

Islamic education elementary teachers' degree of using e-learning skills in their teaching process, and its relationship with some variables, in Hail Region

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Abstract

This study aimed at identifying the Islamic education elementary teachers' degree of using e-learning skills in their teaching process, and its relationship with some variables in Hail Region. And to achieve the objectives of the study; the researcher had used a questionnaire consisted of (33) statements covering two fields, and it has been applied to a sample of 90 male and female teachers during the first academic semester 2015/2016. The study results showed that the degree of possession of e-learning skills that the teachers of Islamic education have in the elementary stage in their teaching came significantly, and also showed that there are no statically significant differences due to gender and teaching experience variables, and in the light of the study results the researcher presented a set of recommendations which will hopefully benefit the decision makers of educational policy, curriculum and teachers in schools for the universal use of e-learning in the educational system learning-processes, including the importance of mobilizing schools with capabilities that allows the use of innovative e-learning processing, and holding training courses for all teachers, through which they are updated on the newest techniques in the field of using e-learning.

1.1 Introduction

The world nowadays is engaged in an enormous scientific and technological revolution, which led to the emergence of a new era characterized by new and successive changes, resulting in significant changes in all areas of life; political, economic, social and cultural changes, so change and development became necessary must include all and sectors of the community systems to conform to the challenges of the era, including the education system, which is a key element in influencing the rest of the regulations and as capable of preparing a generation tool able to keep up with the knowledge and technological development and to understand and adapt with it, so the change must include all of the system's goals, content, The teaching methods and strategies, and calendar. Education is the way human development and the passport for the future in light of the scarcity of natural resources and learning is the basis of knowledge, and the curriculum is one of the primary means of learning and knowledge, and to live in the twenty first century, we must speak the language of science and technology, and the educational system must stay updated to the changes and the movements of the global educational reform (Zaytoun 2010).

The teacher occupies a key position in any educational system, as one of the effective and influential elements in achieving the objectives of the system, and he is the cornerstone of any project whether to fix it or develop it. No matter how efficient the other elements of the educational process; its effect remain limited, if there is no competent teacher which is prepared educationally and specialized well, in addition to enjoying the creative capabilities of being able to adapt to the educational innovations, and the developing himself and updating his information constantly, and the process of evaluating the teacher's performance helps the educational institutions to achieve a set of objectives, including measuring the progress or lag in his work, according to objective criteria, and judging according on the adaptation between the teaching profession requirements and qualifications of teachers, and their psychological, cognitive and social characteristics, in addition to the disclosure of the strengths and weaknesses in the performance of the teacher, which helps the educational institution in taking measures to ensure and enhance the development of the level of performance and the task of improving the teaching and learning process is one of the priorities of many countries, whether its developing or developed, so as the common belief that is the process is truly contribute in the achievement of the objectives of these countries and its future.

The preparation of the teacher is the most important factor that will help in achieving the desired educational renaissance; that will lead to the renaissance of the community in all aspects, and the competent teacher is a teacher who is capable of achieving the objectives of the educational community effectively (Alghzewat and others, 2001).

Countries that are trying to achieve a comprehensive renaissance in all aspects of life need to have many teachers' competencies, such as: the arbitrator planning, calendar and methods of effective and modern teaching, and successful management of the class. It is believed by (Alghzewat and others, 2001) that the reform and development of the education process needs vigorous and serious efforts. The teacher is a considered successful when he can resolve a lot of mistakes, which can appear in the elements of the educational – learning process effectively and efficiently.

It is noteworthy that each change in society is necessarily accompanied by a change in education, the introduction of e-learning and adopting it in education is necessary, if it was required to stay continuously familiarized to knowledge within modern conditions and developments, and using it on teachers of the theoretical fields such as: mathematics and physics, but it only includes teachers of different majors. This includes knowledge of how to take advantage of e-learning in educational competence based on educational and psychological methods, strategies and technologies, and also that not only education, but also includes organized scientific methods of how to continuously stay familiarized with knowledge, for everyone who wants to work with modern technology into his specialty (Al-Zahrani, 2010).

E-learning in education is considered as a method for education using modern communication mechanisms, computer networks and multiple modes, audio, graphics, search mechanisms and electronic libraries, as well as Internet portals, whether in the classroom or long distance learning, it is important to use all types of technology in delivering information to the learner shortest time and effort and more efficient way (Musa, 2002).

E-learning is defined as a generic term that refers to all forms of electronically supported learning, which includes a set of teaching and learning tools that use electronic media such as: telephone, videoconferencing, broadcasting via satellite, and in recent years the term was limited to courses provided through the Web, or direct e-mail, and use e-mail and video conferences, discussion groups, chat rooms and electronic whiteboards. It covers a wide range of applications and processes, such as: Web-based learning, computer-based learning, virtual classes, and digital collaboration. It includes content delivery through Internet or intranet/extranet, local area network, LAN, wide area network, WAN, audio and video tapes, satellite, interactive television, and CD-ROMs (Grove, 2003).

As a result, the need to use teaching methods may increase the effectiveness of the education and the method of e-learning, e-learning way check the interaction between teachers and learners and among learners themselves into rows increase the possibility of self-learning that can achieve the goals effectively lead to upgrading students this type of learning, students can prepare themselves and the use of e-learning using Web-based (Cooper and Haney, 2000)

With the end of the 1990s started the first wave of so-called e-learning, this wave was focused on introducing advanced technology in educational work, converting traditional classroom into a Virtual Classrooms by using local or global networks and have begun to spread several e-learning terms such as: on-line learning Online Learning, and online education Web based Learning and digital learning Digitally Learning and learning via video conferences, Video Conferences and other various names until the teacher became its name An instructor provides Bunting tutorial online (chao, 2008).

Therefore, many scientists believe, could benefit from technology in the development of educational systems, and increase its effectiveness and efficiency. Through education technology can create new pedagogical framework allows to increase the quality and quantity of direct interaction between the student and the various sources of knowledge, and the General objectives can be linked to education and between each of the input mechanism of the educational system, human and structural, educational technology is an integrated process involving individuals and methods, ideas, tools and regulations to be followed in resolving problems and devise appropriate solutions, implementation and evaluation of management positions where education is targeted and addressed so you can control it (trick, 2001).

E-learning sources are of important applications of information and communication technology revolution in education, which has become a gateway to communities and Governments to enter into the world of knowledge, which is characterized by multiple and diverse knowledge confiscation and interactive and integrated this educational institutions to adopt e-learning as a nationally sought in accordance with global standards, and learning management systems are one of the most common sources of e-learning and reflecting the evolution of the first generation of the Web, and have spread the learning management systems over the past few years such as system :Moodle, Fronter, Boddingtons, Web Ct, Black Board (Trentin& Wheeler, 2009).

The significance of e-learning in a number of features that are not available in other tools such as: relevance to individual learning and symbolic and taken into account for individual differences and the ability to interact with the user and immediate feedback (tawalbeh, 1997) and the use of e-learning teaching method proved highly effective, most research in the field of e-learning, this efficacy and results that reached some studies conducted to assess the effectiveness of e-learning as a teaching method as follows : Led to better results in education led to some time in education has led to the development of more positive trends towards e-learning (h.e. walsrtaoi, 2003)

Consequently teachers need today to learn the information and communications technology, and how to include them and employ them as an effective tool in learning, not only know how to turn on the machine, but how can you serve them in meeting the needs of students to achieve the outcomes of the curriculum, therefore, is the introduction of technology in learning and teaching is a challenge for teachers, hence the importance of teacher capable of employing such an efficient technological innovations during the teaching process, and cannot be done only through the teacher's awareness of these technological innovations, and do not mean to be Teacher professionally in this field, but must have the following (John, 1992): The level of capacity required for logical follow-up to recent technological developments, the ability to read and understand topics and emerging technological issues, and the ability to understand how the basic technology needed for life.

1.2 Problem and questions of the study

The world is witnessing a tremendous revolution of scientific and technological progress and rapid change in all areas of science, and to keep abreast of the progress of preparing an individual capable of contemporary, so possessed some knowledge from different sources and mastered many skills that enable it to take the appropriate decision on the attitudes and problems (judgments, 2008).

This widespread and rapid technology makes the idea of isolation of the school from the digital lifestyle unacceptable, and studying today must achieve harmony between life outside life of school and the life within them, also benefiting from the familiarity and use of student's laptops and employing it in education, so that there is no chasm between the school and the community.

There is no doubt that there is a significant challenge in recruiting e-learning in the educational process, and perhaps the most important reason that forced them to employ educational technology in teaching and learning is changing the role of the school and the teacher in the era of technology and knowledge, and become focused on giving opportunity to students to participate in the educational process, and to become self-reliant to cope with technological and communication means, and how it is used in the process of education and learning, as well as providing students with research skills, and extracting the required skills using computer and the Internet efficiently and effectively to cope with the requirements of the era. (Nadav, 2002).

In the light of the foregoing, the need to conduct such a study emerged, which tries to identify e-learning skills degree in Islamic education teachers in basic teaching stages and its relationship to some variables in hail, and specifically the study will try to answer the following questions:

1. What is the degree of e-learning skills among teachers of Islamic education in the basic stage of their teaching?
2. Does the degree differ by gender in the e-learning skills among teachers of Islamic education in the basic stage in their teaching?
3. Does the degree differ by experience in the e-learning skills among teachers of Islamic education in the basic stage in their teaching?

1.3 Importance of the study

The importance of this study emerged from the urgent need to update and develop teaching methods in line with modern trends for workers in the educational field and to computerize education, through the results of many studies about the importance of e-learning as an important factor affecting the education of students and private teaching using e-learning. According to it the importance of study shows through:

Theoretical: the current study may contribute in:

- Providing feedback on the usefulness of using e-learning in education, it also contributes in improving and upgrading the quality of education, and the development of methods and educational curricula.
- Take this important study of the importance of integrating technology in education as an important contemporary educational trend in education generally, and especially Islamic education curricula, with a view to perfecting the learning.
- The importance of the current study originate from the goal of the Ministry of education to achieve effective teaching which is a pattern of teaching depending on the activity and the active participation of the learner, which performs a search using a variety of activities and learning processes that help reach the required knowledge, problem-based learning using e-learning.
- Supplement the research wheel devote attention toward the study of e-learning and the latest techniques in teaching, teaching using e-learning from contemporary issues and research.

Applied practical aspect: the current study may contribute to:

- The supply of teachers and managers of schools ... And others working in the field of education, the recommendations related to the importance of using e-learning in school education.
- Publicize the positive repercussions of using e-learning in education.
- Provide an empirical basis for the use of e-learning in the educational process as an alternative to trying to alleviate the burden of the students' textbooks.
- Provide informational base contributing to the planning of curricula in all Government and private schools in the light of the use of e-learning and program planning or training, and educational workshops for teachers on how to employ this technology in education.

1.4 Terminology

- **E-learning:** Musa and Almobarak (2005) knew e-learning as a way of learning by using modern communication mechanisms of computer networks and multiple modes of audio, graphics, search mechanisms, electronic libraries, and Internet networks, whether remotely or in any semester, in other words using all types of technology in delivering information to the learner in the shortest time and in the most useful way. E-learning can be defined in this study as the educational learning process that uses modern communication mechanisms or networks or computer software or the Internet to achieve educational goals.

- **Ownership degree:** it is the degree expressing the arithmetic mean of primary school teacher's assessments on stages study tools used for this purpose.

- **The skills required to use e-learning:** it is defined as a group performing student's coordinated individual responses, which grows through learning and practice, until you reach a high degree of perfection (zaytoun, 2001, p. 45).

And it is Procedurally defined as: a set of renderings or operations that happen sequentially, and in a consistent way, and the teacher's total estimated score is obtained using this scale.

- **Teacher:** is a person who holds a degree (diploma, B.Sc. m.SC. PhD.) In a one of the fields of knowledge in the Ministry of education.

- **Teaching:** they are scientific practices performed by the teacher, and through them the implementation of learning events is done.

1.5 Study limitations

The results of this study are determined by the nature of the sample and the tool of the study, the study parameters are summarized as follows:

- The sample is limited only on teachers of Hail area.

- Adopting the study as a tool to prepare and develop the Finder through a literature review about educational study (Alice, 2013).
- The study is limited on the variables: gender and experience of the teachers of the study sample.

1.6 Variables

Independent variables:

The study includes independent variables, namely:

Gender, has two; male and female.

Teaching experience and it have three levels; short, medium, and long.

Dependent variable: ELearning skills degree in Islamic education teachers in teaching basic Relay.

1.7 Previous studies

Sharif conducted (2005) a study aimed at identifying the degree of ownership of teachers and middle school teachers in Medina for technological skills, the degree of exercise, have a user identification consisting of (40) inadequate technological spread across five key areas: design, production, employment, governance, and the area of the calendar. The study concluded that most important skills that the teachers in middle school have in Medina with a very high degree of: to identify general objectives for the issue to be designed, and do some simple teaching aids such as: graphics, architecture, statues, and a processing place for the use of educational means. The main technological skills they are doing; educational learning method introduced in a clear manner, it can be seen by all students, and keeping in mind the security and safety in the use of learning technologies. Study results showed no statistically significant differences in the degree of acquisition or exercise of middle school teachers in Medina to technological competencies attributed to the variables of gender, and teaching experience while showing statistically significant differences in the degree of acquisition or exercise of middle school teachers in Medina to technological competencies attributed to variable course and in favor of individuals who attended the long course.

Enezi conducted (2007) a study aimed at identify the extent to which the practice of secondary school teachers in Tabuk for information and communication technology competencies in the light of the gender variables, qualifications, education, and the sample of the study consisted of (189) teachers and (237) mentor. To achieve this, the researcher developed a questionnaire consisting of (40) paragraph is divided into four areas: the use of available technology in the school, using available software, applications and planning of education, and the results indicated that the practice of secondary teacher in Tabuk for information and communication technology efficiencies were high, and that there is a statistically significant difference in the real practice of secondary teachers in Tabuk for information and communication technology efficiencies attributable to a variable degree, also that there is a statistically significant difference in the real practice of secondary teachers in Tabuk for information and communication technology efficiencies, attributable to education sector variable (governmental/private) for the benefit of the public education sector.

Both Arthurs Shenton and Linda Paggett did a study aimed to look at the degree of usage communication and information technology for teachers, in order to support learning and teaching in the field of reading and writing, as well as the role of the interactive Board in upgrading reading and writing level in students, and increasing interaction and discussion in the classroom. The study was conducted in primary schools in England, and the results showed : The Board stimulates interactive student participation in class with enthusiasm, and thus the interaction of teachers and students in the education process, and through the interview with four students were selected randomly to give their opinion on the interactive Board, the children showed their happiness to study by using the interactive board, they spoke fluently and confidently on their admiration in the Board, the study recommended providing schools with these interactive boards, and providing great potential to motivate students to learn in an advanced way, where the study suggests that giving more time for training to use interactive Board, in order to include the curriculum focuses on interactive teaching, and teachers also need to pay attention to the curriculum used in interactive Board and give more opportunities for students to interact with the interactive Board and teachers.

The study in (2009) aimed to identify the level of awareness of science teachers in the basic stage; about the innovations of education techniques in Al Mafrag province, in addition to identifying the differences in awareness according to variables of specialization and experience, and the sample of the study consisted of (80) teachers, and in order to measure awareness of innovations education techniques it used a tool which consisted of (25) paragraph, distributed on three fields: recognizing the concept of technical innovation, realizing the importance of it, and how to apply the innovation in teaching; and the results of the study showed that the level

of awareness among science teachers in technology innovations are generally large (155.17%), and the teacher's awareness in the area of understanding the concept of technical innovations was too big (91.25%) , While the areas of: awareness of the importance of innovation and awareness of how to employ the intermediate level, the results indicated no statistically significant differences due to specialization, while there were statically difference depending upon experience variable , and with the one's with the little experience (less than 5 years).

And either examine the Zahrani (2010) to find out the reality of the use of technological innovations in information science laboratories at the secondary destinations considered supervisors and teachers of science in the city of Mecca /Makkah. Having prepared the researcher identify was applied to sample random stratified of supervisors for material science at secondary school in Mecca /Makkah) and 22) , as well as of teachers of science in secondary education, (125), and has shown results lower the degree of availability of technological innovations in science laboratories in secondary stage, low also used destination considered supervisors and teachers of science in the city of Mecca /Makkah, the absence of differences With statistical significance between the average responses of supervisors and teachers of science in secondary education in the city of Mecca /Makkah on tool study attributed variables: (qualification , type qualification, specialization , expertise) about the degree of use of technological innovations in science labs.

Each of Harsh, Mefleh, and ALDohun made a study in (2010) aimed to detect the obstacles using e-learning system from the viewpoint of teachers in the secondary stage in the Brigade of Koura, in order to achieve the objectives a the study was developed a questionnaire consisting of (36) paragraph, distributed on four fields. The study's sample consisted of (47 male teachers) and (58 female teachers) they have been selected randomly during the first semester of the academic year 2008/2009, the results indicated that the obstacles concerning teachers came in the first place, followed by the obstacles of the Department, then the obstacles of the infrastructure and the basic equipment, and the obstacles concerning student's disabilities came in the last place. Also the results indicated statically significant differences due to gender in the area of obstacles of the structure and infrastructure and equipment essentials for the benefit of males, also the results showed the existence statically significant differences due to scientific qualification in the field of obstacles of students having a masters degree or above, while the results shows statically significant differences due to the impact of the training courses in all areas, and the researches recommended to reconsider training courses which the Ministry of education provides, and improving the structure and equipment of art and technology in schools.

Al-Shannaq (2011) had conducted a study aimed to identify the reality of the use of electronic media in science education from the viewpoint of the U.A.E. State teachers, and the sample of the study consisted of (154) teachers who are studying materials science, biology, chemistry, physics, and Earth Sciences. A questionnaire has been used included the following areas: recruiting all of the Internet, computer, email, data projector, mobile phone and video conferences on science education, the study found that the most commonly used is the computer where the ratio used (80.5%), followed by the Internet (79.9%), on average, a data projector with ratio (76.6%), either using e-mail was low (29.9%), as well as a mobile phone, peruse (23.8%), and came in the latest rankings by video conferencing Use amount (12.3%).

Ababneh Walkadri Conducted (2011) a study aimed to identifying the degree of ownership of computer skills of science teachers and degree of exercise in schools Western North Badia Brigade, and to determine the relationship between link owning these science teachers for competency and exercise degree. the sample of the study consisted of (175) teachers, use the Finder to identify consisting of (58) adequacy of distributed in four areas: General computing efficiencies and use of computer software in teaching science, and using the Internet in science teaching, using dry lab in science, the results of the study showed that having Science teachers of computer skills as a whole were moderately, and that the degree of exercise science teachers to computer skills and to all areas, and the results showed the existence of a positive correlation statistical function at the level of statistical significance between the degree of ownership of computer skills of science teachers as a whole and the degree of exercise.

Shakur was conducted (2013) study aimed to determine the reality of the use of technological innovations in schools in the West Bank and Gaza Strip from the viewpoint of teachers and the obstacles facing teachers in light of a number of variables. To achieve this, the study sample (790) teachers and applied them to identify, and the results of the study showed that the use of technological innovations from the viewpoint of teachers moderately, and the highest degree of obstacles using technological innovations was the lack of adequate hardware, plus the inability of teachers to use the devices.

1.8 Method and procedures

Methodology

The aim of this study was to identify the degree of e-learning skills among teachers of Islamic education in the basic stage in their teaching and its relationship to some of the variables, and it may use the Finder method descriptive which describe the phenomenon of educational as there are in reality.

The population of the study consisted of (128) teachers who are studying Islamic education at the basic stage, during first semester 2015/2016 in the directorates of education hail; and the sample of the study consisted of (90) teachers, and include a detailed description of the sample according to variables.

Table (1): Distribution of respondents by the study variables

Variable	Categories	Issue	Total
Gender	Male	47	90
	Female	43	
Years of experience	Less than 5 years	17	90
	5-10 years	30	
	More than 10 years	43	

1.8.1 The Study tool

To measure e-learning skills among teachers of Islamic education in the basic stage in their teaching and its relationship to some variables were developed to identify through access to the educational literature on the subject, and be guided by the opinions of specialists in the development of a list: computer and Internet use, and the skill of using e-learning tools.

1.8.1.1 Reliability of the study tool

Been checking the veracity of the study tool by displaying a number of professors specialists in educational sciences faculty and supervisors and educational experts in the Ministry of education, and some of the teachers working in the Ministry of education (15) arbitrator, to ensure the safety of the language of paragraphs, and the degree of relevance for the purposes of the study, and make adjustments according to the observations of the whole it 80% of the arbitrators.

1.8.1.2 Validity of the study tool

The validity of the study tool is investigated by using the test-retest (Test-re-test) and reapply the sample (40) an individual from outside the study sample with a two-week interval, then the reliability coefficient was calculated using Pearson's correlation coefficient reached (0.87) which is suitable for the purposes of the current study.

Was rated the degree of ownership E-learning skills among teachers of Islamic education in the basic stage in their teaching and its relation with some variables Three levels (low, medium, high) depending on the average sample answers, the possession of low (1-2), and the degree of (2.34-3.67) indicates the degree of ownership, and the degree of (3.68-5.00) indicate a high degree of ownership.

1.8.2 Statistical treatment

To answer the questions of the study has been the adoption of appropriate statistical methods to analyze data using the program (SPSS), calculate the arithmetic means and standard deviations, and analysis of variance (ANOVA).

1.9 Study results and discussion

Review the results of the study are organized and discussed by its questions, as follows: First question: which provided: What degree of skills e-learning in Islamic education teachers in teaching basic relay and its relationship to some variables?

To answer your question First question ,arithmetic means were calculated and standard deviations of teacher responses. "Two identification" E-learning skills degree in Islamic education teachers in teaching basic relay and its relationship to some variables ", as shown in table (2).

Table (2): arithmetic means and standard deviations for the teachers ' responses in Hail region areas

REF.	Area	Arithmetic mean	Standard deviation	The degree of appreciation
1	The skill of using computer and Internet	3.61	0.81	Medium
2	The skill of using e-learning tools	3.22	0.53	Medium
Total		3.33	0.54	Medium

It is clear from table 2 that the preparedness of faculty to practice using e-learning tools in general average, where the median total (3.33) and standard deviation (0.54), and noted that the readiness in the three areas was medium, ranging from readiness for faculty (3.13-3.18). It was the highest degree of willingness on the part of faculty members in the field (skill using computers and the Internet) and an arithmetic average (3.61), then (the skill of using e-learning tools) arithmetic average (3.22). And below is a breakdown of the survey areas as shown in table (4, 3) respectively.

1. The first area: the skill of using computer and Internet: been using the arithmetic means and standard deviations for faculty responses to the paragraphs of this area as shown in table (3).

2. Table (3) had showed that the arithmetic means ranged between (2.18-4.57), where the highest degree of teachers in the field of skill using a computer and the Internet represented in paragraph (2) which States "use electronic libraries to see what is new in my specialist" with average arithmetic (4.57), while the lowest was preparation of faculty members for in this field representative in paragraph (16) which States "use Chat (chat rooms) online tutorial dialogue with students sometimes, with average arithmetic (2.18). This result can be attributed to several reasons: that computer make it easier for teaching staff to prepare the paperwork they need in achievement of the tasks assigned to them and preparing plans and subjects for students. As well as the Internet, which has a great ability to display information, diversity and abundance, and also get modern and contemporary information instantly and directly, and provides the ability to communicate with others and benefit from their expertise. This result agreed with the result of Sharif (2005) study and the results of ANZI (2007), and through study (2009), and the results of the study of Shannag (2011), and the results of the study of Chacour (2011) that teachers have educational competence technological and technology in high degree.

3. 2. Field II: skills using e-learning tools: it had been using average arithmetic and standard deviation for teaching staff responses to vertebrae field skill using e-learning tools as shown in the table (4).

Table (3): Arithmetic mean and standard deviations for faculty responses in descending order

No	Paragraph	Arithmetic mean	Standard deviation	Level
2	Use electronic libraries to see what is new in my specialty	4.57	0.97	High
1	Use Microsoft Word to prepare and coordinate the paperwork	4.49	0.81	High
4	Use presentations (PowerPoint) in teaching	4.47	0.95	High
3	I can create a portfolio (portfolio) contained folders to keep them	4.19	1.15	High
5	Managed to use images and text files through my e-learning	4.17	1.06	High
8	Use electronic mail (e-mail) to receive assignments from students	4.16	0.98	High
9	Use multimedia educational activities	3.81	1.25	High
6	I can control the elements of movement and animation effects when using e-learning tools	3.73	1.25	High
7	Use additional websites from the Internet fit material that I study	3.72	1.17	High
10	Use of computerized learning programs to expand and enrich students ' knowledge	3.60	1.22	Medium
13	I have the ability to manage students ' participation in forums and discussion groups online	3.49	1.37	Medium
14	USING E-LEARNING TECHNOLOGIES IN IMPROVING THE QUALITY OF TEACHING	3.48	1.39	Medium
11	I can use the software to produce educational quizzes	3.03	1.41	Medium
12	I can use one of the design and production of educational websites	2.35	1.42	Medium
15	Use the learning management system available to make some exams for courses	2.33	1.41	Low
16	Use Chat (chat rooms) online tutorial dialogue with students sometimes	2.18	1.40	Low

Table (4) the arithmetic means and standard deviation for teaching staff response

No	paragraph	Arithmetic mean	Standard deviation	Level
22	E-learning helps me in implementing various strategies to individualize education	4.06	0.98	High
20	Possessed the ability to communicate with students through direct and indirect contact by e-learning tools	3.87	0.93	High
17	The previous knowledge about using e-learning tools	3.73	1.15	High
23	I feel that e-learning tools that save time and effort	3.71	1.00	High
25	I employ a data projector (data show) extension of e-learning in the educational process extensions.	3.63	1.09	Medium
26	Promotes e-learning inside the hall classroom reading the last thing we have reached the knowledge of the latest developments.	3.61	0.97	Medium
19	I have the ability to set up courses using e-learning tools	3.55	1.10	Medium
21	The use of advanced educational methods in education have a positive effect on student learning and academic achievement	3.49	1.02	Medium
27	I feel that e-learning tools help to take into account individual differences among students	3.47	1.06	Medium
24	I can integrate stimuli text, images, sounds and shots in the presentation of educational content using e-learning tools	3.44	1.23	Medium
18	The use of e-learning because it raises mental thinking among students	3.42	1.13	Medium
30	The use of e-learning in the classroom teaching to develop learning objectives are to comprehensiveness and usability to check	2.80	1.06	Medium
28	I can adjust the class and management by using e-learning in the educational process	2.79	1.15	Medium
33	The use of e-learning has increased my ability to create and innovate	2.72	1.10	Medium
31	Help me e-learning in the distribution of class time on the different elements of the lesson	2.64	1.10	Medium
29	I find it difficult to provide the capabilities and technical equipment for e-learning	1.96	1.05	Low
32	E-learning helps me in the preparation of the essay and objective tests	1.79	0.90	Low

Table (4) showed that the averages ranged between (1.79-4.06), where the highest possession of teachers using e-learning tools representative in paragraph (22), which states, "I feel that e-learning tools that save time and effort " with arithmetic average (4.06), while the lowest was faculty members readiness in this area represented in paragraph (32), which states, " E-learning helps me in the preparation of the essay and objective tests " with arithmetic average (1.79).

The reason is due to the presence of the teachers concerns associated with e-learning, and that these concerns are reflected in the form of positive practices in the use of e-learning, the technological revolution in various fields of education reflected both their concept or their objectives, methods, programmers, it was natural that these variables include teacher preparation academically and professionally, and has emphasized education strategy on the importance of the role of the teacher in the process of educational innovation, teaching renewable process, and rely on the expertise and experience and teacher preparation and rehabilitation in addition to The conviction to provide teachers with the role played by education technology, and awareness of the concept and its importance in the educational field, and desire to develop themselves in the field of educational technology in various tools. It is noteworthy that the Ministry of education has become a required international computer driving license examination for appointment to posts tagged, and this fact imposes on teachers to deal with the computer for a period of time, as well as providing computers in all schools in the Kingdom, and linked to the Internet along with the computerization of educational curricula, continuing courses for teachers, the teacher became aware of the importance of using e-learning tools in teaching process-learning for its role in the development of understanding of students, trained in collaborative work and to take account of individual differences and learning.

Second question: which: is different from the e-learning skills among teachers of Islamic education in the basic stage in their teaching by gender? To answer this question was extracted arithmetic means and standard deviations and t "test for independent samples when the statistical significance level ($\alpha \leq 0.05$), and the following table shows.

Table (5) arithmetic averages and standard deviations and "test" to detect the level of significance of differences between the averages of the eLearning skills degree in Islamic education teachers in teaching basic relay depending on the variable gender.

Gender	issue	Arithmetic mean	Standard deviation	T value computed	Freedom degree	Level indication
Male	43	39.03	7.94	1.69	622	0.92
Female	47	38.05	6.52			

Table (5) showed lack of statistically significant differences at the level of significance ($\alpha \leq 0.05$) in detecting skills e-learning among teachers of Islamic education in the basic stage in their teaching. Due to the nature of the teachers of courses in various subjects, and the Ministry of education on teacher preparation academically and professionally prepared, which led to both parties in the same way in classroom management and dealing with students, gender differences began to fade, possibly due to open doors of education of both males and females, and the disappearance of the perception of human beings being male or female, both receive the same treatment and care, thus reducing the differences in gender issues overview Education – learning. Add to that the Ministry of education adopted a number of innovative projects to promote the economic and social level of the teacher, and upgrading the teaching profession generally for example: introduction of the ranks of teachers and applied taking into account the link training and career growth innovation and quality performance, stimulates the teacher to acquire specialized competencies and development, particularly in the area of educational technology without regard to sex, but focus on quality and workmanship, in addition to raising the level of teacher performance through specific training programmers for teachers in accordance with needs, and achieve mastery of skills education And optimization, with a focus on teacher training, curricula developed and improve methods and strategies of teaching different detectives and strengthen technological training.

Third question: do different e-learning skills among teachers of Islamic education in the basic stage in the divergence of teaching experience?

To answer this question was extracted arithmetic means and standard deviations and the following table shows.

Table (6): Arithmetic means and standard deviations for the degree of application of teacher's educational teaching process.

Experience	Frequency	Arithmetic mean	Standard deviation
Less than 5 years	17	38.76	6.28
5-10 years	30	38.84	7.73
More than 10 years	43	38.16	7.59
Total	90	38.52	7.25

The results in table (6) that the average estimates of secondary teacher in Jordan to a degree using educational technology in educational process – learning there are slight differences among them, and to see whether differences between averages of statistical significance testing was the analysis of variance when the level of significance ($\alpha \leq 0.05$), and the results were as follows as at the table (7).

(7) The results of the analysis of variance test "to detect the level of significance of differences in the degree of application of teachers' educational technology in the teaching process-learning depending on the variable.

Source of variation	Sum of squares	Degree of freedom	Medium squares	F	Significance
Between groups	63.31	2	31.66	0.0601	0.55
Within groups	32694.37	51	62.65		
Total	32757.67	49			

The results in table (7) lack of statistically significant differences at the level of significance ($\alpha \leq 0.05$) on estimates of secondary teacher in Jordan to the degree of use of educational technology in the teaching process-learning due to variable experience. And this result can be attributed to the love of the teacher and their willingness to pose for new strategies to keep pace with rapid changes in the importance of teaching technical skills and acquire professional, due to the explosion of knowledge and the spread of mass media and modern technology entered into all fields, making brief teachers on the various technological means is available to everyone, and thus narrow the gap between those who have the experience and don't have the expertise or experience less. In addition to teachers with different experiences, have a clear picture of modern educational development programmers, which contribute to the development of the educational process – learning, and the Ministry of education and the continued need for teacher preparation academically either before service or during service, regardless of the teaching experience.

Recommendations and suggestions

In the light of the findings of this study, the researcher recommends the following:

- The need to equip schools with possibilities that allow the use of e-learning innovations.
- Hold training sessions for all teachers, is from which inform them on what is new in the field of e-learning techniques.
- The need to raise the awareness of teachers the importance of the use of e-learning and its role in improving learning outcomes.

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