

# The Extent to Which e-Learning is Being Utilized in Teaching the Islamic Education Curriculum in Ma'an Governorate Schools as Viewed by the Teachers

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Received: June 19, 2022

Accepted: July 11, 2022

Online Published: August 15, 2022

doi:10.5430/wje.v12n4p35

URL: <https://doi.org/10.5430/wje.v12n4p35>

## Abstract

This study aimed at revealing the extent to which e-learning is used in teaching the Islamic Education curriculum in the schools of Ma'an Governorate from the teachers' point of view. In order to achieve this, the researchers developed a questionnaire consisting of (20) items. The validity and reliability of the questionnaire were verified, which reached (0.86%).

The study sample consisted of (70) male and female teachers. The descriptive survey method was used in order to achieve the objectives of the study. To answer the questions of the study, the arithmetic averages, standard deviations, one-way ANOVA and Scheffe test were calculated.

The results showed that the most important teachers' estimates of the extent to which e-learning is used in teaching the Islamic education curriculum in schools of Ma'an Governorate were as follows in descending order: the reasons for poor usage of e-learning, the availability of e-learning, the ability to choose appropriate e-learning methods, and the reality of using e-learning.

Moreover, the results showed that there were no statistically significant differences attributed to the variables of gender and educational qualification. The results also showed the presence of statistically significant differences attributed to the variable of work experience in favor of the group of more than (14) years, in the field of reasons for poor usage of e-learning.

The study recommended the necessity of conducting training workshops for new teachers, and providing the necessary infrastructure in the field of e-learning in all schools.

**Keywords:** e-learning, Islamic education curriculum, Ma'an governorate schools, Ma'an governorate teachers

## 1. The Study Background

Taking into consideration the recent scientific developments that the world is witnessing, it has become necessary to change and diversify the methods and strategies used in the teaching process in order to keep pace with modern developments. The technology tools currently used in reforming the educational system can be classified into two types: traditional technology, such as projectors, paintings, models, and educational broadcasting. The second type is modern technology, such as the computer and its applications, and the associated local and global networks, such as the Internet and e-mail (Al-Gamalan, 2004).

Several educators have emphasized the importance of e-learning in terms of communication between students, and between students and the teacher as well as its contribution to achieving equality and providing curricula throughout the day on all days of the week (Al-Mousa and Al-Mubarak, 2005). While some educators stress the importance of e-learning as it contributes to providing a rich and multi-source educational environment; encourages communication between the parties of the educational system; contributes to education modeling; and contributes to preparing a generation of teachers and learners capable of dealing with modern technology and armed with advanced skills (Tudry, 2004).

It turns out that the appropriate employment of e-learning is reflected in benefits for the elements of the

teaching-learning process in general, and on teachers and learners in particular. This employment of e-learning is linked to the teachers' perceptions of it; as it can be considered as one of the most important elements that directly affect the Education Development Department sought by the Ministry of Education in Jordan (Al-Tawalbeh et al., 2009).

One of the most famous programs that the Ministry focused on is the International Computer Driving License (ICDL), with the aim of increasing teachers' abilities to employ technology tools in the educational process (Bani Atta, 2009).

Therefore, the Jordanian Ministry of Education took an interest in the e-learning project, through the establishment of the Ministry of Education's portal for the Educational Management Information System (EMIS) and linking the schools with each other, and activating the electronic curriculum by providing advanced and multiple educational technologies and materials in the educational process.

The Islamic education curriculum is considered one of the important subjects, therefore the Ministry of Education paid attention to it and updated its topics; considering them as important subjects for students in the basic stage. The Ministry of Education also worked on developing teaching methods and strategies in order to achieve the curriculum's goals (Budget, 2013).

The Ministry of Education employs Islamic Education books to contribute to students' acquisition of contemporary experiences. Islamic education books in Jordan have an effective role in developing awareness among students as they contain a good stock of various scientific and practical experiences, which contribute to instilling positive values and attitudes towards these experiences. Such positive values and attitudes become behaviors and approaches that the student follows for life, which is reflected in the society's progress and prosperity ('Ali Saleh', 2016).

Badrakhan (2006) defines the Islamic Education topic as: a topic that is presented to the students during the basic stage, specifically from the first to the tenth grade. The basic stage is part of the general education. It aims at raising students' awareness and preparing them to acquire practical skills and related concepts that serve student preparation programs in order to be productive individuals who possess a broad base of skills that help them adapt to life and its requirements.

(Ministry of Education, 2015) indicated that the Islamic Education aims at (1) providing students with the ability to communicate through graphics, symbols and terminology, (2) providing students with knowledge and skills that make them able to deal with technology data, and (3) raising students' awareness of the requirements of an intact family life and its health, economic and social dimensions.

It is possible to talk about the concept of Islamic Education according to a set of styles that are most common in different educational systems. The following will explain these three styles:

1. The integrative style: the integrative style is based on the fact that each curriculum has two main dimensions:
  - a. Theoretical dimension: which is concerned with the facts, concepts, knowledge and skills that are included in the scientific curricula.
  - b. Practical dimension: also known as the experimental, applied or performative dimension, which is concerned with performative skills and scientific activities.
2. The independent style: this style depends on the fact that Islamic Education is a very separate topic from other topics. It does not necessarily reflect the applied dimensions of other topics, but this does not preclude the existence of a link between what is included in the Islamic Education curriculum as an independent topic and what is included in other curricula.
3. The extra-curricular activities style: this style depends on achieving the goals of Islamic Education through extra-curricular activities, which are in the form of religious, scientific, or other committees; or scientific visits (Al-Twaisi, 2005).

As for e-learning, it is defined as: introducing electronic educational content through computer-based media to the learner in a way that allows him to interact actively with this content, with the teacher and with his peers, synchronously or asynchronously; as well as the possibility of managing this education through those media (Zaytoun, 2004).

E-learning is also known as: a method of learning using modern communication mechanisms such as a computer and its networks; multimedia of sound, image, and graphics. As well as the use of Internet networks in order to deliver information to the learner in the shortest time, least effort and greatest benefit (Al-Mousa and Mubarak, 2005).

(Turki, 2003: 5) identified the types of e-learning as follows:

1. e-learning with self-control: the learner controls the time of starting and ending the lesson, such as using educational materials stored on CDs.
2. e-learning by direct broadcasting from the educational website: It is similar to traditional education, but through direct electronic broadcasting, without the need for the teacher to be with the students in the same hall or classroom.

The factors that contribute to the increase in the use of e-learning technology around the world are:

3. The constant need for education and training due to the development in various fields of knowledge.
4. The need for education and training at the right time and place for the learner.
5. e-learning is one of the modern methods in the field of education and training in large companies (Arifi, 2003: 2-3).

### 1.1 The Study Problem and Questions

The problem of using e-learning in teaching the Islamic Education curriculum is considered one of the important problems facing those in charge of the educational process. Due to the seriousness of this problem, all efforts have been made to confront it by developing strategies to solve it because of the negative repercussions of this problem on students and society. Despite the interest of the Ministry of Education in using e-learning in teaching the Islamic Education curriculum, its implementation faces many problems on the ground. In order to overcome the phenomenon of students' resistance to the Islamic Education curriculum and increase their achievement, teachers must use the programmed learning method based on the results of many studies and research, including for example, (Mahasneh, 2015) study. As the researchers feel there is a problem, this study came to reveal the extent of the use of e-learning in teaching the Islamic Education curriculum in the schools of Ma'an Governorate from the teachers' point of view.

Accordingly, the study problem focuses on the following main question:

- What is the extent of using e-learning in teaching the Islamic Education curriculum in Ma'an Governorate schools from the teachers' point of view?#

From this main question, the following questions emerge:

- Are there statistically significant differences at the significance level ( $\alpha \leq 0.05$ ) in the extent to which e-learning is used in teaching the curriculum of Islamic Education in Ma'an Governorate schools from the teachers' point of view attributed to the *gender* variable?
- Are there statistically significant differences at the significance level ( $\alpha \leq 0.05$ ) in the extent to which e-learning is used in teaching the curriculum of Islamic Education in Ma'an Governorate schools from the teachers' point of view attributed to the *educational qualification* variable?
- Are there statistically significant differences at the significance level ( $\alpha \leq 0.05$ ) in the extent to which e-learning is used in teaching the curriculum of Islamic Education in Ma'an Governorate schools from the teachers' point of view attributed to the *practical experience* variable?

### 1.2 The Study Objectives

The study aims at shedding light on the following issues:

- Determining the extent to which e-learning is used in teaching the Islamic Education curriculum in Ma'an Governorate schools from the teachers' point of view.
- Finding out if there are differences in the extent to which e-learning is used in teaching the Islamic Education curriculum in Ma'an Governorate schools from the teachers' point of view attributed to the study variables (*gender, academic qualification, and work experience*).

### 1.3 The Study Importance

- This study may provide teachers with information about the extent to which e-learning is used in teaching the Islamic Education curriculum.
- It may provide mentors with information concerning the importance of using e-learning in teaching the Islamic Education curriculum.
- It may help teachers to use e-learning in teaching the Islamic Education curriculum.

#### 1.4 The Study Boundaries

The boundaries of the study were limited to the following aspects:

- Spatial boundaries: The study was conducted on schools of Al-Shobak District, Petra District, Southern Badia District, and Ma'an District, in Ma'an Governorate.
- Temporal boundaries: This study was implemented in the first semester of the 2019/2020 academic year.
- Human boundaries: this study was limited to school teachers of Al-Shobak District, Petra District, Southern Badia District, and Ma'an District, in Ma'an Governorate.
- Objective boundaries: The results of this study are limited by the psychometric characteristics of the study tools.

#### 1.5 The Study Terminology

- **e-Learning:** A method of presenting the Islamic Education curriculum in an integrated manner by creating an appropriate educational environment that helps the teacher and the learner to use the computer and websites to access information, knowledge, and skills with the least effort and during a specified period. It is measured by the questionnaire tool consisting of (4) topics and (20) items.#
- **The Islamic Education Curriculum:** A set of specific knowledge, skills, values, and experiences that were prepared by the Ministry of Education from the fourth grade to the tenth grade.
- **Ma'an Governorate Schools:** Public schools that provide students with education in Ma'an Governorate.
- **Ma'an Governorate teachers:** All teachers who teach in Ma'an Governorate schools, Al-Shobak District, Petra District, Southern Badia District, and Ma'an District, for the first semester of the 2019/2020 academic year.

#### 1.6 Previous Studies

After reviewing the theoretical literature and previous studies, the researchers did not find studies that were directly related to the title of the current study within the researchers' knowledge. The following are the most important studies related to the topic of the current study; the researchers presented them as follows:

(Dittrich, 1999) aimed at determining the effect of using the computer and the traditional method on students' motivation to learn. The study sample consisted of (183) fifth-grade students from Sabrina School in Texas. They were divided into two groups; the first group studied using the computer for (52) hours in subjects, namely: reading, mathematics, science, and social studies, while the second group studied in the traditional way. The results of the study showed that there were no statistically significant differences in students' motivation towards learning attributed to the teaching method used.

(Al-Youssef, 2001) entitled 'the effect of the utilization of instructional software in Al-hadeeth Al-nabawi Ashareef unit on tenth grade students' achievement in Jordan'. The study aimed at determining the effect of using instructional software in al-hadith unit on the achievement of tenth-grade students in Jordan. The study population consisted of all tenth-grade students in the Model School at Yarmouk University. The study sample consisted of (80) male and female students, and they were divided into two groups: experimental and control. An achievement test was prepared by the researcher to measure the students' achievement. The results showed that there were statistically significant differences attributed to the method of teaching and in favor of the use of instructional software.

(Conna, 2007) conducted a study entitled 'an investigation of incorporating online courses in public high schools curricula'. It aimed to identify the barriers and possible solutions to using online classes at the high schools level. The study sample consisted of (270) principals from secondary schools in Iowa, Missouri, and Nebraska. The results showed that the most obstacles were financial ones, then came the technological obstacles. The obstacles that came within a normal degree were the faculty's beliefs about the quality of e-learning and their interests in student motivation.

(Al-Safayani, 2008) aimed at determining the importance of using e-learning in teaching mathematics in secondary schools from the teachers and educational supervisors' point of view. Its random sample consisted of (160) female teachers and (40) supervisors. The results of the study showed that there were no statistically significant differences attributed to the age, educational level, number of training courses, specialization, and years of experience variables in determining the degree of importance of the use of e-learning. The study recommended the necessity of providing appropriate training and qualification opportunities for mathematics teachers at the secondary level, especially in the field of using e-learning.

(Al-Tawalbeh & Al-Masha'leh, 2009) aimed at investigating the Islamic Education teachers' perceptions of

e-learning. Information was collected through semi-open interviews with (22) male and female teachers who taught Islamic Education topics. After analyzing the data, teachers' responses to e-learning were classified into five main categories, from which a number of sub-categories emerged. Each category included specific perceptions centered on e-learning in terms of its importance to both the teacher and the student, the obstacles to its use, the feasibility of its training programs, and the suitability of this type of learning to Islamic education curricula. The study found some results, the most important of which is providing e-learning training programs for Islamic Education teachers.

(El-Hersh et al., 2010) entitled 'Obstacles of the application of e-learning systems as viewed by secondary school teachers at Al-Kurah district' aimed at revealing the obstacles to the use of the e-learning system from the point of view of secondary school teachers at Al-Kurah district. In order to achieve the objectives of the study, a questionnaire of (36) paragraphs was developed, divided into four fields. The study sample consisted of (105) male and female teachers who were chosen randomly during the first semester of the academic year (2008/2009). The results of the study concluded that obstacles related to teachers ranked first, followed by obstacles related to the administration, then obstacles related to infrastructure and basic equipment. Obstacles related to students came in last place. The results also indicated that there were statistically significant differences attributed to gender in the field of obstacles related to infrastructure and basic equipment in favor of males. The results also indicated that there were statistically significant differences attributed to qualifications in the field of obstacle related to students in favor of master's degree holders and higher. On the other hand, there were no statistically significant differences attributed to the impact of the training courses in all fields. The researchers recommended reconsidering the training courses offered by the Ministry of Education and improving the infrastructure in schools and its technical and technological equipment.

(Murad, 2014) entitled 'The reality of utilizing information communication technology for school teachers at Al-Shobak district schools and obstacles facing it'. This study aimed at identifying the extent to which a sample of teachers in Al-Shobak district can utilize technical skills, basic applications and software required to use information and communication technology (ICT) for educational purposes, as well as identifying the obstacles that limit their use of technology. The study sample consisted of (101) male and female teachers, who were randomly selected from the schools of the Directorates of Education spread throughout all areas of Al-Shobak district. The results of the study showed that the majority of the sample members practice the various applications and software of information and communication technology sufficiently, but their use and employment of ICT for teaching purposes was low. The results also showed that there were statistically significant differences attributed to academic qualifications and practical experience in the obstacles that hinder their use of ICT in teaching. The study made some recommendations, the most important of which were providing all the requirements of the educational environment necessary to implement e-learning strategies, and training students and teachers on using computers.

(Mahasneh, 2015) conducted a study entitled 'The effect of using programmed learning on the achievement of fifth-grade students in the Vocational Education curriculum'. The study aimed to reveal the effect of using programmed learning on the achievement of fifth-grade students in the Islamic Education curriculum compared to the traditional method. In order to answer the study question and test its hypothesis, the study sample consisted of (43) students from the fifth-grade students in a private school in the capital, Amman. The two classes were taken and one of them was chosen randomly to be an experimental group and was taught using programmed learning, and the other as a control group and was taught using the traditional method. Both groups were subjected to a pre and post achievement test. The arithmetic means, standard deviations, and analysis of covariance (ANCOVA) were found, and the results of the study showed that there were statistically significant differences at the significance level ( $\alpha = 0.05$ ) in the achievement of students attributed to the teaching method (programmed learning) in favor of the experimental group.

### *1.7 Commenting on Previous Studies*

It is clear from previous studies that researchers in various disciplines and study stages agree with the current study in terms of the importance of using e-learning in the teaching process, as most studies showed a set of results concerning the extent to which e-learning is used in teaching in line with this current study suggests. The results of some studies also showed that the most important reasons that reduce students' motivation to learn is the failure to use modern and advanced methods of teaching. The results also showed that the use of educational software increases students' achievement in academic subjects; some studies showed that the most important factors leading to the low use of e-learning are due to financial and technological factors. Some studies' results concluded that it is necessary to provide training and qualification opportunities for teachers in the field of using e-learning; reconsidering the training courses offered by the Ministry of Education; improving infrastructure and technical and

technological equipment in schools. Other studies recommended providing all requirements of the educational environment necessary to implement e-learning strategies and training students and teachers to use the computer. This study concurred with several previous studies, including (Dittrich, 1999); (Al-Youssef, 2001); (Conna, 2007). (Al-Sufayani, 2008); (Al-Tawalbeh & Al-Masha'leh, 2009); (El-Hersh et al., 2010); (Murad, 2014); and (Mahasneh, 2015).

What distinguishes this study from other previous studies is that it dealt with the extent of the use of e-learning in teaching the Islamic Education curriculum, unlike previous studies that did not - to the researchers' knowledge - address the study of this subject. Moreover, this study differs from previous studies in choosing an environment in which such studies were not applied as the schools in Ma'an Governorate did not witness applying such a study at the level of Islamic Education teachers. Thus, this study could be the backbone for other studies looking at the extent to which e-learning is used in teaching the Islamic Education curriculum.

## 2. Approach and Procedures

### 2.1 The Study Approach

This study adopted the descriptive survey method, as the study aims to reveal the extent to which e-learning is used in teaching the Islamic Education curriculum in Ma'an Governorate schools from the teachers' point of view.

### 2.2 The Study Population

The study population consisted of all (144) male and female teachers of Islamic Education in the schools of Al-Shobak District and Ma'an City. There were (51) male and (93) female teachers, during the (2019/2020) academic year.

### 2.3 The Study Sample

The study sample consisted of (70) male and female teachers. It was divided into (30) male and (40) female teachers who were chosen randomly. The sample members were distributed according to the study variables as shown in Table (1).

**Table 1.** Distribution of Study Sample Members according to Gender, Academic Qualification, and Work Experience

Independent variables	Variable level	Frequency		Percentage	
		Sub	Total	Sub	Total
Gender	Male	30	70	43%	100%
	Female	40		53%	
Academic Qualification	Bachelor's degree	45	70	64%	100%
	Other	25		36%	
Work Experience	Less than 5 years	12	70	17.2%	100%
	5 – 9 years	22		31.4%	
	10 – 14 years	15		21.4%	
	More than 14 years	21		30%	

### 2.4 The Study Variables

• Independent variables:

- **Gender:** male / female

- **Academic qualification:** bachelor's degree / other

- **Work experience:** less than 5 years / 5–9 years / 10–14 years / more than 14 years

• Dependent variable:

- The extent to which e-learning is used in teaching the Islamic education curriculum in the schools of Ma'an

Governorate from the teachers' point of view.

### 2.5 The Study Tool

The study tool consisted of a questionnaire developed by the researchers, by referring to specialists and experts in the field of measurement and assessment, and reviewing previous literature related to the subject of the study such as (El-Hersh et al., 2010). The study tool consisted of two parts:

- The first part included general information about the study independent variables in terms of: gender, academic qualification, and work experience in teaching.
- The second part consisted of (20) items that were ranked according to the five-point Likert scale (strongly agree, agree, neutral, disagree, strongly disagree) including information about the extent to which e-learning is used in teaching the Islamic Education curriculum in the schools of the study community. There were four main areas namely, the ability to choose the appropriate e-learning methods which included (4) items; the reasons for the weak use of e-learning which included (5) items; the reality of using e-learning which included (5) items; and the availability of e-learning which included (6) items.

### 2.6 Validity of the Tool

• **Face validity:** to verify the validity of the tool, it was presented to a group of expert arbitrators specialized in the field of measurement and assessment. The aim of the arbitration was to find out the appropriateness of the items for the study sample, and to determine the clarity of the items, and the integrity of the linguistic wording. After following the recommendations of the arbitrators, the researchers deleted the inappropriate items from the study tool and considered the opinions of the arbitrators as sufficient measures to ensure the validity of the study tool.

• **Construct validity:** To verify the indications of the validity of the hypothetical construction of the tool, it was applied to a survey sample consisting of (35) male and female teachers from outside the study sample. The correlation coefficients between each item and the total score were extracted on the one hand, and between each item and its relationship to the field to which it belongs on the other hand. The correlation coefficients of the items with the field ranged between (0.59 - 0.92), and with the tool as a whole between (0.61 - 0.95); as shown in table (2).

**Table 2.** The Values of the Correlation Coefficients between the Items and the Field they belong to and the Total Score of the Study Tool

Item number	Correlation coefficient with the field	Correlation coefficient with the study tool
1	0.60	0.61
2	0.70	0.77
3	0.68	0.72
4	0.72	0.82
5	0.59	0.66
6	0.80	0.81
7	0.79	0.70
8	0.70	0.71
9	0.71	0.70
10	0.84	0.80
11	0.82	0.87
12	0.90	0.95
13	0.85	0.87
14	0.88	0.90
15	0.85	0.86
16	0.84	0.87
17	0.92	0.90
18	0.91	0.90
19	0.80	0.84
20	0.87	0.89

It is evident from Table (2) that all correlation coefficients were of acceptable and statistically significant degrees, and therefore none of these paragraphs were deleted.

### 2.7 Reliability of the Tool

To verify the reliability factor of the tool, it was distributed to a pilot sample consisting of (35) male and female teachers from outside the study sample, at an interval of three weeks, and fully recovered. The reliability coefficient of the internal consistency (Cronbach's alpha) was calculated, and the total reliability coefficient was (0.86%). Moreover, the reliability coefficient of the internal consistency was calculated for the fields of the extent of using e-learning in teaching the Islamic Education curriculum in Ma'an Governorate schools from the teachers' point of view, as shown in Table 3.

**Table 3.** Cronbach's Alpha Value of the Internal Consistency for the Fields of the Extent of Using e-learning in Teaching the Islamic Education Curriculum in Ma'an Governorate Schools from the Teachers' Point of View, and for the Tool as a Whole

Field	Reliability value	Number of items
The reasons for poor usage of e-learning	0.87	5
The availability of e-learning	0.86	6
The ability to choose appropriate e-learning methods	0.85	4
The reality of using e-learning.	0.85	5
Average	0.86	20

### 2.8 Statistical Processing

In order to answer the study questions, the following statistical processes were carried out:

- Arithmetic averages and standard deviations.
- One-way ANOVA and Scheffe test.

## 3. The Criterion for Judging the Results

The five-point Likert scale was used as follows: (strongly agree, agree, neutral, disagree, strongly disagree). The numerical estimates (5, 4, 3, 2, 1) were given, respectively, for the reasons of the low academic achievement level in the Islamic Education curriculum among students in Ma'an Governorate schools from the teachers' point of view. The following statistical grading was used for the arithmetic averages distribution:

Range = highest grade – lowest grade:  $5 - 1 = 4$

Item length =  $\frac{\text{range}}{\text{number of degrees}} = \frac{4}{3} = 1.33$

**Table 4.** Judgment Criterion on the Extent to Which E-learning is Used in Teaching the Islamic Education Curriculum in Ma'an Governorate Schools from the Teachers' Point of View

Degree	Category of Standard Deviations
Low	From 1 – 2.33
Medium	From 2.34 – 3.66
High	From 3.67 – 4.99

## 4. Results' Presentation and Discussion

**The results of the first question:** What is the extent of using e-learning in teaching the Islamic Education curriculum in Ma'an Governorate schools from the teachers' point of view? To answer this question, arithmetic averages and standard deviations were calculated for the estimate of each field.



**Table 5.** Arithmetic Averages and Standard Deviations for the Fields of the Extent of the Use of e-learning in Teaching the Islamic Education Curriculum in Ma'an Governorate Schools from the Teachers' Point of View and for the Tool as a Whole, according to the Arithmetic Averages

Field	Item order	Arithmetic average	Standard deviation	Degree
The reasons for poor usage of e-learning	1	4.40	1.78	High
The availability of e-learning	2	4.10	1.47	High
The ability to choose appropriate e-learning methods	3	4.00	1.55	High
The reality of using e-learning.	4	3.90	1.13	High
Total		4.06	1.48	High

(N=70)

It is evident from Table (5) that the teachers' estimates of the extent to which e-learning is used in teaching the Islamic Education curriculum for all fields was high, with averages ranging between (3.90-4.40). The field of the reasons for poor usage of e-learning ranked first with an arithmetic average equal to (4.40), while the field of the reality of using e-learning ranked last, with an average of (3.90).

The presentation and discussion of the results in the light of each field in terms of the items it contains:

#### 4.1 First: the Reasons for Poor Usage of e-learning

Table 6 shows the results related to the extent to which e-learning is used in teaching the Islamic Education curriculum for the field (the reasons for poor usage of e-learning).

**Table 6.** Results Related to the Extent to Which E-Learning Is Used in Teaching the Islamic Education Curriculum in Ma'an Governorate Schools from the Teachers' Point of View

Item number	Item order	Item	Arithmetic average	Standard deviation	Degree
5	1	Lack of e-learning training courses.	4.40	0.91	High
6	2	I Believe that the curricula I teach do not require e-learning.	4.30	1.88	High
7	3	Lack of compatibility between the curriculum and e-learning	4.00	1.97	High
8	4	Assigning additional work to the teacher, such as class tutor and duty teacher	3.91	2.01	High
9	5	Classroom overcrowding reduces the use of e-learning.	3.98	2.22	High

This field ranked first in terms of the extent to which e-learning is used in teaching the Islamic Education curriculum among the four fields of the tool. It consisted of five items (1-5). All items of this field received a high degree, as their arithmetic averages ranged between (3.91- 4.40).

#### 4.2 Second: the Availability of e-learning

Table 7 shows the results related to the extent to which e-learning is used in teaching the Islamic Education curriculum for the field (the availability of e-learning).

**Table 7.** Results Related to the Extent to Which E-Learning Is Used in Teaching the Islamic Education Curriculum in Ma'an Governorate Schools from the Teachers' Point of View

Item number	Item order	Item	Arithmetic average	Standard deviation	Degree
15	1	The school is keen to provide computers according to the number of students.	4.25	1.17	High
16	5	There are designated places in the school for computers maintenance.	3.77	0.94	High
17	2	Availability of educational software that serves the Islamic Education curriculum.	4.10	1.15	High
18	6	Having a private network in the school to reduce the interruption of the Internet.	3.51	1.89	Medium
19	3	Having a stable income in the school for e-learning.	3.90	1.62	High
20	4	The existence of appropriate classroom environment for e-learning.	3.82	1.88	High

This field ranked second in terms of the extent to which e-learning is used in teaching the Islamic Education curriculum among the four fields of the tool. It consisted of six items (15-20), with arithmetic averages ranged between (3.51- 4.25).

#### 4.3 Third: the Ability to Choose the Appropriate e-learning Methods

Table 8 shows the results related to the extent to which e-learning is used in teaching the Islamic Education curriculum for the field (The ability to choose appropriate e-learning methods).

**Table 8.** Results Related to the Extent to which e-learning is Used in Teaching the Islamic Education Curriculum in Ma'an Governorate Schools from the Teachers' Point of View

Item number	Item order	Item	Arithmetic average	Standard deviation	Degree
1	1	I choose the appropriate e-learning method for the educational situation.	3.80	1.89	High
2	4	The teacher is not given the opportunity to choose the appropriate e-learning method for teaching the Islamic Education curriculum	3.50	1.98	Medium
3	3	I choose the appropriate e-learning method for the classroom.	3.54	1.88	Medium
4	2	I do some planning before choosing the electronic method.	3.69	1.77	High

This field ranked third in terms of the extent to which e-learning is used in teaching the Islamic Education curriculum among the four fields of the tool. It consisted of four items (1-4), with arithmetic averages ranged between (3.50- 3.80).

#### 4.4 Fourth: the Reality of Using e-learning

Table 9 shows the results related to the extent to which e-learning is used in teaching the Islamic Education curriculum for the field (The reality of using e-learning).

**Table 9.** Results Related to the Extent to which e-learning is Used in Teaching the Islamic Education Curriculum in Ma'an Governorate Schools from the Teachers' Point of View

Item number	Item order	Item	Arithmetic average	Standard deviation	Degree
10	1	I use different e-learning methods.	3.68	1.78	High
11	5	Using e-learning in the classroom is ineffective	2.95	1.79	Medium
12	2	The use of e-learning encourages students through the process of teaching and learning.	3.67	1.80	High
13	3	Using e-learning delays me from implementing educational situations	3.19	1.90	Medium
14	4	The use of e-learning in the classroom leads the student to be distracted from the main objectives of the lesson.	3.10	1.92	Medium

This field ranked last in terms of the extent to which e-learning is used in teaching the Islamic Education curriculum among the four fields of the tool. It consisted of five items (10 - 14). Items (10 and 12) got a high degree with arithmetic averages (3.68 and 3.66) respectively, while the items (13, 14 and 11) got a medium degree with arithmetic averages (3.19, 3.10, and 2.95) respectively.

**The results of the second question:** Are there statistically significant differences at the significance level ( $\alpha \leq 0.05$ ) in the extent to which e-learning is used in teaching the curriculum of Islamic Education in Ma'an Governorate schools from the teachers' point of view attributed to the *gender* variable?

**Table 10.** Arithmetic Averages, Standard Deviations, and one-way ANOVA for the Estimates of the Study Sample Members Regarding the Extent to which e-learning is Used in Teaching the Islamic Education Curriculum in Ma'an Governorate Schools from the Teachers' Point of View according to the Gender Variable

Number	Field	Male (n=30)		Female (n=40)		(t) Value	Statistical significance
		Arithmetic average	Standard deviation	Arithmetic average	Standard deviation		
1	The reasons for poor usage of e-learning	4.30	0.45	4.10	0.40	1.050	0.417
2	The availability of e-learning	4.06	0.50	4.05	0.44	1.510	0.180
3	The ability to choose appropriate e-learning methods	3.80	0.60	3.66	0.62	1.700	0.189
4	The reality of using e-learning.	3.70	0.66	3.65	0.80	3.150	0.380
The tool as a whole		3.97	0.55	3.87	0.57	1.852	0.291

It is evident from Table (10) that there are no statistically significant differences at the significance level ( $\alpha \leq 0.05$ ) attributed to the gender variable in all fields and the tool as a whole. This indicates that there is no difference between teachers of different genders in the extent of the use of e-learning in teaching the Islamic Education curriculum.

**The results of the third question:** Are there statistically significant differences at the significance level ( $\alpha \leq 0.05$ ) in the extent to which e-learning is used in teaching the curriculum of Islamic Education in Ma'an Governorate schools from the teachers' point of view attributed to the *academic qualification* variable?

**Table 11.** Arithmetic Averages, Standard Deviations, and one-way ANOVA for the Estimates of the Study Sample Members Regarding the Extent to which e-learning is Used in Teaching the Islamic Education Curriculum in Ma'an Governorate Schools from the Teachers' Point of View according to the Academic Qualification Variable

Number	Field	Bachelor's degree (n=45)		Other (n=25)		(t) Value	Statistical significance
		Arithmetic average	Standard deviation	Arithmetic average	Standard deviation		
1	The reasons for poor usage of e-learning	4.50	0.38	4.34	0.42	0.810	0.370
2	The availability of e-learning	4.01	0.43	4.22	0.44	3.014	0.422
3	The ability to choose appropriate e-learning methods	3.70	0.49	3.70	0.51	0.878	0.132
4	The reality of using e-learning.	3.45	0.55	4.10	0.57	2.520	0.070
	The tool as a whole	3.91	0.46	4.09	0.49	1.805	0.248

It is evident from Table (11) that there are no statistically significant differences at the significance level ( $\alpha \leq 0.05$ ) attributed to the academic qualification variable in all fields and the tool as a whole. This indicates that there is no difference between teachers of different academic qualifications in the extent of the use of e-learning in teaching the Islamic Education curriculum.

**Results of the fourth question:** Are there statistically significant differences at the significance level ( $\alpha \leq 0.05$ ) in the extent to which e-learning is used in teaching the curriculum of Islamic Education in Ma'an Governorate schools from the teachers' point of view attributed to the *work experience* variable?

**Table 12.** Arithmetic Averages, Standard Deviations, and one-way ANOVA for the Estimates of the Study Sample Members Regarding the Extent to which e-learning is Used in Teaching the Islamic Education Curriculum in Ma'an Governorate Schools from the Teachers' Point of View according to the Work Experience Variable

Field	Less than 5 (n=12)		5 – 9 (n=22)		10- 14 (n=15)		More than 14 (n=21)		(t) value	Statistical significance
	Average	S. D	Average	S. D	Average	S. D	Average	S. D		
The reasons for poor usage of e-learning	4.10	0.31	4.00	0.42	4.06	0.66	3.95	0.40	1.98	0.016*
The availability of e-learning	4.05	0.34	4.01	0.44	3.88	0.65	3.90	0.40	1.70	0.155
The ability to choose appropriate e-learning methods	3.88	0.52	3.50	0.79	3.80	0.50	3.88	0.55	1.45	0.168
The reality of using e-learning.	3.70	0.57	3.70	0.60	3.67	0.58	3.80	0.60	1.30	0.222
	3.93	0.43	3.80	0.56	3.85	0.60	3.88	0.49	1.61	0.140

\*Significant at the significance level ( $\alpha \leq 0.05$ )

It is evident from Table (12) that there are no statistically significant differences at the significance level ( $\alpha \leq 0.05$ ) attributed to the work experience variable in all fields and the tool as a whole, except for the field of the reasons for poor usage of e-learning. In order to show the statistically significant pairwise differences between the arithmetic averages, Scheffe post hoc comparisons were used for the effect of the work experience variable on the field of the reasons for poor usage of e-learning, as shown in Table 13.

**Table 13.** Post hoc Comparisons Using Scheffe Method for the Effect of the Work Experience Variable on the Field of the Reasons for Poor Usage of E-Learning

The reasons for poor usage of e-learning	Less than 5	5 – 9	10- 14	More than 14
Less than 5				
5 – 9	0.10			
10- 14	0.05	0.07		
More than 14	0.08	0.06*	0.11	

\*Significant at the significance level ( $\alpha \leq 0.05$ )

Table 13 shows that there are statistically significant differences at the significance level ( $\alpha \leq 0.05$ ) attributed to the work experience variable between the category (5-9) and the category more than (14) in favor of the category more than (14) years of work experience in the field of reasons for poor usage of e-learning.

## 5. Commenting on the Results

- The first question: What is the extent of using e-learning in teaching the Islamic Education curriculum in Ma'an Governorate schools from the teachers' point of view?

It is clear from the previous tables (6,7,8,9) that the five most important items determining the extent to which e-learning is used in teaching the Islamic Education curriculum according to teachers' estimations were the following in descending order: lack of e-learning training courses; I believe that the curricula I teach do not require e-learning; The school is keen to provide computers according to the number of students; the availability of educational software that serves the Islamic Education curriculum; and lack of compatibility between the curriculum and e-learning. The arithmetic averages for these items ranged between (4.40 - 4.00) and they received high degree. The researchers may attribute the reason for the lack of e-learning courses and training programs that reflect the Islamic Education curriculum to the lack of infrastructure in most schools.

On the other hand, the results showed that the six least important items determining the extent to which e-learning is used in teaching the Islamic Education curriculum according to teachers' estimations were the following in ascending order: using e-learning in the classroom is ineffective; the use of e-learning in the classroom leads the student to be distracted from the main objectives of the lesson; using e-learning delays me from implementing educational situations; the teacher is not given the opportunity to choose the appropriate e-learning method for teaching the Islamic Education curriculum; having a private network in the school to reduce the interruption of the Internet and, I choose the appropriate e-learning method for the classroom. The arithmetic average for these items ranged between (2.95- 3.54), and they received a medium degree.

The teachers' estimates of the extent to which e-learning is used in teaching the Islamic Education curriculum were large on the items (12, 10, 4, 16, 1, 20, 19, 8, and 9) in descending order. The arithmetic averages for these items ranged between (3.98 – 3.67). The researchers may attribute this to the negative trends towards the use of e-learning in teaching the Islamic Education curriculum, and the lack of contentment with the introduction and employment of technology tools in teaching the Islamic education curriculum, among the most important factors that lead to the poor usage of e-learning in teaching the Islamic Education curriculum.

This study concurred with (Murad, 2014) whose results showed that the lack of necessary equipment and infrastructure, and the poor training on how to employ information and communication technology in teaching are among the most important factors that reduce the use of e-learning. This study also concurred with (Mahasneh, 2015) whose results showed that the reasons for the low achievement of students in Islamic Education are due to the teaching methods used.

- The second question: Are there statistically significant differences at the significance level ( $\alpha \leq 0.05$ ) in the extent to which e-learning is used in teaching the curriculum of Islamic Education in Ma'an Governorate schools from the teachers' point of view attributed to the gender variable?

It is noted from table (10) that there are no statistically significant differences at the level of significance ( $\alpha \leq 0.05$ ) attributed to the gender variable in estimating the extent to which e-learning is used in teaching the Islamic Education curriculum. This may be due to the fact that both genders are subject to training programs and workshops provided by the Ministry of Education. Moreover, the reason may be attributed to the availability of the Internet at

home which enhances the use of technology in education by teachers of all genders. This study disagreed with (El-Hersh et al., 2010) and (Murad, 2014) which concluded that there are statistically significant differences attributed to the gender variable.

- The third question: Are there statistically significant differences at the significance level ( $\alpha \leq 0.05$ ) in the extent to which e-learning is used in teaching the curriculum of Islamic Education in Ma'an Governorate schools from the teachers' point of view attributed to the academic qualification variable?

Table (11) shows that there are no statistically significant differences at the significance level ( $\alpha \leq 0.05$ ) attributed to the academic qualification variable in estimating the extent to which e-learning is used in teaching the Islamic Education curriculum. The reason may be attributed to the fact that teachers have similar abilities to integrate technology into education regardless of their academic qualification. This agrees with (Murad, 2014) which found that there were no statistically significant differences attributed to the academic qualification and disagrees with (El-Hersh et al., 2010) which concluded that there were statistically significant differences attributed to the academic qualification variable.

- The fourth question: Are there statistically significant differences at the significance level ( $\alpha \leq 0.05$ ) in the extent to which e-learning is used in teaching the curriculum of Islamic Education in Ma'an Governorate schools from the teachers' point of view attributed to the work experience variable?

It is noticed from Table (12) that there are statistically significant differences at the significance level ( $\alpha \leq 0.05$ ) attributed to the work experience variable in estimating the extent to which e-learning is used in teaching the Islamic Education curriculum. This is due to the fact that the teacher who has more years of teaching experience will therefore have more experience in integrating technology in the education process. During that period, the teacher will have undergone training courses and workshops to gain more experience in dealing with technology than less experienced teachers. In addition, the researchers may attribute the reason to the fact that experienced teachers have the ability to use attractive methods that help in employing e-learning more than less experienced teachers. This study disagrees with (Al-Safayani, 2008) and (Murad, 2014) which concluded that there were no statistically significant differences attributed to the work experience variable.

## 6. Recommendations

- Conducting training workshops for new teachers.
- Providing the necessary infrastructure in the field of e-learning in all schools.
- Increasing the interest in e-learning training courses for teaching Islamic Education by the Ministry of Education.
- Conducting more studies and research on a larger scale on the extent of which e-learning is being utilized in teaching the Islamic Education curriculum.

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