

The Degree of the Islamic Education Teachers' Practices of Information Technology and Communication Applications and the Obstacles of Practice from Their Perspectives

Ibrahim Abdullah Al-Harbi

K.S.A. –Tabuk –Tabuk Educational Directorate – Halit Ammar Middle and Secondary School – Headmaster

Abstract

This study aimed at studying the degree of the Islamic education teachers' practices of Information technology and communication applications and the obstacles of practice from their point view. To achieve the purpose of the study a validated questionnaire was developed and was applied on a sample of (225) male and female teachers. The study revealed that the degree of the Islamic Education teachers' application of the information technology and communication in Tabouk schools was moderate and the purposes of using the information technology and communication practices was high. The results of the study also revealed that there were no statistical significant differences ($0.05 \geq \alpha$) of degree that Islamic Education teachers' application of the information technology and communication in Tabouk district due to gender and qualification. Whereas, the results showed that there were statistical significant differences attributed to experience in favor of (6-10) years.

Key Words: Islamic Education, Teachers Practices, Information Technology, Communication, Obstacles.

Study background and statement of problem

The world has witnessed the increasing speed in entering the information and communication technology in the educational system at all levels, which led to a giant revolution in the field of various applications in classroom teaching positions, the results was it to become seen the way to achieve effective learning and development of the teaching process and increase the productivity of the student and teacher in the same time. Furthermore, the information and communication technology informs a varied set of sources and technical tools that are used in the transfer and dissemination, storage and information management in order to prepare students for the future. The most important tools of this technology are interactive video, multimedia, CD, satellite TV, Internet technologies, Such as e-books, databases, encyclopedias and periodicals.

Educators expect there is an important role of information and communication technology in developing education, This is evident through the rapid shift to so-called informatics communities (Younes, 2003). Information technology and communications have major roles in the development of the infrastructure for the field of education in all grades, which mainly include: developing the skills of teachers and administrators, and the development of curricula and courses, and the use of systems and direct education programs.

Teacher may develop his knowledge of teaching strategies through online search through information and communication technology, he can also receives and sends a number not a final e-mails to and from every country in the world, and he can found the plans and programs, guidance and lessons and learning materials by sound and image, as well as he can use the computer in designing educational material, activities and teaching aids, or use the Internet for research and survey teaching models and strategies, Where it can be transfer educational programs and lessons from anywhere in the world into the classroom through information and communications technology by text, static or animated picture or picture and sound, which enhances the student's personality and develop his cognitive and affective skills.

The Islamic Education stand-alone entity, and its methods and objectives and characteristics that distinguish it from other educational courses, where the basics of teaching is derived from the Holy Quran, the Sunnah, and the objectives of Islamic education was not purely secular or purely religious; it is a religious and secular together based on two pillars; faith and action, or belief and behavior, in order to prepare good Muslim in his daily life and the afterlife (Aljalad, 2004).

Islamic Education became a new educational trend, imperative necessity, and a humanitarian issue; and so as to develop pride and a sense of dignity, so Islamic education is a set of courses that help students providing science of Islamic law, so it is course from courses which covered in the curriculum, it consists of a group of religious knowledge involving recitation, interpretation, and Hadith, creed, doctrine, and Biography of the Prophet (Alheila, 2001). For these purposes, the researcher decided to study The degree of the Islamic education teachers' practices of information technology and communication applications and the obstacles of practice from their perspectives.

Statement of the problem

Islamic Education aims to prepare a generation believes in his Lord and adheres to his faith, and has the ability to meet the challenges posed by cultural and intellectual invasion after the world has become a small village performing all the ideas and information, The researcher interested in studying the practice of Islamic education

teachers for information and communication technology, through teaching experience, and look at the books and reviewed prepared lessons to his colleagues, he found that educational tools were used by teachers are most in the textbook and blackboard with the use of a fraction of the technology tools. In this indication that there may be difficulties impede the use of information and communication technology in the educational process, he believes it can be to activate the information and communication technology in teaching Islamic education effectiveness of a very large which can affect aspects of emotional and behavioral among teachers and students and the extent of their commitment to Islamic laws and their adherence to dogma, and all that is necessary to maintain the identity and affiliation of the cultural and intellectual.

Significance of the study

The importance of this study is trying to investigate the degree of Islamic education teachers for applications of information and communication technology and the difficulties that limit the practice from their point of view, emphasizing the importance of hiring and investment information and communication technology in education, and to provide information to officials in the Ministry of Education in Saudi Arabia and directors of departments of education and school administrators about the degree of the practice of Islamic education teachers of this technology and the difficulties that limit their use.

Purposes of the study

This study aimed to find out the degree of Islamic education teachers in Tabuk for applications of information and communication technology and the difficulties that limit the practice from their point of view in order to enrich the practice and reduce those difficulties.

Questions of the Study

To achieve the purposes of the study, the following were formulated :

- 1- What is the degree of Islamic education teachers' applications of information and communication technology in schools in Tabuk ?
- 2- What difficulties which hinder the practice of Islamic education teachers for applications of information and communication technology in schools in Tabuk ?
- 3- Are there any statistical significant differences at ($\alpha=0.05$) in the degree of Islamic education teachers' applications of information and communication technology in schools in Tabuk due to (gender, experience, qualification)?

Operational definition of terms

Degree practice: how teachers use applications of information and communication technology in teaching and expressed the mark obtained by the respondent on a study tool, Likert quintet.

Difficulties: the combination of factors that adversely affect the use of information and communication technology by teachers of Islamic education in the region of Tabuk, it was measured by the response of the study sample through the instrument which was developed by the researcher.

Islamic education teachers: they are male and female teachers who teach Islamic education in public schools at the primary, intermediate and secondary in Tabuk region from the first primary grade to the third secondary grade in the Kingdom of Saudi Arabia .

Characteristics of information and communication technology:

Burhan and Rouho (2003) explored some of the characteristics that should be characterized by this kind of technology to achieve the desired interest as following: accuracy , frequency , origin , breadth , timelines , competences and form.

The traditional curriculum focused on academic content contained a variety of topics reflects the accumulation of knowledge and its momentum. Where curriculum focused on giving students dry information and knowledge for the exam and not taking advantage of it in practical life. Thus, the old curriculum has been adopted one way, stuffing heads and minds of students the contents of courses as the highest goal of Education .

Justifications for using information and communication technology in education:

There are many reasons that led to the necessity of the use of information technology in the educational process(Saadeh &Sartawi, 2003), including:progress of knowledge and flow of information, the need for skill and proficiency and the ability to perform all works,the need of speed to acquire information , finding solutions to problems of education and learning difficulties, and improving the educational process.

The impact of technology in curricula

The curriculum consists of several essential elements; the objectives, content, methods of Teaching and Learning, sources of knowledge and technology, and evaluation (Fatlawi, 2006), and it can be determined the impact of technology on the elements of the school curriculum as following:

First: educational objectives:

Technology has helped in the integration of knowledge through the organization of knowledge content of the curriculum or program within the framework of the spiral organization that learner can progress in material knowledge at any stage of his life with the continuation of the state-depth knowledge through opportunities of redundancy to review what he has been taught from cognitive experiences in previous periods. The technology also contributed in fragmentation of educational content to small units of knowledge in order to facilitate the learning process commensurate with the needs of the learner. Content becomes in light of technology takes different forms; Multimedia, Hypertext, E-Course, E-Book.

Second: teaching and learning strategies:

Teaching and learning strategies are what the teacher is doing from actions, and his effort to organize the experiences of educational situation in a certain way; including help learners to educate and achieve the goals (Fatlawi, 2006). Technological and teaching methods; learning computer, multiple education and e-learning.

Third: the sources of knowledge and technology:

There are various types of teaching aids, which were divided into audio media, visual media and audio-visual equipment (Mohammed Mahmoud, Younis, Sowaidan and Butcher, 2004).

Abdulla (2011) explored some of the benefits of information and communication technology in education, most notably ; accessing to websites, participating in educational forums ,acquiring positive skills, providing quick and modern information easily and at low cost and using E-mail

Applications of information and communication technology in education

It has become the use of technological applications and taken advantages of technological applications in management, organization and implementation of the educational process is necessary, as Computer represents foundation stone; it is used in a database for students and workers in educational institution (Alheiliah, 2001). Also, it is used to display the classroom lessons as slides on the (Power Point) and other programs to ease the presentation of information and diversity in teaching methods (Abdel-Moneim & Abdel-Razzaq, 2004), including: e-mail, newsgroups and computerized educational programs. It patterns: drill and practice, tutorial programs, problem solving, educational games programs, simulation programs and dialogue language programs.

Fourth: Mailing Groups

Henawi (2010) defines as a group of postal addresses associated with postal address that converts all sent messages to it to every address in that list. There are many advantages for mailing groups including: low cost, sending a large number of subscribers, enables the user to send millions of messages at the same time, enables the user to open messages at any time, enables the user to make sure that the content of the message before sending it, speed the arrival of messages to the participants in the postal group, give the user the size enables him to send and receive a large number of messages, enables the user to send voice, picture and text messages and the exchange of messages between members of the group mailing list.

Fifth: interactive whiteboard

Gregory (2009) illustrates that the electronic whiteboard is an interactive display screen uses touch and connects to your computer. Also, a digital pen can be used to control it. A person can control computer applications and provide successful educational lessons from it. electronic whiteboard has got some features, including:

1. Suitable for all ages and all curriculum (Levy, 2002).
2. Save time in teaching by bringing anything of the teacher needs from the Internet through using computer applications and the advantages of different computer (Bell, 2002).
3. Deepen and reinforce learning and promote metacognition.
4. Contribute to raise the efficiency of professional teacher.
5. Enables the teacher to provide information by audio, visual and tactile ways, visual learning comes through teacher using text, images, animation and video. Also, electronic whiteboard supports audio learning through audio recording and meet the needs of students by tactile through interaction with the board by using the touch (Cuthell, 2005).
6. Lessons can be stored and retrieved in time of need, also it offers the possibility of printing (Bell, 2002).
7. helps the teacher diversification in the learning resources commensurate with the needs of learners, also it raises the participation of the learner through collective participation with the teacher and other students (Bell, 2002).
8. promoting discussion in the classroom, especially when it is compared with other educational technologies.

Impediments of the use of information and communication technology in education

Some of the obstacles can be summarized in the following (Suwaidan & Mubarez, 2007):

- 1 - Inadequate design of classrooms, equipment and potential for the use of assistive devices and educational tools and materials.

- 2 - Decrease in teacher training on the production of educational technology materials, and use and deal with educational hardware, its operation and maintenance.
- 3 - Low awareness among teachers of the importance of employing educational technology, and the lack of guidebooks explaining the use of educational technology.
- 4 - Time pressure on the teacher because he has to finish the content.
- 5 - Lack of teachers motivation and letdown their desire to identify new ways and methods in education.
- 6 - The absence of accurate identification of educational objectives for use in education.
- 7 - The need to train researchers and teachers to various educational uses of information and communication technology and acquire them these skills to help teachers to train their students.
- 8 - Difficult to put a precise timetable for use and commitment by the users.
- 9 - Fear of the computer control of the user where he is a long time in the search, access, and isolation imposed by the computer on the user making him feel lonely and away from colleagues and friends.

Review of related literature

Alashjaa (2006) explored the reality of Islamic education teachers use of educational means and the difficulties they face in use in Tarif province, Saudi Arabia. The study sample consisted of 124 male and female teachers, the study results showed the availability of materials and educational equipment variably less than (50%), and that the degree of use of Islamic education teachers were few, and there were statistically significant differences on the degree of use due to the experience variable for the benefit of experienced high While the difficulty of use was medium.

Gulbahar & Guven (2008) investigated the uses of information and communication technology by school teachers in Turkey. Also, Factors supporting its uses, and its awareness and its level of experience in effective use. In addition to know the main obstacles that prevent the use of information technology by teachers in schools. The study sample consisted of (326) teachers. Researchers used questionnaire consisting of (24) items measure usage, (8) measures the factors that encourage the use,(18) refers to the participants' awareness of the study of the effectiveness of use and (19) items refers to the obstacles faced by teachers during the process of use. Results showed that (% 98.2) using a computer for business purposes, and (% 88.7) use it for the purposes of the Internet. Furthermore, the most use of the programs was to word processor and words, programs of the presentation, search engines, e-mail , dialogue forums and electronic encyclopedias. Results also indicated the most important obstacles facing teachers in the use of information technology such as: lack of technical knowledge, lack of technological equipment, the fear of the use of technology, and lack of experience, because of poor service training.

Almshaeleh ,Altawalbeh & Alkazaaleh (2010) conducted the extent of hiring teachers of Islamic education for upper primary stage of e-learning in teaching. (66) male and female teachers Participated in the study, they are teaching Islamic education in upper primary stage. The results showed that more syndication of e-learning was the software, Islamic sites, sources of information, indirect contact, then direct contact, finally, discussion groups. Also, the results showed that the objectives of the applications of e-learning at the extent of hiring Islamic education teachers in high primary stage for e-learning teachers were as following: getting information, support student learning, contact with the parties of the educational process and help students to learn. The results indicated that Islamic education teachers do not invest any time in the recruitment of e-learning.

Khazaleh & Jawarneh (2006) explored the obstacles of the effective employment of information technology in Jordanian schools through the analysis of the perceptions of teachers in the schools. The information was collected through open interviews with purposive sample consisted of (61) teachers from the users of information technology in schools in primary and secondary stages, the results showed that obstacles of employment effective ICT in Jordanian schools due to the acute shortage of computers, related equipment technology information in schools, the weakness of the effectiveness of teacher training programs in the field of information technology, also it is due to a lack of ownership school students of the skills and competencies of information technology, the lack of time adequate for teachers to plan and prepare for the recruitment of information technology in teaching, the difficulty of access to the devices and equipment of information technology in schools and the lack of availability of educational software of good quality locally produced.

Balawi (2010) investigated the obstacles of the use of technology in education from the perspectives of Arabic language teachers in government schools in Tabuk, Saudi Arabia. The study sample consisted of (150) teacher of Arabic language teachers, To achieve the objectives of the study, the researcher used a questionnaire. Study results showed that obstacles of the use of technology in education from the standpoint of language teachers was medium. Results also showed there were no statistically significant differences in teachers' estimates for the obstacles they face in the use of technology in education due to the variables of scientific qualification, educational experience and academic stage.

The sample of the study

The study sample consisted of 225 teachers; 103 males and 122 females were selected in a random stratified sample.

The instrument of the study

To achieve the purposes of the study, the researcher developed a questionnaire which consisted of three parts.

Part I: the personal and demographic variables of the respondents (gender, qualification, and experience).

Part II: measures the degree of Islamic education teachers' practices for applications of information and communication technology, it consisted of three domains:

First: using computer and its Peripherals.

Secondly: using the Internet.

Third: using application software.

Part III: measures difficulties that limit the practice of Islamic education teachers for applications of information and communication technology, it consisted of three domains:

First: the difficulties related to the professional preparation of teachers.

Second: difficulties related to the technical and administrative aspects.

Third: difficulties related technology applications.

Fourth: difficulties related to the student.

Validity of the instrument

To ensure validity of the instrument, the questionnaire was showed to a jury consisted of specialists in educational technology, computer, curriculum and Instruction in Jordanian universities and education departments in Saudi Arabia in order to express an opinion on each item of the items that have been developed in the questionnaire and in each area belong to its item, and formulation each item in language and domain which belongs. the adoption of a standard agreement was 80% of on each item. The questionnaire consisted of (64) items after comments and recommendations.

Reliability of the instrument

To ensure reliability of the questionnaire, the researcher chose a pilot sample consisted of (32) teachers were randomly selected from the community and outside the study sample. It was computed by using Cronbach Alpha.

Procedures of the study:

To achieve the objectives of the study, the researcher followed the following procedures:

1. Building study instrument (questionnaire) through reviewing previous studies.
2. Building study instrument according to A five Likert's Scale.
3. Ensuring the validity of the instrument through showing it to a jury, and ensuring the reliability of the instrument..
4. Obtaining an official approval for the application of the study from the Department of Education in Tabuk region.
5. Visiting schools and seeing some of the classroom positions for teachers and recording some computer applications were actually used.
6. Applying the questionnaire on teachers in their schools in the presence of the researcher, where they were informed that their answers will be treated confidentially. Also, this information will be used for research purposes only.
7. Collecting Data, doing statistical analysis, extracting data and results and recommending the appropriate recommendations in light of the results of the study.

Results, discussions and recommendations

To answer **the first question**, means and standard deviations of the respondents' responses were calculated to the domain as a whole and for each domain. Table (1) shows the results of that.

Table (1) Means and standard deviations

Domain	Means	Std	order	Degree
Using the internet	3.68	.59	1	High
Using application Software	3.57	.60	2	Medium
computer& Peripherals	3.27	.66	3	Medium
Total	3.51	.55		Medium

Table (1) shows that the total degree for all domains was medium; mean (3.51) and standard deviation (0.55).

The domain (using the Internet) came in first place, a high degree, a mean (3.68) and standard deviation (0.59). The second field was (use application software) medium, a mean (3.57) and standard deviation (0.60), while (Computer & Peripherals) ranked last, medium, a mean (3.27) and standard deviation (0.66).

To answer **the second question**, means and standard deviations of the respondents' responses were calculated for every domain. Table (2) shows the results.

Table (2) Means and standard deviations of the difficulties

Domain	Means	Std	order	Degree
difficulties related to the student	3.68	.72	1	High
difficulties related to the technical and administrative aspects	3.47	.70	2	Medium
difficulties related technology applications	3.13	.78	3	Medium
the difficulties related to the professional preparation of teachers	2.81	.59	4	Medium
Total	3.27	.48		Medium

Table (2) shows that degree of difficulties that limit the practice of Islamic education teachers for applications of information and communication technology in schools in Tabuk region was medium degree, a mean (3.27) and standard deviation (0.48). Also, the highest difficulties they face are the difficulties that relate of the student where they were the first high degree; a mean (3.68) and standard deviation (0.72), then came the difficulties that relate of aspects of technical and administrative in the second ; medium ,a mean (3.13) and standard deviation (0.78), followed in the third difficulties related technology applications; medium, a mean (3.27) and standard deviation (0.48), finally came the difficulties related to the professional preparation of teachers; medium, a mean (2.81) and standard deviation (0.59).

To answer **the third question**, Here are the means and standard deviations of the sample responses on all the items of the domains of the difficulties that limit the practice of Islamic education teachers for applications of information and communication technology in schools in Tabuk :

First: For gender

t-test of the independent samples to show the differences in the extent of the practice of Islamic education teachers in the region of Tabuk for applications of information and communication technology depending on the gender variable, (Table 3) showed that:

Table (3) T-test for independent samples

Domain	gender	Means	Std	No.	df	T	Sig
computer& Peripherals	Male	3.30	.57	103	223	.429	.669
	female	3.26	.72	122			
Using the internet	Male	3.72	.53	103		.890	.374
	female	3.65	.63	122			
Using application Software	Male	3.57	.61	103		.000	.980
	female	3.57	.60	122			
Total	Male	3.53	.50	103		.498	.619
	female	3.49	.58	122			

Table (3) shows that there are no statistically significant differences at the level of significance ($\alpha \leq 0.05$) in the degree of Islamic education teachers in the region of Tabuk for applications of information technology and communication domains (computer and its Peripherals, the use of the Internet, the use of application software) due to the gender variable, where the level of significance are as following:

Computer & Peripherals (0.669), use of the Internet (.374), the use of application software (.980) and total on the domain (.619).

Second: experience variable

means and standard deviations were calculated for the degree of Islamic education teachers in Tabuk for applications of information and communication technology depending on years of experience , (Table 4) showed that:

Table (4) Means and standard deviations

experience		computer& Peripherals	Using the internet	Using application Software	Total
1-5 years	Mean	3.19	3.63	3.50	3.44
	Number	70	70	70	70
	Standard deviation	.67	.57	.61	.54
6-10 years	Mean	3.49	3.86	3.74	3.70
	Number	94	94	94	94
	Standard deviation	.57	.51	.54	.47
11 years, or more than	Mean	3.04	3.46	3.39	3.30
	Number	61	61	61	61
	Standard deviation	.67	.63	.62	.57

Table (4) shows that there are differences between the means of the degree of Islamic education teachers in Tabuk for applications of information and communication technology depending on the years of experience, to know significant of these differences, (T) test was used, (Table 5) shows the results of the analysis:

Table (5) The results of the analysis

Domain	Source of variance	Sum of squares	df	Mean square	F	Sig.
computer& Peripherals	Between groups	8.316	2	4.158	10.439	.000
	Error	88.430	222	.398		
	total	96.746	224			
Using the internet	Between groups	6.097	2	3.049	9.542	.000
	Error	70.927	222	.319		
	total	77.024	224			
Using application Software	Between groups	5.110	2	2.555	7.422	.001
	Error	76.430	222	.344		
	total	81.540	224			
total	Between groups	6.420	2	3.210	11.700	.000
	Error	60.906	222	.274		
	total	67.326	224			

Table (5) shows that there are statistically significant differences at the level of significance ($\alpha \leq 0.05$) in the degree of Islamic education teachers in Tabuk for applications of information technology and communication and its fields due to years of experience, as the value of (F) calculated for the total (11,700), when the significance level (.000), to find out the direction of the differences, Shafee test for dimensional comparisons was used, table (6) shows that:

Table (6) Shafee results

domain	Experience(A)	Experience(B)	Mean differences	Sig.
computer& Peripherals	1-5 years	6-10 years	-.30*	.011
		11 more than	.15	.404
	6-10 years	11 more than	.45*	.000
Using the internet	1-5 years	6-10 years	-.23*	.041
		11 more than	.17	.227
	6-10 years	11 more than	.40*	.000
Using application Software	1-5 years	6-10 years	-.24*	.032
		11 more than	.11	.585
	6-10 years	11 more than	.35*	.002
total	1-5 years	6-10 years	-.26*	.008
		11 more than	.14	.302
	6-10 years	11 more than	.40*	.000

*means significant of the significance level

Table (6) shows that differences between experienced (6 -10 years) on the one hand and experienced (1-5 years) and (11 + years) on the other hand, for the benefit of experienced (6-10 years).

Third: Qualification variable

T-test was used for independent samples to see differences in the degree of the practice of Islamic education teachers in Tabuk for applications of information and communication technology depending on qualification variable, (Table 7) shows that:

Table (7) T-test results

domain	Qualification	Means	Std	No.	df	T	Sig.
computer& Peripherals	bachelor	3.28	.64	160	223	.280	.780
	Master and more	3.25	.70	65			
Using the internet	bachelor	3.73	.56	103		1.953	.052
	Master and more	3.56	.64	122			
Using application Software	bachelor	3.62	.61	103		1.739	.083
	Master and more	3.46	.58	122			
total	bachelor	3.54	.53	103		1.442	.151
	Master and more	3.43	.58	122			

Table (7) shows that there are no statistically significant differences at the level of significance ($\alpha \leq 0.05$) in the degree of Islamic education teachers in Tabuk for applications of information technology and communication fields (computer and its peripherals, the use of the Internet, the use of application software) due to the variable of qualification, where it was at the level of the whole= (0.151). and the three domains (Computer & Peripherals, Internet use, the use of application software) was (0.780, 0.052, 0.083), orderly.

Discussion of the Results

Discussion of the results related **to the first question:**

The results indicated that the degree of the practice of Islamic education teachers for applications of information and communication technology in schools in Tabuk region came moderately, and this result because of many reasons including:

- 1 - teaching load for teachers which prevents teachers to do so.
- 2 - The length of the curriculum where the teacher can not use technology with a long course and few classes.
- 3 - lack of specialized training programs in the field of information technology and communications.
- 4 - Lack of moral and material motives for teachers to use information and communication technology.

The results indicated that the field (using the Internet) came in the first order in a high degree, that is due to the use of the Internet has become from an age necessity and its language, a mean of the means of communication task, common among all members of society, it is used by all persons and seek to train on it, and its employment compared to other domains. For these purposes it came in the first order in high degree. The internet laboratories is founded in every school in the Kingdom and in each educational district, it is available for use by teachers. All schools connected with the Internet and it is available in the majority of houses. The use of the Internet is common to everyone and it is easy to use comparing with other computer programs which require specialists. The departments of Education set up preparing courses in the use of the Internet and employ them in the educational learning process which enhances its use, it is included in many of courses, such as (ICDL) and (Intel) and others.

The domains of the use of the internet came highly due to the fact that researchers interest more than teachers in this sites. Teachers interest in researches and preparation less than their peers from university professors, graduate students or doctors to connect with all new, where the majority of teachers adhere in the curriculum, also, sites of the majority of those books need to search skill that a lot of teachers may not possess.

The results indicated that the field (Computer & Peripherals) came in the last degree and moderately due to the fact that such a skill requires specialized and intensive training and it has a high level, at the result, teacher does not need from the computer more than the show the information on Data show, Power Point or the use of Word which he needs in the teaching process.

Discussion of the results related **to the second question:**

The results indicated that the difficulties that limit the degree of Islamic education teachers for applications of ICT in schools in Tabuk region were moderately. They have been largely due to the fact that the Ministry of Education is doing its best to overcome these difficulties through training sessions, and follow-up needs teachers in the application of technology, in addition to it provide in each school computer lab supervisor and a teacher of the computer who help and train teachers on the use of computer software, but they were moderately due to the weak of teacher interaction and adhering with training programs, also, it is due to the incompatibility of deadline working with the dates of teachers or holding in distant places which are not commensurate with the time and place of teacher's residence.

It is noted that the highest difficulties faced teachers in the use of information and communication technology are the difficulties that relating of the student, they were in the first order in high degree, a mean of (3.68) and standard deviation (0.72), then the difficulties that relating of aspects of technical and administrative came in the second and moderately, a mean of (3.13) and standard deviation (0.78), difficulties relating technology applications followed in the third order and moderately, a mean of (3.27) and standard deviation (0.48), finally the difficulties related to the preparation of professional teachers came and they were moderately, a mean of (2.81) and a standard deviation (0.59), these results is due to the lack of interaction of students with the technology and the skill and the ability to practice with teachers which make teacher uses traditional methods such as blackboard, also the weakness of culture technology that stops reinforcing manner and resistance to change by the Saudi society.

The results of the study agreed with Papanstasious and Angeli study results (2008), in that the main obstacles faced teachers in the use of information technology is the lack of Internet service in school, and software which is used with the Arab does not keep up with Any other information technology.

It also agreed with the findings of the study (Wing, 2007), in that the more external factors that affect the difference in use and development of schools for technology is the school's policy on administrative laws, and financial resources.

The results of the current study agreed with the results of a study of Moosa (2002), in the absence of physical facilities and information necessary for e-learning. Also, it agreed with the results of a study of the Al-Ghazo (2006), in that the lack of time and lack of experience in the use of the Internet was the most reasons and factors that discourage and limit teachers to use information technology.

The results also agreed with the study (Gulbahar & Guven, 2008) where the results indicated that the main obstacles faced teachers in the use of information technology are the lack of technical knowledge, lack of technological equipment, the fear of the use of technology, and lack of experience because of poor service training.

The results also agreed with the study (Jean, 2006), where the results of the study showed that the reasons for using the Internet within the classroom comes with support leaders and administrators, and possess of teachers the ability of development, also, advanced exercises on the Internet enhances the development of the aspects of educational process.

Discussion of the results related to **the third question:**

The results indicated that there was no statistically significant differences at the level of significance ($\alpha \leq 0.05$) in the degree of Islamic education teachers practice for applications for information and communication technology in region of Tabuk due to gender variable, it is largely due to the fact that what the ministry request from male teachers is the same what request from females, adding that both sexes are being subjected to the same educational experiences and circumstances, it is not the focus in the training of male teachers without females, as they live in one learning environment which led to the convergence of experiences, and the use of technology does not differentiate between male or female.

The results indicated that there are differences in the degree of Islamic education teachers practice in the region of Tabuk for applications of information and communication technology due to the experience variable, where the differences between the experienced (6-10 years) on the one hand and experienced (1-5 years) and (11 + years) On the other hand, for the benefit of experienced (6-10 years), it is due to the fact that this category may mix between experience and practice, where depends how much exercise applications of information technology and communications teacher's ability to deal with the Computer & Peripherals, use of the Internet and use of applied software, so that the suffering of people with long experience, especially with older age who have not lived with computer in their school years, posing an obstacle for them in employment the technology in the teaching process. On the other hand for the experienced (1-5 years) Although they have the capacity to use the computer, they lack sometimes how to use these techniques and timing of use, that is due to the fact that they haven't taken training courses to develop their skills on the use of technology and employ them in the educational process. according experienced more than (10 years) often are old age did not live during technology and they no longer have patience and endurance to learn and use. For the owners of the experience of (6-10 years) came intermediate period where they acquired education pre-service and gained training and experience during the service.

The results of the study agreed with (Alghazo, 2006) the study results showed that lack of experience was more causes and factors that limit teachers to use information technology.

It also agreed with the study (Gulbahar & Guven, 2008) where the results indicated that the lack of experience because of lack of training in-service was an obstacle in the use of information technology by teachers.

The current study disagreed in its results with the study (Papanas, Stasious & Angali, 2008), where the results showed there are no differences due to the teacher's experience in leading towards the use of information technology.

The results showed that there were no statistically significant differences ($\alpha \leq 0.05$) in the degree of Islamic education teachers practice in the region of Tabuk for applications of information and communication technology due to the qualification variable, that is largely due to other factors are more important, such as training, motivation and possibilities and others.

Recommendations

1 - Reconsider in university courses according of employment of information and communication technology in the educational process, in colleges of education and teacher training

2 - The Ministry of Education has to design and prepare training courses for teachers to upgrade their skills and training on the use of information and communication technology in teaching, and to overcome difficulties and obstacles to use.

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