

# Classroom Instructional Practices of Islamic Education Teachers in the Basic Stage at Al-Mafraq Governorate and Its Relation to Gender and Experience Variables

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## Abstract

This study aimed to identify Classroom Instructional Practices of Islamic education teachers at basic stage in AL- Mafraq and to identify the relationship between these practices and gender and experience variables as well as interaction between them. The researcher prepared a scale which its reliability and validity were checked to measure the level of classroom instructional practices. The sample of study which consisted of (64) teachers (male and female) was chosen randomly.

Data were collected and analyzed statistically using means, standard deviation, t-test and Tukey test. Results revealed that the classroom studying practices of Islamic education teachers in basic stage in AL- Mafraq agreed with acceptable educational and social standard (80%), whereas the percentage of the classroom instructional practices was (81-89%). The results also revealed lack of statistical significant differences in the classroom instructional practices of Islamic education teachers in the basic stage in AL- Mafraq due to the gender variable but there were statistical significant differences at (0,05=OC) in classroom instructional practices due to experience variable in favor of respondents with experiences ( 4 years and less) and 10 years and more). Additionally, there were no statistical significant differences in the classroom instructional practices of Islamic education teachers due to interaction between gender and experience variable. The researcher recommended conducting further studies with different variables.

**Keywords:** Classroom Instructional Practices, Islamic Education Teachers, Basic Stage

## 1. Introduction

The educational system is considered one of the important society systems and the most influential one; it builds the society and shows its progress and development and he is the cause of the nation's success or failure. And the most important factors of the educational system is the teacher who is the official and responsible one for implementing and applying the curricula and he has the keys of the educational process success. Therefore, much more attention has been paid to the teacher and his rehabilitation to have effective outcomes for the educational system.

The major goal of developing the teachers professionally is to improve students' learning through mechanism of improving teaching (NCTM, 2010) which identified four domains in the teacher's professional growth through building the teacher's knowledge and the ability to employ it in the instructional practices and this supports the idea that the teacher's knowledge has intrinsic impact on the students' achievement (Hill, Rowan, & Ball, 2005; Jacobs, Franke, Carpenter, Levi, & Battey, 2007). To have supportive instruction for students' learning, the teacher not only has to have the knowledge of concepts and methods but also he has to be able to choose the appropriate tasks, manage the dialogue between students and help them to figure out the relations between concepts and ideas and the teacher's lack of this knowledge may hinder his ability to notice the students' thinking and analyze it (Doerr & English, 2006).

Results of researches showed that the teachers can develop their knowledge through different ways as: firstly, solving and discussing issues facing them, studying students' methods of thinking, learning and solving problems in addition to linking the concepts and cooperating with their colleagues in planning and discussing things should be taught to the students (Lewis, Perry, & Hurd, 2009). Secondly, the teachers' professional growth which is represented by the teacher's ability to notice, analyze and respond to students' thinking and this allows the teacher no one to judge the learner's work but also to give him instant feedback concerning his thinking that leads him to this conclusion (Borko, Jacobs, Eiteljorg, & Pittman, 2008; Swafford, Jones, & Thornton, 1999; Van Es & Sherin, 2008) in addition to investigate the feasibility of Islamic education classes which are implemented inside classrooms and the educational tasks guided towards the students (Lewis, Perry, & Murata, 2006). The third domain is represented by building teachers' brain productive habits as the professional growth programs aim to help the teachers to develop their beliefs and habits and rearrange them to improve their practice during implementing their educational tasks. The experience concerning students' learning and including them in the teaching process motivates the teacher to learn more (Poletini, 2000; Lewis, Perry, & Hurd, 2009).

In light of this and to do his role effectively, the teacher has to develop him continuously, to keep up with the latest scientific and educational innovations especially with regard to his major; education is a developed and renewed career. And there are new technologies concerning the career and methods of teaching. Moreover, there are basic society requirements resulted from knowledge revolution and modern technology and these requirements should be achieved to give the society the opportunity to cope up with international developments and innovations. And even in the urgent circumstances, there are

minimum standards that the teacher should achieve and there are minimum standards concerning teaching process and so there is a necessity for the teacher and other educational employees to get the appropriate training according to their needs and circumstances (education agencies in urgent circumstance, 2010).

To be updated with the latest innovations regarding his career and the future of the coming generation, the educational institutions seek to provide professional programs that aim to develop the teachers' competencies so as to enable them to implement the educational process according to modern methods and educational strategies. One of the competencies which the teacher should have is the ability to evaluate the students' performance and this competency includes the ability to prepare the tests with their different types and to manage these test and the strategies of their implementation. Additionally, the international tests which students have in different classes and this test require from the teacher to train his students on the ways of answering the questions and are familiar with the common patterns and this will raise the students' level of knowledge and their achievement as well.

In a forum organized by Jordanian educational association and Abdhameed Shoman Institution entitled by: "the teacher and future challenges," it was pointed that the major challenges facing the Arab teachers were : first, education and excellence which means the teacher has to believe in himself, develop himself so as to be able to cope with the latest great developments in life's fields and secondly, the teacher and the challenges of globalization which impose paying much more attention by the educational institution to provide open minded channels on different areas and societies including their cultural verities and therefore the teacher has to look for the society update(Al-Sheikh,1999).

Ministry of Education in Jordan pointed that the latest technology innovations that are related to education have affected the education system causing great changes as the change in the teacher's role as the word ( teacher) has become inappropriate to express his new tasks, And in the modern educational literature the word ( facilitator) has shown up to describe the teacher's tasks as the one who facilitates the students' learning process because he designs the learning environment, diagnoses his students' levels, follows up their progress and guides them till the desired goal are achieved( Toqan,2005).

Islamic Education is considered one of the most important subjects in the educational process in all the stages of education during which the students receive the Islamic values and their subsequent Islamic ethics and transactions in all different fields of life and the Islamic education is capable to adapt to the knowledge explosion and e-learning revolution in the twenty-first century as one of its most important characteristics are positivity, humanism and comprehensiveness and it is valid for every place and time and this could happen through developing methods of teaching and evaluating it and role of the teacher and the student according to the requirements of developing education(Khawalda,2003). And it is expected from the student after finishing basic and secondary stages to be able to employ Islamic Education in all the fields of his life and his personal and financial transactions. To achieve the previous educational outcomes, there is a need for a teacher who is qualified cognitively to practice teaching inside the class.

The teacher is considered a basic element in the educational process and his cognitive and emotional characteristics play a major role in the efficiency of this process because these characteristics represent one of the important educational inputs which in a way affect the psychological, emotional and cognitive outcomes and the effective teacher can affect his students' achievement (Nashwati, 1996). Teaching is a complicated process because it is affected by a number of factors as the nature of the school subject and variables of its presentation, the learners' characteristics and his capabilities, and social and economic level in addition to the teacher and his personal traits, scientific preparation and social level. Moreover, different environmental circumstances inside the school and the classroom (Khaled, 1988)

Broner (1978) considers the teacher one of the important variables in achieving teaching goals and so he identifies three sources of the teacher's behavior's patterns; the teachers are senders of knowledge and so they should acquire the knowledge and the ways to send it, teachers are models and so they should have sufficient competency and be able to motivate their students and finally the teachers are the symbols and so they are important factor affect the formation of students' attitudes and their value and abilities. Ganee (1975) assured the teacher is one of the most important factors in the educational program because he chooses and organizes different effects that help the student to achieve educational goals.

The teacher is one of the most important variables in the educational process because he owns the ability to make the needed changes in the learners' behavior more than any other variable concerning the school, he is the effective tool to develop the students' capabilities and increase their achievement (Al-Kurdi, 1991). And Popham assured the necessity of having specific behavioral educational patterns that the teacher should do and the necessity to develop some tests that measure the educational competencies through identifying the methods that enable the learners to acquire the information and to achieve the desired educational goals leading to what is called programs of training teachers based on the competencies as in light of these programs the teacher should be able to present behavioral educational patterns related to educational efficiency before practicing the actual process of teaching (Nashwati, 1996).

## **2. Classroom Instructional Practices & Learning Theories**

There are many approaches provide different classroom instructional practices to the teacher and every approach differs in term of the teacher's role and the learners' characteristics as:

- Behavior Approach which is based on the idea that the learner's behavior is the outcome to process of enhancement and therefore, the teacher's role is to create laws and suitable procedures to the students and to reward or punish them according to their implementation of these laws.

-Human approach which is based on the learners' desire to behave properly but they sometimes do not understand the reasons and the results of the bad behavior and so the teacher's role is to develop relations with his students based on trust and encourage them to

communicate properly inside the class so as to be able to solve their problems.

-Interactive approach which is based on behavior and human approaches. This approach believes that students are affected by personal and environmental factors and so the teacher's role is to let the students understand their behavior and its results. This approach pays attention to the student and his individual work in making rationale decisions and the teacher has great role in issuing and building the laws cooperatively and he can face students when they missed their way and every approach has its advantages and disadvantages and every one also has its own circumstances. The effective teacher has to know the advantages of every approach and the disadvantages as well to have successful class management and reduce as possible the undesired behaviors (Adas, 1999).

- Constructive approach : is an alternative for the previous theories ;instead of considering the knowledge as something fixed , the constructive concept considers knowledge something personal and the meaning could built by the individual through experience. And learning is a social process where learners build the meaning that is affected by the interaction with the previous knowledge and the new one. Learning should not only focus on the individual's try to understand the phenomenon but also on the social role during the education process. Teaching from the constructive concept's point of view aims to supply the learners with related experiences. The school curricula according to this concept is no longer a document for important information but instead it represents a set of learning events through which the teachers and the students in discussing the content and the meaning (Arendis, 2005; Wicklein & Roger 2000).

The effective teacher is the one who can know what it should be done to encourage the students to learn (Keryako, 2004). And these characteristics are not enough without four basic advantages which are (Arndis, 2005:32):

- 1- The effective teacher has characteristics that allow him to develop real human relations with his students, parents and colleagues and capable to create democratic classes if children and teenagers.
- 2- The effective teacher has positive attitudes towards the knowledge and he controls three basics of knowledge which are least human progress, learning and methods of teaching in addition to use this knowledge to guide the sciences and art to practice teaching.
- 3- The effective teacher owns a great amount of instructional practices to motivate the students and enhance their progress in learning the basic skills and developing deep thinking and their self organization.
- 4- The effective teacher thinks deeply and tends to solve problems. He believes teaching takes time and he can adapt to situations and use professional knowledge appropriately to enhance and evaluate the students.

According to effective teacher's instructional practices, Qatami (2000:269) pointed that he expected the teacher who plans to achieve effective learning to the do the following:

- 1- Organize the educational situations and their needs as materials, tools and technical facilities.
- 2- Identify the tasks that every learner or a group of learners interacts with.
- 3- Prepare a record that identifies the progress points of every learner.
- 4- To set the goals that should be achieved by the learners.
- 5- Train the learner on learning activities and self enhancement
- 6- Train learners to play different roles
- 7- The teacher makes available the resources, books and necessary references for class learning to interact with.

Based on what has been mentioned previously, this study seeks to shed a light on the classroom instructional practices if the Islamic education male and female teachers through exploring the status and its advantages to improve them and the negatives to get rid of them taking into account the teachers' educational practices affect the educational quality and its sustainability for the learner.

### **3. Problem of the Study & Questions**

Conferences as the first conference of Arab Ministers of Education which was held in 1998, forums as the Teacher and future challenges in 1999, studies as Arab experts' studies in engineering and management pointed that the teacher is the basis in any educational system. And the studies and researches that were conducted in Jordan from 1988 to 2001 showed a noticeable shortage as these studies did not treat important issues which the educational field suffers from in addition to the need to visit the teacher and the student in field to observe them, notice available equipments in the schools, record related problems and look for possible solutions through field studies, classroom instructional practices, school environment, educational innovations and introducing technology into learning process. Expectations pointed that the Jordanian teacher will face internal and external challenges caused a set of competencies and role which the teacher should have. As a result of this, this study tries to identify the Islamic education teachers' classroom instructional practices, more specifically; the problem of the study is summarized by answering the following major question: "What is the level of the Islamic education teachers' classroom instructional practices for the basic stage in Mafraq Governorate? And the following sub questions:

1. What is the level of the Islamic education teachers' classroom instructional practices in Mafraq governorate? Does this level differ from the acceptable level; educationally and socially (80%)?
2. Do the Islamic education teachers' classroom instructional practices in Mafraq governorate differ according to gender variable?



3. Do the Islamic education teachers' classroom instructional practices in Mafraq governorate differ according to years of experience variable?
4. Do the Islamic education teachers' classroom instructional practices in Mafraq governorate differ according to interaction between gender and experience variables?

### *3.1 Procedural Definitions of Terms*

- Teaching practice: they are the procedures that the teacher follows inside the class represented by objectives, content, method, techniques, activities, and evaluation prepared according to a specific scale.
- Islamic education teacher: all the teachers of Islamic Education teach this subject in the basic schools that belong to directorates of Mafraq Governorate for the year 2009-2010 in the second semester for 15 hours of teaching per week.
- Basic stage: an educational stage consisted of 10 years started from the first basic till the tenth basic grade. The study is applied on the stage started from fourth grade till tenth grade.

### *3.2 Limitations of the Study*

The results of the study are generalized according to the following:

- The study is limited to the study of the teaching performance of sample of male and female Islamic Education teachers of the basic stage (4th grade till the 10th grade) in Mafraq Governorate.
- The results are limited to the time which is the second semester for the year 2012-2013.
- The results are limited to the study's instrument's validity and reliability.

## **4. Previous Studies**

Muller's study (1978) entitled by: "the comparison between the teachers who use democratic strategy and who use dictatorial strategy in teaching", aimed at identifying the degree of comparison between those teachers. The population of the study consisted of all the teachers of East-Mid of America in Ohio State. Results showed democratic strategy developed the students' creativity and independency while dictatorial strategy decreased the students' motivation. The study recommended conducting similar study on other societies.

While the Khalid's study (1988) entitled by: "Classroom Instructional Practices that distinguished between the effective and non-effective teacher in teaching reading for the fourth grade in the schools of Directorate of Amman. The sample of the study consisted of 60 teachers representing fifty primary schools. Three classroom visits were organized to observe the teachers' Classroom Instructional Practices using checklists. Results showed the most popular Classroom Instructional Practices were that related to the teacher's reading loudly,

praising correct answers, asking the pioneer students to read, and respecting students' ideas. The most important Classroom Instructional Practices that distinguished between the effective and non effective teacher was asking questions to measure the students' comprehension of the Silent Reading and there were differences between the effective and non-effective teachers' classroom performance.

Al-bitar's study (1998) entitled by: "An analytical study of the status of the physical education teachers' Classroom Instructional Practices for the first three basic grades", aimed to build an evaluative tool to identify the status of the physical education teachers' Classroom Instructional Practices for the first three basic grades in Jordan and to identify the differences in the degree of the physical education teachers 'performance that reflects their possession of knowledge ,information and experiences related to the physical education class according the study's variables. The sample of the study consisted of 93 male and female teachers. The instrument consisted of 24 educational situations with their different substitutes. Results showed lack of statistical differences between the educational situations attributed to scientific qualification, major, gender, and type of school variables. The study recommended conducting further specialized workshops aiming to rehabilitate the physical education teachers and conducting further of analytical and experimental studies.

Ta`ani's study (1998) entitled by: "Degree of the secondary stage's teachers' practice of the basic skills efficiently of the educational situations 'management", aimed to identify the degree of the secondary stage's teachers' practice of the basic skills efficiently and its relation to gender and experience variables. The population of the study consisted of all the teachers of the secondary stage whose number was 900 while the sample consisted of 190 teachers. Results showed that students' behavior's management came in the first rank and there were statistical significant differences attributed to interaction between experience and gender. The study recommended organizing training courses to the teachers addressing the basic skills of classroom management.

Al -mola's study (2005) entitled by: "Designing a model of evaluating the status of classroom performance of the physical education teachers for the basic stage in Mosil," aimed to evaluate the status of classroom performance of the physical education teachers for the basic stage in Mosil. The researcher built a questionnaire which its validity and reliability were checked. The sample of the study consisted of 159 male and female teachers. Results showed physical education male and female teachers have a sufficient degree of Classroom Instructional Practices in teaching physical education and the graduates of Physical Education College did not feel of professional adaptation in their work at the primary schools. The study recommended appointing the graduates of Physical Education College.

Shdefat's study (2005) aimed to identify the impact of developed educational supervision on improving the Classroom Instructional Practices of science teachers in Mafraq Governorate from the perspective of science supervisors in Directorate of Mafraq and to identify extent of their estimations of the impact of educational supervision according to the level of science teacher's rehabilitation and their teaching experience. A questionnaire consisted of 40 items was distributed into 122 male and female science teachers after its validity and reliability



were checked. Results showed the developed educational supervision is more efficient in improving the educational practices of science teachers than the traditional supervisor.

Al-Zombie's study entitled by: "Degree of the Islamic male and female teachers' practice of the techniques of motivating the creative thinking in Mafraq Governorate from their perspective," aimed to identify the degree of the Islamic male and female teachers' practice of the techniques of motivating the creative thinking in Mafraq Governorate from their perspective. The researchers used descriptive approach and a questionnaire after its validity and reliability were checked. The population of the study consisted of 126 male and female teachers. Results revealed the Islamic education male and female teachers' practice in the field of creativity was high and their practices concerning freedom of expressing opinions, teaching methods, evaluation methods were moderate. Additionally, results showed lack of statistically significant differences in the degree of the practice of Islamic education teachers 'practice of motivated factors of creative thinking attributed to : scientific qualification and number of years of experience .

Al-ghamdi's study (2009) entitled by: 'Extent of Islamic education teachers' practice of creative thinking skills," aimed at identifying the extent of Islamic education teachers' practice of skills of improving creative thinking skills in Makka Mokarama. The researcher used observation instrument. The sample of the study consisted of 30 Islamic education teachers. Results revealed the total performance of the Islamic education teachers' practice of skills of developing creative thinking was weak indicating the teachers' weak possession of skills of creative thinking and lack of teaching competency that motivate creative thinking.

Al-khaldi's study (2013) aimed to investigate the extent of the Islamic education teachers' practice of the constructive teaching principals and to test the significance of the differences between the degree of practice according to gender, scientific qualification, experience, and educational level variables. To achieve these objectives, a questionnaire consisted of (33) items were distributed into 187 male and female Islamic education teachers. Results showed the degree of the Islamic education teachers' practice of constructive teaching was moderate and there statistical significant differences attributed to scientific qualification in favor of the higher degree while there were no statistical significant differences between the means of the degree of the teachers' practice attributed to the gender, experience and educational level.

Al -hajaya & Saudi study (2013) aimed to investigate the degree of the Islamic education teachers' practice of developing the skills of self learning during teaching process. To achieve this objective, the researchers developed observation card consisted of 17 procedures and applied it on a sample consisted of 35 male and female Islamic education teachers of liwa' Bsera. Results showed the degree of the Islamic education teachers' practice of developing their students' skills of self learning was moderate and lack of statistical significant differences attributed to gender, experience and scientific qualification.

It is noticeable from what has been mentioned the importance of the instructional practices concerning teaching and control in the educational process and there was a shortage in the studies and previous studies that aimed to identify the status of the classroom instructional practices of the Islamic education teachers especially in the basic stage and the previous

studies revealed the education field's suffer from the shortage of the studies concerning the Islamic education teachers' classroom instructional practices. This study is distinguished for its addressing the classroom instructional practices of a simple of Islamic education teachers in the basic stage. The researcher gets benefits of the previous studies in selecting the population and the sample of the study, instrument and the appropriate method of statistical analysis.

## 5. Methodology

### 5.1 Members of the Study

The population of the study which represented all the Islamic education teachers in the directorate of Mafrqa for the year 2012-2013 consisted of 123 male and female teachers.

The sample of the study which consisted of 64 male and female Islamic education teachers was chosen according to stratified random method and table (1) illustrated the distribution of the sample of the study according to the study's variables.

**Table 1.** Distribution of the Study's Sample According to Gender & Experience

Variable	Level	N	Total
Gender	Male	31	64
	Female	33	
Experience of teaching	Less than 4	15	64
	5-9	17	
	More than 10	32	

### 5.2 Instrument of the Study

After reviewing the educational literature in the field of classroom instructional practices and the previous studies, a questionnaire was built and developed representing the classroom instructional practices of the Islamic education teachers from the perspective of the teachers themselves was divided to two parts: general information about the respondents and 20 items concerning the classroom instructional practices. The questionnaire consisted of 19 items.

### 5.3 Instrument's Validity

To check the content validity, the questionnaire was displayed to (17) arbitrators who are specialized in Education in the Jordanian universities in addition to some supervisors and teachers of the basic stage to express their opinions of the items; their clarity and language. Some of items were deleted and others were added.

#### 5.3.1 Instrument's Reliability

Reliability was checked using two ways: (Test & Retest) by applying it twice; before the

experiment and two weeks later on a sample consisting of 20 male and female Islamic education teachers out of the study's sample and the correlation coefficient was calculated and it was (0.81) while the other way was the use of Internal Consistency according to Cronbach Alpha by applying it on a sample consisted of 20 male and female Islamic education teachers and reliability was (0.83) indicating the appropriateness of the study's instrument.

#### *5.4 Procedures of the Study*

The researcher followed the following procedures

- Applying the instructional practices scale on the sample of the study and their degrees were recorded in the second semester for the year 2012-2013.
- The respondents were classified according to their teaching experience into three groups (less than 4, 5-9 years, more than 10).
- Analyzing data

#### *5.5 Statistical Treatment*

To answer the first question, the means and standard deviations were calculated , to answer the second question , T test was used , to answer the third question, One-Way ANOVA and Tukey's Post Hoc Test were used while answering the fourth question needed Two-Way ANOVA .

## **6. Results**

### *6.1 Results Concerning the First Question*

- a) What is the level of the Islamic education teachers' classroom instructional practices in the basic stage in Mafraq governorate?

To answer this question, the means and the standard deviations were calculated to each item of the questionnaire and the practices as a whole. And table (2) illustrates the means and the standard deviation.

Table (2) showed the mean of Islamic teachers' practices was (81.89%) and standard deviation (7.56) which indicates an acceptable educational and social standard of the classroom instructional practices which is (80%). And the same table showed that item (18): "I encourage classroom participation" got the highest mean (87.50%) with standard deviation (9.76) while item (19): "I use lecturing method" got the lowest mean (62.50%) with standard deviation (7.56).

- b) Does the level of Islamic education teachers' classroom instructional practices in the basic stage in Mafraq governorate differ from the level which is acceptable educationally and socially (80%)?

**Table 2.** Means & Standard Deviations of the Classroom Instructional Practices Arranged Ascending According to the Means

Rank	N	Items	M	Std
1	1	I start lecture on time	93.13	9.57
2	9	I use the board well	91.25	15.48
3	7	I enhance students' answers	90.62	12.33
4	8	I identify the teaching goals	90.63	11.25
5	17	I use physical punishment	88.75	19.48
6	14	I respect students' opinions	87.81	16.57
7	18	I encourage classroom participation	87.50	9.76
8	2	I take individual differences into account	85.00	10.08
9	16	I develop group work	84.37	13.55
10	11	I evoke students' motivation	84.06	11.91
11	12	I vary in my teaching methods	83.44	14.50
12	6	I evaluate continuously	82.50	15.33
13	3	I ignore practical side of the lesson	79.06	14.88
14	4	I treat students hard	78.12	15.00
15	13	I finish class early	76.25	17.04
16	15	I correct homework's	73.13	17.90
17	5	I focus on the excellent students	71.56	23.31
18	10	I focus only on cognitive lessons	66.25	20.12
19	19	I use lecturing method	62.50	16.90
		Tool as a whole	81.89	7.56

To answer this question, means, standard deviations and T test were calculated and table (3) showed the means, standard deviations and T test results of the instructional practices according to the social and educational standard.

**Table 3.** Means, standard deviations & T test results of the instructional practices according to the acceptable social and educational standard

	N	M	Std	Calculate T	Fd	Sig.
Instructional practices	64	81.89	7.563	2.001	63	.050

It is clear from table (3) that Value of calculated T is less than the value of the tabulated one which indicates a difference between the Islamic education teachers' classroom instructional practices in Mafraq Governorate and the acceptable social and educational standard.

Based on the previous results the null hypothesis is acceptable which states: "there is no statistical significant difference at ( $\alpha=0.05$ ) between the mean and the degrees of the Islamic education teachers' classroom instructional practices in the basic stage and the mean of

acceptable standard of the educational and social level (80%).

### 6.2 Results Concerning the Second Question

Do the Islamic education teachers' classroom instructional practices differ according to the gender variable?

To answer this question, means, standard deviation and T test were calculated, and table (4) illustrated the means, standard deviation and t test results.

**Table 4.** T Test Results of the Differences between the respondents' Means According to the Gender

	Gender	N	M	Std	Calculate T	Df	Sig.
Instructional practices	Male	31	81.49	8.175	-.405	62	.687
	Female	33	82.26	7.047			

Table (4) illustrated the value of calculated T is less than the tabulated one which indicates lack of differences in Islamic education teachers' classroom instructional practices attributed to gender variable .

Based on the previous results, the null hypothesis is acceptable which states: "there is no statistical significant difference ( $\alpha=0.05$ ) between the means of the degrees of Islamic education teachers' classroom instructional practices attributed to gender variable.

### 6.3 Results Concerning the Third Question

Do Islamic education teachers' classroom instructional practices differ according to years of experience variable?

To answer this question, means, standard deviations and One Way ANOVA were used and table (5) illustrated means, standard deviations of the respondents' answers according to the years of experience variable.

**Table 5.** Means & Standard Deviations of the Instructional Practices Attributed to Years of Experience Variable

Years of experience	N	M	Std
Less than 4	15	83.72	7.495
5-9 years	17	77.34	6.585
More than 10 years	32	83.45	7.279
Total	64	81.89	7.563

It is clear from table(5) the mean of respondents with less than years of experience was (83.72) and standard deviation (7.495) , the mean of the respondents with 5-9 years of

experience was (77.34) and standard deviation (6.585) and the mean of respondents with ten years of experience and more was (83.45) with standard deviation(7.279). And to identify the source of variance between these means, ANCOVA was used, and table (6) illustrates the results of ANCOVA.

**Table 6.** Results of ANCOVA between Respondents' Means According to Experience Variable

Source of variance	Sum of seq.	Df	Mean of sum	F	Sig.
Between groups	480.800	2	240.400	4.696	.013
Within the groups	3122.922	61	51.195		
Total	3603.722	63			

Table (6) showed statistical significant differences at ( $\alpha = 0.05$ ) of the classroom instructional practices attributed to experience variable as F value was (4.696). And to identify the source of differences, Tukey post hoc comparisons was used, and table (7) illustrates this.

**Table 7.** Results of Turkey Post Hoc Comparisons of the Instructional Practices Attributed to Experience Variable

Experience (a)	Experience (b)	Difference between means(a-b)	Sig.
Less than 4	5-9 years	6.38(*)	.038
	More than 10	.27	.992
5-9	1-4 and less	-6.38(*)	.038
	More than 10	-6.12(*)	.016
More than 10	1-4 and less	-.27	.992
	5-9	6.12(*)	.016

\* The mean difference is significant at the .05 level.

Table (7) showed statistical significant differences in the level of instructional practices between respondents with experience ( 4 years and less) with mean (83.72) and respondents with experience (5-9 ) with mean (77.34) in favor of respondents with four years experience and less and there were also statistical significant differences between respondents with 5-9 years of experience ( mean=77.34) and the respondents with more than ten years of experience (mean=83,45) in favor of respondents with ten years of experience and more.

Based on the previous studies, the null hypothesis is rejected and the alternative one is accepted indicating these is a statistical significant difference at  $\alpha=0.05$  between degree of Islamic education teachers' classroom instructional practices in the basic stage attributed to experience variable.



#### 6.4 Results Concerning the Fourth Question

**Do** Islamic education teachers' classroom instructional practices' difference in Mafrag Governorate attribute to the interaction between gender and experience variables?

To answer this question, the means, standard deviations and ANCOVA were calculated, and table (8) illustrates this.

**Table 8.** Means and Standard Deviations of the Gender and Experience Variables

Gender	Experience	N	M	Std
Male	4 and less	7	82.56	10.203
	5-9	12	77.72	7.785
	More than 10	12	84.65	6.145
	Total	31	81.49	8.175
Female	4 and less	8	84.74	4.536
	5-9	5	76.42	2.306
	More than 10	20	82.74	7.946
	Total	33	82.26	7.047
Total	4 and less	15	83.72	7.495
	5-9	17	77.34	6.585
	More than 10	32	83.45	7.279
	Total	64	81.89	7.563

To identify whether there was a difference in the classroom instructional practices attributed to interaction between experience and gender, ANCOVA was used, and table (9) showed this.

**Table 9.** ANCOVA between Gender and Experience

Source of variance	Sum of seq.	Df	Mean of sum	F	Sig.
Gender	1.55	1	1.55	.03	.87
Experience	469.01	2	234.51	4.43	.02
Gender experience	43.25	2	21.62	.41	.67
Error	3071.79	58	52.96		
Total	3603.72	63			

Table (9) showed lack of statistical significance of the interaction between gender and experience as F value was 0.41.

Based on the previous results, the null hypothesis is accepted which states: "there is no statistical significant difference at ( $\alpha=0.05$ ) between degree of Islamic education teachers' classroom instructional practices attributed to interaction between gender and experience.

## 7. Discussion

Results concerning the first question (a) showed the mean of level of classroom instructional practices as a whole was 81.89 and standard deviation 7.566 and so the social and educational standard (80%) which is acceptable for the classroom instructional practices increased and item 18: “I encourage class participation) got the highest mean (87.50) and standard deviation (9.56) while item 19: “I use lecturing method” got the lowest mean (62.50) and standard deviation (7.56). And this result may attribute to the teachers’ training on the use of new methods of teaching and evaluation in light of knowledge economy and therefore, many of them seek to apply these methods and strategies in addition to the developed curricula which enhance students’ participation and control the use of lecturing method to some extent.

Results concerning the first question (b) showed calculated T value is less than the tabulated one which indicates lack of difference in the classroom instructional practices compared to the acceptable standard socially and educationally. And based on the previous results, the null hypothesis is acceptable which states: “there is no statistical significant at ( $\alpha=0.05$ ) between the means of the degree of Islamic education teachers’ classroom instructional practices and the mean of the acceptable level educationally and socially (80%).

The results of this study are in line with the results of Mawla’s study which showed sufficient amount of teachers’ classroom instructional practices and the results also agreed with Zo’bi’s study which pointed that the teachers practices greatly in the field of creativity. And this result is attributed to the teachers’ training of the classroom instructional practices either at the universities or through training courses held by the Ministry of Education or through field experience.

### *7.1 Interpretation of the Results Concerning the Second Question*

Results showed value of calculated T is less than the tabulated one indicating lack of difference in the Islamic education teachers’ classroom instructional practices attributed to gender.

And based on the previous results, the null hypothesis is accepted which states: “there is no statistical significant difference at ( $\alpha=0, 05$ ) between the degrees’ mean of Islamic education teachers’ classroom instructional practices attributed to gender”. These results are compatible with the results of the studies( Bitar,1998;Al-Khalidi,2013;AL-ifhajaya&Soud,2013) which showed differences in the instructional practices attributed to gender variable .And this may due to the closeness between male and females in the scientific qualification and experience in addition to enrollment in the same training programs and therefore, the instructional practices may look similar among the males and females to some extent and this agrees with the scientific studies which pointed that the teacher who employs his authority inside the class correctly, he will succeed in managing the students’ behavior regardless his gender(Haroon,2003).

### *7.2 Interpretation of the Results Concerning the Third Question*

Results concerning this question showed statistical significant difference at  $\alpha = 0.05$  of the classroom instructional practices attributed to experience variable as F value was (4.696) and these differences were between the mean of respondents with four years of experience and less ( 83.72) and the mean of the respondents with five to nine years of experience (77.34) and the mean of respondents with ten years and more experience( 83.45) in favor of respondents with ten years and more experience.

Based on these results, the null hypothesis is rejected and the alternative one is accepted which means that there is a statistical significant difference at ( $\alpha=0.05$ ) between the mean of degrees of the Islamic education teachers' classroom instructional practices in the basic stage attributed to experience variable and this may due to respondents with four years experience are fresh graduate who were trained and therefore they seek to prove themselves in the field and apply what they learnt theoretically and regarding the result of the respondents with ten years experience and more, it may due to long experience in teaching which led to an accumulation to a set of instructional practices and this agrees with ( experience knowledge) which pointed to the teacher's learning from his experiences inside the classroom(Abo-latifa, 2005). And this result disagrees with the result of Zo'bi's study (2009) which showed lack of statistical significant difference in the degree of Islamic Education teachers' practice of the motivated factors of the creative thinking attributed to scientific qualification and years of experience variables.

### *7.3 Interpreting Results Concerning the Fourth Question*

Results showed lack of statistical significance of the interaction between gender and experience as F value was (0.41).

Based on the previous results, the null hypothesis is accepted which states: “ there is no statistical significant difference ( $\alpha=0.05$ ) between the degrees of Islamic Education teachers' classroom instructional practices in the basic stage attributed to interaction between gender and experience variables and this may due to the idea that every variable has its own significance .

## **8. Recommendations**

In light of the results, the researcher recommended the following:

- Using modern methods and strategies instead of using lecturing method.
- Developing school curricula in a way that meets the theories and modern methods and strategies in teaching
- The necessity to have in the Teacher's book strategies and guidance of the instructional practices.

- Developing teachers' training programs to suit instructional practices and the change in teacher's role.
- Conducting studies addressing classroom instructional practices from the perspective of teachers and supervisors.
- Focusing in the teachers' training programs on the classroom instructional practices in the changes of the teacher's role.

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