A Qualitative Analysis on the Benefits and Limitations of Learning Management Systems (LMS) in Saudi High School Education

Abdulrahman S. Basahal, Sultan S. Alharbi and Saleh M. Bajaba

Faculty of Economics and Administration, King Abdulaziz University,
Jeddah, Saudi Arabia

ABSTRACT The past decade has been characterized by a strong global trend towards the adoption of Learning Management Systems (LMS) in the educational environment. Saudi Arabia has recently invested in the digitization of education. Taking the Technology Acceptance Model (TAM) as a starting point, this study sought to understand the knowledge and early experiences of Saudi high school teachers with a particular LMS, called Future Gate. Qualitative in-depth interviews with 20 Saudi high school teachers were thematically analyzed. Findings suggest that high school teachers are well-informed about Future Gate and its purpose and have mostly positive perceptions of this LMS. Yet, some limitations exist, including unfamiliarity, lack of infrastructure, technical issues, and quality-related concerns. The findings are valuable because they can inform both educational leaders and software developers on how to improve and facilitate the use of LMS.