and faculty to activate teams application	Total
Frequency	28	39	27	44	138
Percent	20.3	28.3	19.6	31.9	100.0

Table (6) statistics of PAAET staff responses to the Q16 (Done by, researcher)

From table (6) its showed clearly that 44 out of 138 responses said the greatest difficulties in applying TEAMS is the Not encouraged trainers and faculty to activate Teams application.

Q18 - The biggest challenges to implementing TEAMS are:

	Valid			
	Financial and administrative challenges	Professional challenges	Technical challenges	Total
Frequency	20	66	52	138
Valid Percent	14.5	47.8	37.7	100.0

Table (7) statistics of PAAET staff responses to the Q18 (Done by, researcher)

From table (7) its showed clearly that 66 out of 138 responses said the biggest challenges to implementing TEAMS is Professional challenges.

Conclusions and Recommendations

In light of the findings of the research, the researcher recommends the following:

Even most of the PAAET staff deals with the TEAMS program but they consider TEAMS app requires special training and provision of specific skills for members of training and teaching bodies.

PAAET staff consider the TEAMS app an easy way to communicate among members of training or teaching. On the other hand, one of they think the greatest difficulties for applying TEAMS app is not encouraging trainers and faculty to activate Teams application.

Diversify the teaching aids to increase the ways of communicate with the trainees and students. Focus on developing the skills of trainers and training them on methods and applications programs related to distance learning.

Motivated to diversifying electronic platforms in the training and educational Process

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The Verge is an American technology news website operated by Vox Media, publishing news, feature stories, guidebooks, product reviews, and podcasts.

ZDNet is a business technology news website published by CBS Interactive, along with TechRepublic. The brand was founded on April 1, 1991, as a general interest technology portal from Ziff Davis and evolved into an enterprise IT-focused online publication owned by CNET Networks. Mailchimp is an American marketing automation platform and an email marketing service. The platform is a trading name of its operator. Voice over Internet Protocol (VoIP), also called IP telephony, is a method and group of technologies for the delivery of voice communications and multimedia sessions over Internet Protocol (IP) networks, such as the Internet. Microsoft Teams has a rich set of tools for IT admins to manage the product through the Microsoft Teams admin center, PowerShell controls, and Graph APIs. This guide explains how we structure our PowerShell cmdlets for IT admins to use, and provides pointers to further documentation. Note that different Teams admin roles have access to different cmdlets. For more information, see Use Microsoft Teams admin roles to manage Teams.https://www.zdnet.com/article/microsoft-adds-new-app-integrations-app-store-to-teams/

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Salamander School Data Sync (SDS) is a free utility designed to mirror data from a schools MIS/SIS system into Microsoft's Office 365 and Azure Active Directory. It allows the provisioning of teacher & student accounts as well as online classrooms and enables Microsoft Intune for Education. https://journals.sagepub.com/doi/full/10.1177/2042753016672901