

The Availability Of Computer Skills Needs For Distance Learning That Islamic Education Teachers Possessed For The Secondary Stage In Jordan When The Outbreak Of The (Covid-19) Epidemic

Mohammad A. Alomari, Ahmed M. Najadat

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Abstract

The aim of this study was to identify the availability of Computer Skills necessary for distance learning that Islamic Education Teachers possessed for the secondary stage in Jordan when the outbreak of the (Covid-19) epidemic. The sample of the study were Islamic education teachers affiliated to the Second Education Directorate in the Governorate Irbid in Jordan, a descriptive and analytical approach was used to collect data from the study sample. To achieve the aims of the study and answer its questions researchers used a questionnaire consisted of (47) skills, distributed into (5) area They were: skills for planning for teaching, skills for selecting educational materials, skills for activating educational materials, skills for designing educational materials, and skills for Assessing educational materials, its validity and reliability were confirmed. The results showed that the extent of computer skills required for distance learning available to teachers were of a moderate degree, and that there were no statistically significant differences at the significance level ($\alpha \geq 0.05$) in the availability of the necessary skills for distance learning among Islamic education teachers of the secondary stage in Jordan when the Epidemic (Covid-19) and its use in teaching on all variables of the study.

1. Introduction

As a result of the acceleration in technological progress and the emergence of many inventions that led to the development of the teaching profession, as many educational institutions rushed to integrate this technology into the education process, employ it to achieve its goals, and benefit from it inside and outside the classroom, especially in these days when it is confronted with The world pandemic (Corona-Covid-19), which was considered one of the most severe and widespread diseases; This prompted educational institutions to adopt modern technologies in education. As a distance learning technology; As this study was completed during the period in which the Jordanian government issued a notification requiring the transfer of studies in all Jordanian educational institutions from the face-to-face study system to online study system, which consequently led to a wave of discontent among a large group of teachers who were not in Most of them are qualified to teach through this type of education, and some of them have not even practiced it in their lives. Which encouraged the researchers to continue to accomplish this work? The threat posed by the Covid-19 epidemic has led to an unprecedented change in the educational system around the world. In addition to the economic and social effects, there is a dilemma represented by the acceptance of the new educational system, "e-learning" by students within educational institutions. This forced student to deal with several types of environmental, electronic and mental conflicts due to this epidemic and the problems it brought about (Al-Okaily, Alqudah, Matar, Lutfi, & Taamneh, 2020).

The (Covid-19) epidemic has caused a problem to a total of (1,1,186,127,211) students, and has affected (144) countries, and Figure (1), which was issued by UNESCO on May 25, 2020, shows that (UNESCO, 2020)

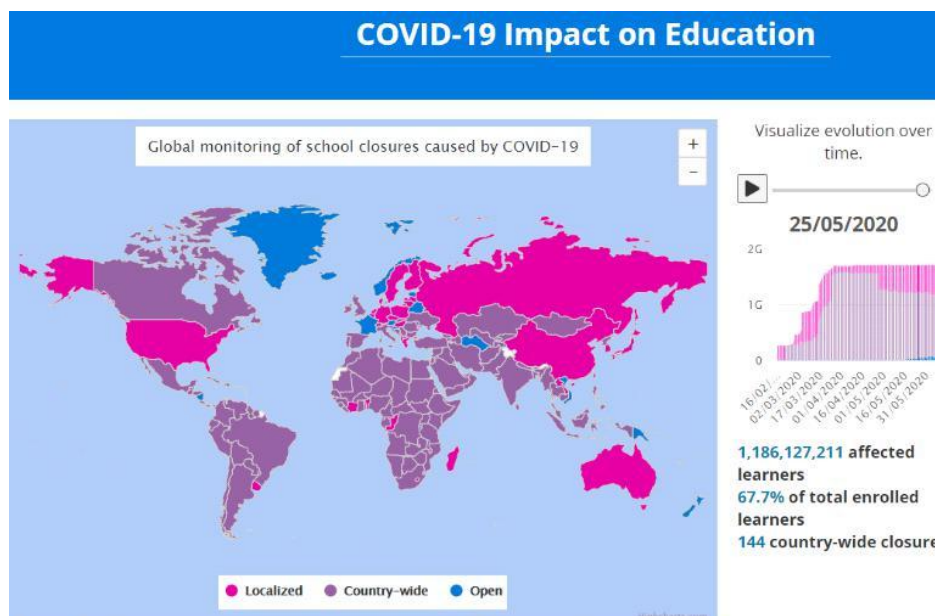


Figure 1: Screenshot of interactive dashboard created by UNESCO.

Figure 1: Coved-19 Impact on Education.

The Australian Institute of Teaching and School Administration (AITSL) noted that the threat posed by "Covid-19" has led educators in Australia and around the world to search for better ways to continue supporting students' learning outside the traditional school or early childhood environment. This means that many are looking to solutions such as virtual / online learning or home schooling at scale. There are now countless new resources, guides, and lists of best practices on how to offer education online, including a focus on what students and parents should do to actually get the most out of their learning (AITSL, 2020).

The teacher is considered one of the most important inputs to the educational process, the focus of the educational mission, and the main pillar in the success of the educational and educational system, for the roles he plays in achieving the intended educational results (Aljawarneh&Atan, 2018). The teacher's profession is one of the most honorable and dangerous professions, as he helps learners to be aware of the problems of their societies and contribute to solving them, and accustom them to self-discipline and respect for others, and it bears the responsibility of developing and preparing future minds and personalities (Aljawarneh& Al-Omari, 2018). Therefore, educational, and psychological sciences emphasized the need to prepare it scientifically, culturally, professionally, and technologically well (Al-Blaihed, 2015: 700).

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The teaching profession in the Islamic religion has had a great share of interest as it is an investment in the minds of individuals and in developing their personalities in all its aspects. The scholars of Islamic educational thought have emphasized the importance of the teaching profession and have set rules, foundations and principles for teachers and learners, so that the teacher has a prominent position in society (Al-Omari, et al., 2018). And no one denies that the teacher helps to build a strong generation that will bear responsibility later on and be a good, beneficial and productive citizen, and contemporary educational systems seek to develop the educational process and view it as a profession that has its origins, and this idea is not new, as it had firm and distinct roots in history, Then it developed through the different ages, as it passed sometimes through factors of strength, and at other times factors of weakness and decay, until the modern era came to work on comprehensive

and advanced educational models, not limited to an educational or educational stage, but rather included all stages of education for different groups (Wuswas and Al-Jawarina, 2014: 900).

The use and concept of Islamic education is not known in the Islamic heritage, as it is a newborn and formative concept. The different stages of education, which consist of educational objectives, content, activities, and an assessment; To develop contemporary educational curricula (Al-Jallad, 2004: 30). The development of Islamic education on those who confront its teaching has unparalleled consequences and responsibilities for other teachers. The Islamic education teacher is not an employee in the ministries of education and says his word and goes on. Islamic education has a great impact on the life of the individual in the Islamic community, as it must strive to achieve the goal of the Islamic religion in the Muslim community (Saudi Arabia, 2011: 290).

Accordingly, if the teacher has the necessary skills that must be mastered to perform his educational and administrative tasks through the distance education system, to be able to carry out his work tasks (Al-Jawarneh, 2016). especially teaching through the distant knowledgeable; It is considered a given issue, on top of which is the skills to use the computer, its software, and its networks in this system. The two researchers define a skill as the competence, ability, or knowledge that a person must possess to perform a task assigned to him with an acceptable degree of mastery (Mahafzah et al., 2020).

Computer skills are defined as "the systematic application of the principles and theories of education scientifically to the actual reality of the field of learning, or it is the science of applying knowledge for educational purposes in an organized manner (Al-Toudari, 2009: 17). It is also defined as "an integrated process based on the application of a structure of science and knowledge on human learning and the use of human and non-human learning resources that confirm the learner's activity and individuality through the methodology of a systems approach to achieve educational goals and reach more effective learning" (Solomon, 2020: 1286).

The researchers define it as the ability and knowledge to drive a computer in the best way that leads the student to benefit from it as much as possible.

The use of computers has witnessed a qualitative development in the service of the educational process, whether by using the computer-aided education pattern, or by using the computer-managed learning style, which led to the increasing spread of educational computer programs in the recent era, as the usual methods became insufficient to bring about the desired changes, and the solution Intractable problems and building a comprehensive learner personality capable of dealing with development and modernity, while modern educational methods have focused on the use of high-level educational technology and contribute to changes in pupils' knowledge (Huppert, Yaakobi, and Lezarovvitz, 2001).

And when technology is used in education, the importance of the teacher increases and his role differs, unlike what some think that e-learning will ultimately lead to dispensing with the teacher and canceling his role completely, but that education using technology only needs a skilled teacher who is proficient in the methods and skills of e-learning, who is proficient in his subject. Scientific, who wants to supply every hadith in his field of specialization (Al-Da'abseh, et al., 2018). The skills of using educational technologies, especially the computer, are among the most important teaching skills that the teacher must possess and employ in any educational situation, so he can use them to clarify abstract concepts and different ideas (Zagoul, 2017: 49).

The use of computer skills in the educational process increases the efficiency of the educational position because it leads to: Raising the efficiency of the educational process, as it helps to save time and effort and confront the shortage in preparing educated teachers, encourages activity, self-learning and self-learning among learners, and provides various methods and methods in education, including It is commensurate with the individual differences between the learners and their learning conditions, and the diversification of methods of reinforcement in a way that motivates the learner to continue in the process of achievement and skill acquisition, making the friction between the learner and what he learns direct and effective friction, and providing more potential, energy, efficiency and effectiveness for the educational process (Mansour, 2015; Muhammad et al. , 2004).

From this standpoint, the importance of integrating technology with learning has emerged in the current period significantly, and the need to pay attention to models of educational technologies, such as computers and their applications in education, learning resource centers, educational satellite television stations, distance learning, and other technological materials and devices, as a result of the great role It plays in improving and improving the educational process (Al-Jamal, 2004: 100; Al-Omari, 2015: 110; Alwagfi et al., 2020).

The use of technology in education has become an irreplaceable option, and it is an urgent necessity in light of the modern technological revolution and the communication revolution, which means the inability to dispense

with it in all fields of education, which requires the need to qualify and prepare teachers professionally to qualify them to deal with this modern technology (Alshare et al., 2020). and the necessity They have the competencies of educational technology, as many studies have indicated (Olayan, 2019: 272; Omar, 2016; 227).

And in view of the competencies and computer skills and their importance in teaching, which today has become a necessity more than a luxury (al-Bourini et al., 2020). In order to keep pace with global educational developments, and keep pace with developments and changes, this matter called for the need for the teacher in general to possess a set of these skills and competencies that he needs to practice the teaching process tightly (Al-Mahmadi, 2013: 4,5).

Through online education, several goals can be achieved, including: Providing school students, teachers and administrators of all educational systems with information that meets their needs, providing education to anyone in any place and time, helping to bridge the digital gap between modern technology and integrating it into the curriculum, and providing teachers with the means that help them communicate ideas to their students, and adapt school materials based on needs (Alsafadi et al., 2020). For individual students, students can browse educational content and their curricula, and communicate with their teachers through multiple means of communication such as: e-mail and group study sessions, and teachers can perform the process of guidance and direction through group study sessions, and enable them to design and produce their own scientific material And despite the efforts made to implement distance education, there are obstacles that prevent the full implementation of this strategy, and these obstacles include weak infrastructure, the cost of development, limited appropriate electronic content, lack of human interaction, unequal opportunities (Banyhamdan et al., 2020). as well as the technical challenge and the language barrier, And the economic factor, and the lack of acceptance of some educators and teachers of modern technologies (Ibrahim and A. Bo Rawi, 2020).

Distance learning is defined as “a system that includes arrangements that make it possible for people to learn at a time, place and speed that suit their conditions and requirements (Hamza, 2015: 113). And on the basis of the importance of technologies in education, It has become necessary to introduce these technologies into the educational system and the educational process in the educational process and in the field of teaching Islamic education (Aljawarneh et al., 2020). especially in the secondary school classes. Therefore, this study came to reveal the availability of computer skills necessary for distance learning that Islamic education teachers possessed at the secondary stage in Jordan when an epidemic broke out. (Covid-19).

2. Literature Review

The two researchers have reached - within their knowledge - a set of previous studies that are directly related to the current study, and they can be reviewed from the oldest to the most recent:

The customer (2016) conducted a study aimed at revealing the degree of availability of requirements for applying e-learning in teaching Islamic education, from the viewpoint of a sample of Islamic education teachers, in the Jordanian governorates of Jerash and Ajloun. To achieve the objectives of the study, a questionnaire was developed distributed into five domains, and the sample of the study consisted of (174) male and female teachers. The results of the study indicated that the degree of overall availability of e-learning requirements in teaching Islamic education was medium. The requirements for the application of e-learning related to the Islamic education teacher came in the first place, followed by the requirements for the application of e-learning related to the student, then the requirements for the application of e-learning related to the curriculum, and in the fourth place the requirements for the application of e-learning related to organizational and technical matters. The application of e-learning related to the educational environment. The results of the study also showed that there are statistically significant differences in the field of e-learning application requirements related to the teacher due to training courses, and in favor of male teachers who have taken training courses in the field of computer.

Al-Wondawi (2017) also conducted a study aimed at identifying the degree to which geography teachers practice the basic stage of technological competencies in the Fourth Amman Directorate of Education from their point of view. The descriptive approach was used. The study sample consisted of (87) male and female teachers. The results showed that the degree of teachers' practice of competencies was moderate in all areas of the tool as a whole, and that there were no statistically significant differences in the extent of practice attributable to the variable of experience and qualification, and the presence of statistically significant differences in the extent of practice attributing to the gender variable on the field of competencies of designing lessons for the benefit of the teachers.

Shaaban (2018) conducted the study aimed at identifying the degree to which Islamic education teachers at the secondary stage in Mafraq governorate possess computer competencies from their point of view. To achieve the aims of the study, the researcher followed the descriptive approach. The sample of the study consisted of (100)

male and female teachers. Apply on it a questionnaire consisting of (45) items. The results of the study showed that the degree of Islamic education teachers' possession of computer competencies came to a high degree, and the results showed that there were no statistically significant differences in the degree of possession of computer competencies attributable to gender variables, scientific qualification on the tool as a whole and in all fields, and the presence of significant differences in the degree of ownership of competencies. Computer attributable to the teaching experience in favor of the group more than (10) years.

Hennawi and Najm (2019) conducted a study aimed at identifying the degree of readiness of primary school teachers in government schools in the Nablus Education Directorate, to employ e-learning from their point of view. The study adopted the descriptive, analytical and relational approach, and it formed a community of (617) male and female teachers and used the questionnaire as a tool to collect data. It consisted of (40) items, divided into three areas: the competencies domain, the trends, and the obstacles. The study found that the overall score for the three fields was high, and there were no statistically significant differences in the two fields of trends and obstacles due to variables: age, daily use of the Internet, and number of courses in the field of information technology, while statistically significant differences were found in the field of competencies attributable for these variables, and the presence of a positive, direct, statistically significant relationship between the level of e-learning competencies of the first basic stage teachers and the degree of their attitudes towards employing it at this stage. And the existence of an inverse negative relationship with statistical significance between the degree of obstacles to employing e-learning in the first basic stage from the viewpoint of its teachers and the degree of their attitudes towards this employment.

Al Mahfouz and Al Shamlati (2020) conducted a study aimed at identifying the degree to which Islamic education teachers at the elementary stage possess the necessary teaching competencies from the viewpoint of educational supervisors and school leaders in the Kingdom of Saudi Arabia. The research sample consisted of (18) leaders of primary schools, and (10) educational supervisors for the Islamic education course. Their observations on the degree to which Islamic education teachers in the elementary stage possess teaching competencies were taken through the observation card prepared for this purpose, and the research followed the descriptive approach. The study found that the degree of Islamic education teachers' possession of teaching competencies for the elementary stage in the personal traits axis was medium, and in the other study axes all came with a high degree.

It appears from the presentation of previous studies that all these studies have dealt with the competencies of educational technology in general, and some of them dealt with the degree of ownership of these competencies by teachers, while others focused on the degree of their practice, such as the study (Al-Wondawi, 2017), while there are studies conducted To reveal the degree of availability of requirements for the application of e-learning such as a study (the customer, 2016), and studies conducted with the aim of identifying the technological competencies necessary for teachers to teach other educational subjects such as the study (Al-Wandi, 2017), in teaching geography or in teaching in general as a study (Hinnawi and Najm, 2019), and others were conducted with the aim of revealing the level of availability of these competencies among teachers in countries other than Jordan, as a study (Hanawi and Najm, 2018; Al Mahfouz and Al Shamlati, 2020).

This study is distinguished from the previous studies contained in this study in that it will search for the availability of computer skills necessary for distance learning that Islamic education teachers possessed for the secondary stage in Jordan during the outbreak of the (Covid-19) epidemic.

Through the work of researchers as faculty members at the university, and by supervising Islamic education teachers in schools for several years; They noticed a weakness in the practice of Islamic education teachers in the secondary stage of computer skills, and as a result of this weakness, some studies, such as the study (Ibrahim and Al-Failakawi, 2018) recommended the application of a real evaluation related to educational techniques to extract all the teachers' needs, and many studies were recommended in light of their results, as a study (Al-Aroud, 2020; Al-Qabati, 2015) by holding courses in the field of educational technologies in teaching performance in order to reach the desired goal.

Educational institutions at all levels try to take advantage of computer technologies in distance education to solve the problems facing the educational learning process, to keep pace with technological development, and based on the importance of using technology and its role in improving the quality of education, through its ability to make a qualitative leap in preparing and qualifying teachers. On the other hand, it became evident to researchers that the programs for preparing teachers who teach Islamic education subjects are devoid of any teaching courses in order to equip them with some computer skills in education, and their lack of practice of these computer skills during teaching despite their importance for every individual in the educational situation

and their need for it as it aims to evaluate knowledge and trends And the skills needed to make teachers able to master e-learning according to the pre-defined educational outcomes.

Some studies have shown that the methods and methods of teaching Islamic education often deviate from the elements of excitement and suspense, and are limited to recitation and indoctrination, and that some teachers of Islamic education are content with the blackboard thinking that it fulfills the required purpose in the process of teaching and learning and whoever looks at the reality of Islamic education as a method and teaching knows the difference It is between it and other subjects, as the usual teaching method prevails in teaching Islamic education, which reduces the students' benefit from this subject and achieves the required goals (Al-Subaie, 2009).

This is confirmed by the study conducted by (Abu Latifa and Issa, 2013) through a study they conducted on a comparison between Islamic education teachers and mathematics teachers in the degree of their use of information and communication technology, as they indicated the low level of teaching competencies required for Islamic education teachers, especially the efficiency of employing educational technology.

The importance of the study: The importance of the study comes from the importance and role of the Islamic education teacher in the educational process, if the teacher is the cornerstone of the educational process, and through it learners acquire knowledge, trends and learning skills, so the importance of the study lies in the following: Presenting a clear vision of the importance and effectiveness of modern technology in developing and improving the educational process and providing elements of: time, effort, and money to take the appropriate action in light of this perception. Provide feedback to the individuals of the study sample and those responsible for the educational process in identifying the most prominent applications of modern technology that can be employed in the Ministry of Education, and on the needs of teachers with regard to the possession and use of technologies, and in directing teachers' awareness of the importance of computer skills, and contributing to increasing their practice to her. Benefiting from the results of the study in the process of developing teacher preparation programs in educational institutions through the orientation towards educational technology, and the development of in-service teacher training tools on the basic computer skills necessary for the teacher and the actual needs, so as to achieve the desired goals and in line with modern directives in education. Enhancing previous studies in the field of educational technology competencies for teachers and opening the way for other studies that seek to define the computer skills needed for teachers in general.

3. Methodology

To achieve the two objectives of the study, the two researchers followed the descriptive approach to its relevance to the nature of the study and its objectives. Study population and its sample: The study population is represented by Islamic education teachers at the secondary stage working in the Second Education Directorate in the Governorate of Irbid, where the number of members of that community reached (62) teachers, of whom (36) female teachers, and (26) teachers, and they represent a community And the study sample at the same time; Because the number of the study population is relatively small, and Table (1) shows the distribution of the sample members according to demographic characteristics.

Table 1: demographic characteristics

Variables	Category	Repetition	percentage
gender	Teacher (male)	26	41.9
	Teacher (female)	36	58.1
	Total	62	100.0
Qualification	Bachelor	25	30.4
	Postgraduate	37	59.7
	Total	62	100.0
employment qualifications	Less than 5 years	7	11.3
	510-years	18	29.0
	More than 10 years	37	59.0
	Total	62	100.0

The researchers, based on the available educational literature related to the sources and references related to Islamic education, its curricula, teaching techniques, previous studies and educational research, designed a list of computer skills needed for Islamic education teachers in the secondary stage, which was arranged and organized in the form of a questionnaire to determine the extent of availability of teachers, which was formed in

Its initial image of (58) skills, distributed into (5) areas: the field of planning for education (11), the field of selecting educational materials (14) skills, the field of activating educational materials (12) skills, and the field of production of educational materials and programs (11) skill, The field of Assessing educational materials is (10) skills.

The validity of the tool's content was verified by presenting it to a group of respondents selected from Yarmouk University professors, including (5) specialists in curricula and methods of teaching Islamic education, (5) specialists in teaching techniques, and (2) specialists in measurement and Assessment, with the aim of judging The degree of relevance of the item, its clarity, and relevance to the field, and the integrity of the phrasing. Some changes were made in the linguistic wording, and some items were amended based on observations and suggestions (85%) of the arbitrators, and the tool in its final form consisted of two parts: First: General data related to the sample members, in terms of: gender, academic qualification, job experiences, The second: It consisted of (47) educational technological skills, formulated in the form of items that were graded according to the five-point Likart scale in a degree (very large, large, medium, few, very few), and these skills were distributed into (5) areas, namely: The field of education planning (9) A skill, the field of selecting educational technologies (12) skills, the field of activating educational technologies (9) skill, the field of producing educational materials and programs (8) skill, and the field of Assessment (9) skills

The two researchers conducted a test of the internal consistency of the items of the study tool, by calculating the Cronbach's alpha coefficient, as the Cronbach's alpha method depends on the consistency of the individual's performance from one item to another, and it refers to The strength of correlation and cohesion between the scale items. In addition, the alpha coefficient provides a good estimate of stability. Although there are no standard rules regarding appropriate values for the Cronbach Alpha coefficient, in practice ($\alpha \geq 0.05$) is considered reasonable in research related to management and the humanities.

Table 2: the coefficient of stability of the internal consistency Cronbach alpha of the instrument with its ranges

Domains	Number of items	Cronbach Alpha Coefficient
skills of planning for teaching.	9	0.89
skills for selecting educational materials.	12	0.78
skills for activating educational materials.	9	0.80
skills for designing educational materials.	8	0.84
skills for Assessing educational materials.	9	0.86
The whole questionnaire	47	0.95

Table (2) shows that the Cronbach alpha coefficients for the fields of study ranged between (0.80-0.89), the highest was in the field of "skills of planning for teaching", and the lowest was in the field of "skills for Assessing educational materials", and the Cronbach alpha coefficient for the tool as a whole was (0.95). All the stability coefficients are high and acceptable for the purposes of the study. The reliability coefficient (Cronbach alpha) is considered acceptable for the purposes of this study.

Defining the study problem and developing a plan for it. Study computer skills, distance learning, and Covid-19, based on educational literature in the sources and references of Islamic education books and their curricula, teaching techniques, previous studies, and educational research. Developing computer skills and drafting them in the form of items by reviewing the lists of skills that were prepared in Arab and non-Arab countries, to build a questionnaire to which teachers answer them in five-step increments. Extracting the indications of the validity and reliability of the instrument, as indicated in the item validity and reliability of the instrument. Approval of the application of the study tool in coordination with the concerned authorities: The Second Education Directorate in Irbid Governorate for the purpose of facilitating the task.

Distributing the questionnaire to the members of the study sample, who are (62) teachers and their instructors in the second semester of the 2019-2020 academic year, explaining the importance of its study and its objectives, then collecting the questionnaire from the sample members. Unpacking the responses, entering data into the computer's memory, and using the SPSS program to analyze them. Monitor the data for the statistical analysis process, then present and discuss the results, and initiate recommendations and proposals considering their interpretation.

The dependent variable

the availability of computer skills possessed by Islamic education teachers at the secondary level, and it has five domains: (planning for education, selecting educational materials, activating educational materials, designing educational materials, and Assessing educational technology).

The first question: What is the extent of availability of computer skills that Islamic education teachers possessed for the secondary stage in Jordan when the outbreak of the (Covid-19) epidemic, according to their viewpoint? To answer this question, the two researchers extracted the arithmetic means and standard deviations for the sections of the fields of availability of computer skills for Islamic education teachers in the secondary stage, as follows:

Table 3: Arithmetic means and standard deviations. The fields of study are arranged in descending order according to the arithmetic means.

the field	Arithmetic mean	standard deviation	Relative importance
Planning	3.20	580	Medium
Selection	3.10	580	Medium
Activation	3.13	580	Medium
designing	2.52	660	Medium
Assessment	2.91	540	Medium
The general rate	2.92	540	Medium

Table (3) shows that all the fields came with a medium degree, as the area of skills related to planning came first with an arithmetic mean (3.20) and a standard deviation (0.58), and the selection field came in second place with an arithmetic mean (3.10) and a standard deviation (0.58), and the field of activation came in the rank The third, with an arithmetic mean (3.13) and a standard deviation (0.58), and the design field came in fourth place with an arithmetic mean (2.52) and a standard deviation (0.66), and the Assessment came in the fifth and last place with an arithmetic mean (2.91) and a standard deviation (0.54). The researchers consider that the degree (average) obtained by the estimates of Islamic education teachers on the availability of computer skills and their use in teaching remotely is a satisfactory result, although it may appear to many researchers to be otherwise. It is imperative to pay more attention to this matter, otherwise knowledge and the learner will be lost according to their opinion, and this result may be attributed to many factors, the most important of which is that many teachers of the specialization consider the Islamic education subject to be a theoretical subject and do not need technical means to help in understanding it, in addition to not These teachers are aware of how to use educational materials and apply it in this process, in addition to that these teachers did not receive the adequate training, guidance and encouragement necessary to develop their skills and competencies necessary to practice these skills and use them in teaching, and they were not previously exposed to the position of distance education that teachers were forced by due to the Covid-19 pandemic -19. This result was in agreement with the result of the study (Al-Wondawi, 2017), whose results all showed that the availability of educational materials competencies in education was moderate, and it differed with the result of the study (Shaban, 2018; Hanawi and Najm, Al Mahfouz and Al Shamlati, 2020), whose results showed a degree of High possession. The arithmetic averages and standard deviations were extracted for the items in the field of planning skills for education in descending order, and Table (4) shows that

Table 4: The arithmetic means and standard deviations for the items in the field of skills of planning for teaching, in descending order

level	the number	Item	mean	standard deviation	Importance Relativity
1	5	I Realize the importance of simplicity and clarity in advance planning of educational technologies.	3.72	0.77	High
2	6	Make sure to provide the elements of excitement and attract the learners' attention to the educational materials	3.43	0.74	Medium
3	1	Analyze the Islamic education curricula to determine their needs for educational materials, tools, and devices	3.30	1.05	Medium
4	8	Determine the appropriate educational methods and strategies to achieve the desired goals	3.27	0.76	Medium
5	7	Consider the conditions that must be met in	3.18	0.77	Medium

		designing educational technologies.			
6	3	Analyze learners' characteristics to determine appropriate educational technologies and programs	3.11	0.79	Medium
7	2	Analyze the learning objectives to determine the appropriate instructional materials to achieve each goal	3.08	0.89	Medium
8	4	Identify the components and parts of educational materials	2.91	0.87	Medium
9	9	I Create a variety of alternative activities to consider individual differences between learners.	2.80	0.97	Medium
The general rate			3.20	0.58	Medium

Table (4) shows that the arithmetic averages of the items in the field of skills of planning for teaching ranged between (2.80-3.72), the highest of which was for item No. (5), which states: "I realize the importance of simplicity and clarity in prior skills of planning for teaching" with an arithmetic average (3.72) and a high degree. Item No. (9) came in last place, which states "I Createa variety of alternative activities to consider individual differences between learners" with a mean of (2.80) and a medium degree, and the arithmetic mean of the field as a whole was (3.20) with a medium degree. This result may be attributed to the fact that Islamic education teachers are mostly graduates of Sharia colleges, and they are often not qualified to teach in schools, so it seems that this reason has affected their possession of computer skills in general and the skills of designing educational materials in particular, and the results of this study were agreed. With the result of the study (Al-Wondawi, 2017), and it differed with the result of a study (Al-Ashery, 2017).

The arithmetic averages and standard deviations of the educational selection field items were extracted in descending order, and Table (5) shows that

Table 5: The arithmetic means and standard deviations for the items in the selecting educational materials field, arranged in descending order

level	the number	Item	mean	SD	Importance Relativity
1	7	I Consider the security and safety component when selecting an educational material	3.70	0.93	High
2	8	Choosing the appropriate educational materials that achieves educational goals	3.68	0.83	High
3	9	Choosing the appropriate educational materials for the educational content.	3.22	0.80	Medium
4	11	Use the learning resources available on educational websites on the Internet.	3.19	1.01	Medium
5	10	Choose the appropriate teaching materials for teaching methods and strategies	3.13	0.80	Medium
6	2	identify the characteristics of educational materials and its ability to attract learners' attention	3.06	0.90	Medium
7	4	can search through the Internet for educational materials I need.	3.01	0.92	Medium
8	12	consider that the educational materialscontain one specific idea that fits the requirements of the educational situation	3.00	1.02	Medium
9	3	Consider the availability of the element of modernity and scientific accuracy in the content of educational materials.	2.95	0.95	Medium
10	5	Determine the appropriate time to use educational materials.	2.83	0.87	Medium

11	1	Consider the criteria and conditions necessary for the selection of educational materials.	2.76	0.87	Medium
12	6	I respect the principle of intellectual property for the owners of the technology I choose.	2.67	1.14	Medium
The general rate			3.10	577	Medium

It appears from Table (5) that the arithmetic averages of the items in the field "skills for selecting educational materials" ranged between (2.67-3.70), the highest of which was for item No. (7), which states " I Consider the security and safety component when selecting an educational materials" With an arithmetic average (3.70) and a medium degree, and in the last rank item No. (6) which states "I respect the principle of intellectual property for the owners of the technology I choose" with an arithmetic average (2.67) and a medium degree, and the arithmetic average of the field as a whole is (3.10) with a moderate degree. The two researchers can confirm that the main reason that will be repeated in every field of study is that the training of these teachers was done on the basis that they will not go to the teaching profession, but rather to other fields such as public speaking, preaching and counseling, Islamic banks, and Sharia courts. The researchers did not have any study dealing with the educational materials selection skills, by comparing it with this result.

The arithmetic averages and standard deviations of the items of the field of skills for activating educational materials, were extracted in descending order, and Table (6) shows that:

Table 6: The arithmetic means and standard deviations for the items of the field of skills for activating educational materials, arranged in descending order

level	the number	Item	mean	standard deviation	Importance Relativity
1	1	I can operate and use a computer	3.63	0.81	Medium
2	4	I can use the school's internet as a renewable source of information	3.23	0.92	Medium
3	3	I can handle minor technical problems	3.31	0.81	Medium
4	2	I can present the information in a simple and interesting way	3.24	0.92	Medium
5	5	I have the skills of storing and retrieving information	3.23	0.92	Medium
6	6	I can download and receive homework from students through the educational platform	3.16	0.92	Medium
7	7	I can correct assignments and send grades to students	3.13	0.91	Medium
8	8	I monitor learners' performance and learning while teaching	3.03	0.86	Medium
9	9	I can use social media platforms to teach a tutorial	2.21	1.03	Low
The general rate			3.13	583.	Medium

Table (6) shows that the arithmetic averages of the items of the field, the skills for activating educational materials,, ranged between (2.21-3.63), the highest was for Item No. (1), which states "I can operate and use a computer" with an arithmetic average (3.63) and a medium degree, and in order The last item No. (9), which states, "I can use communication platforms to teach an educational lesson," with an arithmetic average (2.21) and a low score, and the arithmetic average of the field as a whole is (3.13) with a medium degree. This may be attributed to the course plans drawn up by the colleges of Sharia or Islamic studies that did not take into account students 'acquisition of educational materials because they do not focus on the teaching process in the first place. This result was in agreement with the result of the study (Al-Zaboon, 2016; Al-Wandi, 2017), which confirmed that the extent of Islamic education teachers' use of educational materials was moderate, and it differed with the study (Shaban, 2018; Hinnawi and Najm, 2019; and Al Mahfouz and Al-Shamlati, 2020) which showed High degree.

Skills of designing educational materials

The arithmetic averages and standard deviations were extracted for the items in the field of skills for designing educational materials in descending order, and Table (7) shows that:

Table (7): The arithmetic means and standard deviations for the items of the skills for designing educational materials field, arranged in descending order

level	number	item	mean	standard deviation	Importance Relativity
1	1	I can produce computer educational software	2.71	0.94	Medium
2	2	I can download and upload computer materials over the Internet	2.67	0.83	Medium
3	3	I can produce computer educational lessons	2.58	0.88	Medium
4	4	I can produce educational films with a digital video camera	2.57	0.96	Medium
5	5	I can use Office apps to produce educational materials	2.56	1.05	Medium
6	6	I can produce interactive educational software	2.47	1.02	Medium
7	7	I use e-mail to communicate with students	2.31	1.08	LOW
8	8	I can modify some commercially produced tools in advance	2.29	0.98	LOW
The general rate			2.52	660	Medium

Table (7) shows that the arithmetic averages of the items in the field "Skills of designing educational materials" ranged between (2.29-2.71), the highest of which was item No. (1) which states "I can produce computer educational software" with an arithmetic average (2.71) and with a medium degree. In the last place is Item No. (8), which states "I can modify some of the previously produced commercially produced means" with an arithmetic average (2.29) and a low degree, and the arithmetic mean of the field as a whole is (2.52) and with a moderate degree. The researchers attribute this to the fact that the design of educational materials needs skills that the teacher must acquire while he is on school by studying courses in the production of educational aids and their techniques, and this is what the study plans of these teachers lack. something like that. This result is consistent with the result of a study (Elwandy, 2017).

The arithmetic averages and standard deviations were extracted for the items of the Assessment skills field, arranged in descending order, and Table (8) shows that.

Table 8: The arithmetic averages and standard deviations for the items of skills for Assessment educational materials field in descending order

level	number	item	mean	standard deviation	Importance Relativity
1	1	I can use different types to evaluate the instructional materials (pre-constructive, and concluding)	3.13	0.75	Medium
2	6	I can determine the extent to which instructional materials can contribute to addressing individual differences	3.05	0.73	Medium
3	2	I can provide immediate feedback to learners through the educational platform	3.04	0.77	Medium
4	3	I can identify the problems facing the process of Assessing students and educational materials	2.93	0.74	Medium
5	5	I can use Assessment results to improve and increase the effectiveness of	2.93	0.81	Medium

		educational materials			
6	8	I can put various electronic exams	2.93	0.74	Medium
7	7	I can determine the ability of educational materials to achieve educational goals of learners	2.91	0.65	Medium
8	9	I can evaluate the success of the ready-made (commercially available) educational materials in achieving the objectives of the Islamic education curriculum	2.75	0.87	Medium
9	4	I can create and use a bank of questions	2.56	1.14	Medium
The general rate			2.92	0.54	Medium

Table (8) shows that the arithmetic averages of the items in the field "Assessment Skills" ranged between (2.56-3.13), the highest of which was for Item No. (1), which states "I can use different types to evaluate educational materials (pre-constructive, and final)." With an arithmetic average (3.13) and a medium degree, and in the last rank Item No. (4) which states "I can create and use a bank of questions" with an arithmetic average (2.56) and a medium degree, and the arithmetic average of the field as a whole is (2.91) with a medium degree. It seems that the main reason for this also is the lack of training of these teachers during the study on the use of materials in teaching, and this in turn is related to the Assessment of its use as Assessment is permanently linked to use, and Assessment is an important part of the courses of teaching the use of materials in education

The researchers believe that the general result of the study, the result of each field of study, and the result of each item of the study, which came with a medium degree always, and not low as expected, despite the multiple reasons that confirm that this category of teachers did not receive the necessary education to select and activate materials in education. The reason for this is that most of these teachers have long experience in teaching (Table 1), which gave them some skills that they may have learned from their peers in other educational specializations, or because some of them undergo training courses held by the Ministry of Education for newly appointed learners in its schools, or because Insincerity in answering for fear of leaking information about their weak computer skill.

The second question: Are there statistically significant differences at the level of significance ($\alpha \geq 0.05$) in the availability of computer skills possessed by Islamic education teachers of the secondary stage in Jordan during the outbreak of the (Covid-19) epidemic due to variables (scientific qualification, and job experience)? To answer this question, the two researchers used the (T) test for independent samples to find the differences between the averages of the availability of computer skills for Islamic education teachers in the secondary stage.

Table (9): Results of T-test analysis for independent samples to find differences between the average availability of computer skills necessary for distance learning that Islamic education teachers possessed for secondary school in Jordan during the outbreak of the (Covid-19) epidemic according to the gender variable teacher (female / male).

Table 9: Results of T-test analysis

field	gender	number	means	SD	T	Statistical significance
Planning skills for education	male	26	3.12	44.	705.-	484.
	female	36	83.2	.68		
Selection skills of educational materials	Male	26	3.07	480	192.-	848.
	female	36	3.13	650		
Skills of activating educational materials	male	36	3.16	460	550.-	584.
	female	36	3.10	680		
Teaching material design skills	male	36	2.46	760	661.-	512.
	female	36	2.58	58.		
Educational materials assessment skills	male	36	2.90	50.	072, -	979.
	female	36	2.91	58.		

Technology skills as a whole	male	36	2.94	38.	543.-	590.
	female	36	3.00	55.		

Table (9) shows the results of the test analysis to reveal the differences between the average availability of computer skills needed for distance learning that Islamic education teachers possessed for the secondary stage in Jordan during the outbreak of the (Covid-19) epidemic at a significance level ($\alpha \geq 0.05$) depending on the gender (teacher And one parameter), the results showed that there were no statistically significant differences in the availability of these skills depending on the gender variable, and on the scale as a whole. This is due to the fact that teachers of Islamic education have studied in the same educational institutions, and have undergone the same educational programs in those institutions, and they teach in schools that have similar conditions with their technical and artistic capabilities, and they have been subjected to one training course for males and females. This result is in agreement with the results of the study (Lazboun, 2017; Shaban, 2018), and it disagreed with the results of the study (Al-Wondawi, 2017), which confirmed the existence of significant differences on the gender variable in favor of males. This difference may be attributed to the difference in the year in which the two studies were conducted and perhaps the different place in which they were conducted, and it had a role as well. The (T) test was used for independent samples to find differences between the average availability of computer skills needed for distance learning that Islamic education teachers possessed for the secondary stage in Jordan during the outbreak of the (Covid-19) epidemic according to academic qualification (Bachelor's, graduate studies), and Table (10) It shows Table (10): Results of T-test analysis for independent samples to find differences between the average availability of computer skills necessary for distance learning that Islamic education teachers possessed for secondary school in Jordan during the outbreak of the (Covid-19) epidemic according to academic qualification Bachelor, Postgraduate studies).

Table 10: Results of T-test analysis

field	Qualification	number	means	SD	value T	Statistical significance
Planning skills for education	Bachelor	25	3.25	740	083.	934.
	Postgraduate	37	3.15	430		
Selection skills of educational materials	Bachelor	25	3.11	710	255.	800.
	Postgraduate	37	3.09	460		
Skills of activating educational materials	Bachelor	25	3.07	680	827.	412.
	Postgraduate	37	3.11	410		
Teaching material design skills	Bachelor	25	2.62	670	1.089	281.
	Postgraduate	37	2.42	660		
Educational materials assessment skills	Bachelor	25	2.92	650	370.	317.
	Postgraduate	37	2.87	460		
Technology skills as a whole	Bachelor	25	3.00	60.	670.	506.
	Postgraduate	37	2.94	360		

Table (10) shows the results of the test analysis to reveal the differences between the averages of the availability of computer skills necessary for distance learning that Islamic education teachers possessed for the secondary stage in Jordan during the outbreak of the (Covid-19) epidemic at the significance range ($\alpha \geq 0.05$) according to academic qualification (Bachelor's degree, postgraduate studies), the results of the study showed that there were no statistically significant differences in the availability of these skills according to academic qualification, and on the scale as a whole. And by returning to the study schedules in the graduate programs of the Faculties of Sharia and Islamic Studies; The two researchers found that there were also no teaching courses, whether in master's or doctoral programs, concerned with educational materials, which may be attributed to the lack of differences between those who have bachelor's degrees and those who have higher degrees in the same specialty. The results of this study were in agreement with the results of a study (Al-Zaboon, 2016; Al-Wandawi, 2017; Shaban, 2018) and did not differ with the results of any of the studies.

To answer this question, the two researchers used the AOVA test to find the differences between the averages of the availability of computer skills necessary for distance learning that Islamic education teachers possessed at the secondary stage in Jordan during the outbreak of the (Covid-19) epidemic according to job experiences (less than 5 years, 5 years). - 10 years, more than 10 years), and Table (11) shows that table 11. The results of the analysis of the MSA test to find the differences between the average availability of the computer skills necessary

for distance learning that Islamic education teachers possessed for the secondary stage in Jordan during the outbreak of the (Covid-19) epidemic according to the functional experience (less than 5 years, 5 years old) - 10 years, more than 10 years.

Table 11:The results of the analysis of the MSA

field	employment qualifications	Number	means	SD	F	significance
Planning skills for education	Less than 5 years	7	2.98	.42	2.11	131.
	5-10years	18	3.25	68.		
	More than 10 years	37	3.37	51.		
Selection skills of educational materials	Less than 5 years	7	2.92	36.	2.51	091.
	5 - 10years	18	2.96	57.		
	More than 10 years	37	3.42	59.		
Skills activating educational materials	Less than 5 years	7	2.91	48.	2.09	134.
	5 - 10years	18	3.12	60.		
	More than 10 years	37	3.36	57.		
Teaching material design skills	Less than 5 years	7	2.56	27.	48.	619.
	5-10years	18	2.38	65.		
	More than 10 years	37	2.53	74.		
Educational materials assessment skills	Less than 5 years	7	2.69	41.	1.45	244.
	10-5years	18	2.95	54.		
	11years and over	37	3.12	56.		
Technology skills as a whole	Less than 5 years	7	2.82	33.	1.66	201.
	5-10years	18	2.88	46.		
	More than 10 years	37	3.09	50.		

Table (11) shows the results of the test analysis to reveal the differences between the average availability of computer skills necessary for distance learning that Islamic education teachers possessed for the secondary stage in Jordan during the outbreak of the (Covid-19) epidemic at a significance level ($\alpha \geq 0.05$) depending on the job experience (Less than 5 years, 5-10 years, more than 10 years), as the results showed that there were no statistically significant differences in the availability of these skills among teachers depending on the variable of job experiences, and on the scale as a whole. This is also due to the fact that the period of time that the teacher spends in the education process does not necessarily provide him with technical expertise because this type of experience needs training courses and programs in a practical way and does not acquire experience. This result was consistent with the results of the study (Al-Wondawi, 2017), and contradicted the results of a study (The Client, 2016; Shaban, 2018) which showed differences in favor of the longer experience category.

4. Conclusions

From the findings of the study, the researchers concluded the following It was found that the availability of computer skills necessary for distance learning that Islamic education teachers possessed for the secondary stage in Jordan when the outbreak of the (Covid-19) epidemic was moderate. That there were no statistical differences at the level of significance ($\alpha \geq 0.05$) on any of the study variables

5. Recommendations

In light of the findings of the study, the researchers recommend the following:

Directing the attention of teachers of Islamic education in the secondary stage to increasing the interest in their practice of computer skills in the process of distance teaching because of its great role in developing cognitive, scientific, and technological competencies. Enriching teacher training programs, especially in the College of

Sharia and Islamic Studies, in universities, in cooperation with the Ministry of Education, with educational technology courses in general, and courses to develop their competencies, and how to apply them in teaching. Establishing integrated training programs by the Ministry of Education to train teachers during service and repeatedly on the optimal use of the competencies of using educational materials in distance education, teaching. Conducting further studies on the possibilities of using distance learning for teachers in other school subjects. Conducting more studies in the field of educational technology competencies for teachers and their practice in the field.

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Author Information

Mohammad A. AlomariDepartment of Curriculum and Instruction, Faculty
of Education, Yarmouk University, Jordan**Ahmed M. Najadat**Department of Curriculum and Instruction, Faculty of
Education, Yarmouk University, Jordan
