الجامعة الإسلامية بالمدينة المنورة

ISLAMIC UNIVERSITY OF MADINAH

بسم الله الرحمن الرحيم

قواعد وضوابط النشر في المجلة *

١. أن يتّسم بالأصالة والجدّة والابتكار والإضافة المعرفية في التخصص.

٢. لم يسبق للباحث نشر بحثه.

٣. أن لا يكون مستلًّا من بحوثٍ سبق نشرها للباحث.

٤. أن يلتزم الباحث بالأمانة العلمية.

٥. أن تراعى فيه منهجية البحث العلمي وقواعده.

٦. ألا يتجاوز مجموع كلمات البحث (١٢,٠٠٠) كلمة بما في ذلك الملخصين العربي والإنجليزي، وقائمة المراجع.

٧. في حال (نشر البحث ورقيًا) يمنح الباحث نسخة مجانية واحدة من عدد المجلة الذي تم نشر بحثه فيه، و (١٠) مستلات من بحثه.

٨. لا يحقّ للباحث إعادة نشر بحثه المقبول للنّشر في المجلّة إلّا بعد إذن كتابي من رئيس هيئة تحرير المجلة.

٩. أسلوب التوثيق المعتمد فـــي المجلة هو نظام جمعية علم النفس الأمريكية (APA) الإصدار السَّادس، وفي الدراسات التاريخية نظام شيكاغو.

١٠. أن يشــتمل البحث على: صــفحة عنوان البحث، ومســتخلص باللغتين العربيّة والإنجليزيّة، ومقدّمة، وصــلب البحث، وخاتمة تتضــمّن النّتائج والتّوصــيات، وثبت المصــادر والمراجع، والملاحق اللازمة (إن وجدت).

١١. يلتزم الباحث بترجمة المصادر العربية إلى اللغة الإنجليزيَّة.

١٢. يرسـل الباحث بحثه إلى المجلة إلكترونيًّا؛ بصيغة (WORD) وبصـيغة (PDF)، ويرفق تعهّدًا خطيًا بأن البحث لم يسبق نشره، وأنه غير مقدم للنشر، ولن يقدم للنشر فـــي جهة أخرى حتى تنتهي إجراءات تحكيمه في المجلة.

الهيئة الاستشارية

معالي الأستاذ الدكتور/ محمد بن عبد الله آل ناجي

مدير جامعة حفر الباطن سابقاً

معالي الأستاذ الدكتور/ سعيد بن عمر آل عمر

مدير جامعة الحدود الشمالية

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أستاذ الإدارة التربوية بالجامعة الإسلامية

الأستاذ الدكتور/ عبد الله بن ناصر الوليعي

أستاذ الجغرافيا بجامعة الملك سعود

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فهرس المحتويات *

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* ترتيب الأبحاث حسب تاريخ ورودها إلى المجلة.

واقع استخدام معلمي العلوم الشرعية للبرامج التعليمية القائمة على التعلم المتنقل (الجوال) من وجهة نظرهم

The Reality of Using Mobile Learning-Based Instructional Programs by Sharia Sciences Teachers from their Viewpoint

إعـداد

د. ثابت سعيد ناصر آل كحلان

أستاذ المناهج وطرق التدريس المشارك بجامعة الملك خالد

المستخلص

هدفت هذه الدراســة إلى التعرف على واقع اسـتخدام معلمي العلوم الشــرعية للبرامج التعليمية القائمة على التعلم المتنقل (الجوال) من وجهـة نظرهم، من خلال التعرّف على مسـتوى معرفة معلمي العلوم الشـرعية بالبرامج التعليمية القائمة على التعلم المتنقل (الجوال)، وتحديد درجة اسـتخدام المهارات التدريسية بالبرامج التعليمية القائمة على التعلم المتنقل (الجوال) لـدى معلمي العلوم الشــرعية بالتعليم العام، والكشـف عن وجهـة نظرهم نحو اسـتخدام البرامج التعليمية القائمة على التعلم المتنقل (الجوال). وقام الباحث باسـتخدام المنهج الوصفي حيث تم بناء اسـتبانة مكونة من (٤٠) فقرة. وتكوّن مجتمع الدراسة من جميع معلمي العلوم الشرعية في مدارس التعليم العام بمنطقة عسـير في الفصـل الدراسـي الثاني من العام الدراسـي ١٤٣٩/١٤٤٠. وتوصـلت الدراسـة الى أن درجة اسـتخدام معلمي العلوم الشـرعية للبرامج التعليمية القائمة على التعلم المتنقل (الجوال) من وجهة نظرهم كانت متوسـطة، وأن مسـتوى معرفة معلمي العلوم الشـرعية للبرامج التعليمية القائمة على التعلم المتنقل (الجوال) من وجهة نظرهم كانت بدرجة متوسـطة، وجاء درجة وجهة نظرهم نحو اسـتخدام البرامج التعليمية القائمة على التعلم المتنقل (الجوال) عالية. وفي ضـوء ما تم التوصـل إليه من نتائج قدّم الباحث تصـوّراً مقترحاً لتنمية مهارات معلم العلوم الشـرعية في اسـتخدام تطبيقات التعلم المتنقل (الجوال)، كما تم وضع جملة من التوصيات والمقترحات.

الكلمات المفتاحية: التعلم النقال، البرامج التعليمية القائمة على التعلم النقال.

وَاقِعُ اسْتِخْدَامِ مُعَلِّمِي الْعُلُومِ الشَّرْعِيَّةِ لِلْبَرَامِجِ التَّعْلِيمِيَّةِ الْقَائِمَةِ عَلَى التَّعَلُّمِ الْمُتَنَقِّلِ   د . ثابت سعيد ناصر
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Abstract

This study aimed at identifying the reality of using mobile learning-based instructional programs by Sharia sciences teachers from their own viewpoints. The study also attempted to investigate the levels of knowledge of using mobile learning-based programs and the levels of including teaching skills in these programs in public education, as well as their point of view toward using mobile learning in general. The study used a descriptive approach and developed a questionnaire of 40 paragraphs as its study instrument. The population of the study consisted of all Sharia Sciences teachers in public schools in Aseer region during the second semester of the 2018/2019 academic year. The results revealed that the degree of using mobile learning-based instructional programs was at an average. The level of familiarity of Sharia teachers with mobile learning-based instructional programs from their own point of view was average and the levels of their point of view toward using such programs were high. In the light of the findings of this study, the researcher presented a proposal for developing the skills of Sharia sciences teachers in the use of mobile learning applications and a set of recommendations.

Keywords: Mobile learning, m-learning, Mobile learning-based instructional programs.
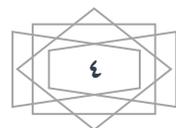
1. Introduction

The vast developments in educational technologies are prominent indicators that triggered a change in learning methodologies for students. New technologies helped to develop educational content and moved the focus from educational techniques to learning techniques. This notion is in line with theories that focused on the learners' participation in the learning processes and practices (Lave & Wenger, 1991). As a result, the student became a partner in the educational and learning processes, especially after the great scientific and technological progress in the field of Information Technology and e-learning programs that use multimedia and educational and learning applications of the Internet.

Kadem (2011) pointed out that the great development in information and communications technology brought countries all over the world closer, which required developing new modern technologies and methods to be used in education. The need to deliver knowledge and education with the most time-saving and cost-efficient means became a major need recently. Moreover, new changes such as the advent of the technological revolution in information technology, the closeness of all parts of the world, the increasing need to exchange experiences, diversity of environments and the multiplicity of research and knowledge sources, forced the concept of e-learning to emerge as an educational method in the delivery of information.

Moreover, the development in the communication and information technologies accelerated the spread of electronic knowledge among students and teachers, which led to the emergence of new forms of learning systems, where computer based-education and training tools and the various methods of interaction emerged taking advantage of CDs and local networks. Nowadays, investment in mobile technologies in particular and wireless communications in general has fostered the emergence of a new concept, Mobile Learning Systems.

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Through observation of the teaching strategies and methods followed by Sharia sciences teachers, the researcher noticed that Sharia sciences are still being taught using conventional methods, despite the significant progress in teaching Sharia sciences curricula and the diversity of its topics related to using new technologies. It would be more important to employ this developed content that covers some new technologies as teaching strategies, such as mobile learning. Therefore, this study attempted to reveal the reality of using mobile learning-based instructional programs by Sharia Sciences teachers from their own perspectives.

1.1. Research problem

The recent trend to employ technology in teaching is seen as a key mediator in developing thinking, knowledge, collaborative work and social interaction. Al-Ghazo (2014) indicated that the tremendous power of modern technologies makes it imperative that we utilize them to improve teaching and learning and enable our students to take the lead in self-learning and keep up with their peers in developed countries. In the Kingdom of Saudi Arabia, the Ministry of Education has paid attention to the applications of e-learning in public schools through an e-learning project that aims to develop a plan to integrate information technology in education as a strategic basis to meet the challenges and requirements of this age.

However, the actual activation of M-learning, especially in teaching Sharia Science courses in public schools suffer from many problems related to the actual use and requirements. Mobile learning faces many obstacles, such as the inability of teachers to use skills related to recent innovations and programs and the unwillingness among them to change from traditional education to the use of mobile learning.

To the best knowledge of the researcher, no studies, have tackled the use of mobile learning-based instructional programs by Sharia

sciences teachers in Saudi Arabia. There is a need to understand the reality of using M-learning in teaching these courses in order to help curricula designers and decision-makers to develop better solutions for using such modern techniques. Therefore, this study attempted to bridge this gap by answering its main question "What is the reality of using mobile learning-based instructional programs by Sharia sciences teachers from their own perspectives?

This main question is further divided into the following sub-questions:

1. What level of knowledge does Sharia sciences' teachers have about mobile learning-based instructional programs?

2. What is the degree of using mobile learning-based instructional programs by Sharia Sciences teachers in public schools?

3. What are the viewpoints of Sharia sciences teachers toward using mobile learning-based instructional programs?

4. What are the proposed visions for developing the skills of Sharia sciences teachers in using mobile learning applications in the educational process?

1.2. Objectives of the Study

This study aims at:

1. Identifying the level of knowledge Sharia sciences' teachers have about mobile learning-based instructional programs.

2. Identifying the degree of using mobile learning-based instructional programs by Sharia Sciences teachers in public schools.

3. Investigating the point of views of Sharia sciences teachers toward using mobile learning-based instructional programs.

4. Proposing visions for developing the skills of Sharia sciences teachers in using mobile learning applications in the educational process.

وَاقِعُ اسْتِخْدَامِ مُعَلِّمِي الْعُلُومِ الشَّرْعِيَّةِ لِلْبَرَامِجِ التَّعْلِيمِيَّةِ الْقَائِمَةِ عَلَى التَّعَلُّمِ المُتَنَقِّلِ   د . ثابت سعيد ناصر

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1.3. Significance of the Study

The significance of this study stems from its attempts to draw Sharia Sciences teachers' attention to the importance of using mobile learning as a new e-learning method. The findings of this study help decision makers in the Ministry of Education to know the reality of using the applications of e-learning, and especially mobile learning, and eventually support in post-assessment planning to develop teachers' skills. This study also provides rich information on mobile learning and the various solutions it entails in the field of education and learning. The findings of this study pave the way to the true and actual application of the techniques of mobile learning in teaching Sharia Sciences courses in public schools.

1.4. Boundaries of the study

This study is limited by the following:

Spatial boundaries: the study is limited to public schools in Aseer region, Saudi Arabia.

Time boundaries: this study was applied during the second semester of the 2018/2019 academic year.

Thematic boundaries: the study is limited to the use of mobile learning-based instructional programs by Sharia sciences teachers.

1.5. Terms of the study

Mobile Learning: Naismith et al. (2004) define M-learning as "the exploitation of ubiquitous handheld technologies, together with wireless and mobile phone networks, to facilitate, support, enhance and extend the reach of teaching and learning." The researcher defines mobile learning procedurally as the methods students use to learn through small and hand-held wireless devices, of various types, whether smart phones or personal computers, to help in the learning process.
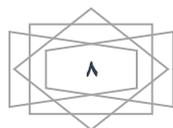
Mobile learning based educational programs: A group of mobile-based electronic education applications that interact with the teacher and the learner inside or outside the classroom to help and facilitate the learning process for students.

2. Literature Review
2.1. Mobile learning

Kert (2011) argued that Mobile Learning is a tool that provides learning anytime and anywhere using small and handheld wireless devices such as mobile phones, PDAs, smart phones and tablets. Mobile learning is part of e-learning applications, as the term e-learning refers to a wide range of applications and processes that include computer-based learning, web-based learning and virtual classes. Mobile learning falls under this system as it is a type of e-learning, except that it is only possible through portable devices, some of which could use wireless communication. Mobile learning is a type of electronic learning that includes online and mobile learning environments (Al-Halfway, 2011).

Mobile learning became a new area of application and educators started using it pedagogically to support teachers and students in different learning and education settings (Kert, 2011). Traxler (2008) argued that using portable and flexible devices in the learning processes influences learning positively. In addition, mobile learning systems have positive impact on students' motivations and may help in improving different skills and knowledge areas (Liu, Chu, Tang & Chang, 2007).

Mobile learning has different features that support its use in educational settings. Pea and Maldonado (2006) argued that there are seven features of using handheld device in education: "portability, small screen size, computing power (immediate starting up), diverse communication networks, a broad range of applications, data synchronization across computers, and stylus input device" (p. 428). Portability is a very important feature because it allows teachers and

students to have flexible learning process and reduces the crowding over available computers in school.

Therefore, educators started building instructional programs to be used in classrooms and beyond. Traxler (2007) defines mobile learning-based instructional programs as a set of mobile-based electronic learning applications that create interactions between the teacher and the learner inside or outside the classroom. Mobile learning is affordable and easy to use in different settings. Teachers can rely easily on mobile learning-based instructional programs and implement them in different courses.

2.2. Previous Studies

This section covers the studies and research related to the theme of the study, and which tackled the issue of using mobile learning in teaching in general and teachers' actual use in particular. These studies are arranged from newest to oldest as follows:

Al-Otaibi and Al-Shuwayer (2020) conducted a study to identify the readiness of King Saud University to apply mobile education in terms of the availability of technical, administrative, human and usage requirements from the perspectives of faculty members. The study used the descriptive survey method, where a questionnaire was distributed to a sample consisting of (77) faculty members in various disciplines. The results of the study showed a decrease in the degree of availability of technical requirements for employing mobile learning. The human, administrative and usage requirements were at the average. The results showed no statistically significant differences in the responses of the study sample in the extent of the university's readiness for mobile learning.

Sulisworo et al (2020) investigated the responses of junior high school students after attending a mobile learning-based program. The study adopted the quantitative descriptive approach and was applied to a sample of 34 students from 4 different junior high schools in Maumere

in Eastern Indonesia. The study used a questionnaire as an instrument, which consisted of four aspects, easy of learning, satisfaction, usefulness, and ease of use. The results showed that the students in the remote areas showed a positive response and students can be adequately involved in online learning. The results revealed no difficulties in the mobile learning interactions, studying the application, the use of the application and other aspects in online learning.

Kuo and Kuo (2020) examined the preservice teacher's perceived learning experience in iPad-enhanced collaborative learning environments. The sample of the study consisted of 67 preservice teachers enrolled in the undergraduate level in the College of Education at a northeastern university in the United States. The study used the quantitative approach and developed an online survey to collect the data. The result of the study showed that preservice teachers were positive about the use of iPads in collaborative settings, with the majority of them perceiving the sense of working in a learning community through the collaborative group.

Al-Johorya (2019) investigated the impact of mobile applications on enhancing youth's point of view towards technical education in the Sultanate of Oman from the viewpoint of faculty members. The study also aimed at identifying the current mobile applications in use. The study used the descriptive approach, where interviews were used as a tool for study and applied to a sample of 10 academics working in institutions of higher education. The results of the study showed the importance of the participatory and interactive value that mobile learning provides and the motivation it brings in improving young people's point of view towards technical education.

Hao et al (2019) evaluated the effectiveness of a mobile application (app) designed to facilitate students struggling with learning English as a foreign language (EFL). Ten participants from the seventh grade who have low achievement in EFL were selected from an urban Catholic boy's middle school in north Taiwan. The study used surveys,

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interviews, tests, and observation to collect the data. The results indicated that using the app enhanced learning English as a foreign language and boosted students' confidence in learning. The mobile learning technique helped students moving from individual learning to cooperative learning environment.

John and Yunus (2019) examined the pre-university student's perceptions on the usage of mobile learning (e.g. learning via smartphone, iPad, tablet computer and Personal Digital Assistant) for writing. A mixed-method approach was used in this study and was applied to a sample of 157 students from five different national secondary schools in Betong, Malaysia. The results revealed that 87.2% of the students agreed that using mobile learning improved their English language proficiency and 77.7% of the students strongly agreed that the use of mobile learning contributes to the development of their MUET (Malaysian University English Test) writing skills.

Quneibi (2019) developed a proposed model for incorporating the tablet into the educational learning process. The study used the qualitative approach, where interviews were used to collect data. The study sample consisted of (18) teachers and (28) students from the upper basic classes (eighth, ninth and tenth) in Al-Hasad private schools in Amman. This school use the tablet in the process of learning and education. The study proposed a model for introducing the tablet into the learning and teaching process, which consisted of four stages, each stage consists of a set of steps, and begins with the planning stage, followed by the developing and preparation stage, then the application stage. All these three stages were accompanied by the follow-up and evaluation process.

These studies tackled the use of mobile learning in different educational settings and its impact on the learning and education processes, especially on students' academic achievement. Although, none of these studies tackled the use of mobile learning in Sharia sciences courses, the researcher reviewed these studies for tools and

instruments to explore the use of m-learning in different educational settings. Therefore, the current study is, to the best knowledge of the researcher, the first study at the local level to treat such topic.

3. Methods

This section provides information on the methodology of the present study, which includes population and sample, research instrument, and validity and reliability of the instrument. This study used a descriptive approach and developed a questionnaire as an instrument to collect data for analysis. The following is a description of the psychometric features of the instrument.

3.1. Sampling

The population of the study consisted of all 530 Sharia sciences teachers in public schools in Aseer region during the second semester of the 2018/2019 academic year. The sample of the study was 53, who were selected randomly to constitute 10% of the total population.

3.2. Study instrument

The researcher developed a questionnaire as an instrument to identify the reality of the use of Sharia teachers for educational programs based on mobile learning from their point of view. The instrument covered identifying the level of their knowledge of educational programs based on mobile learning, determining the degree of use of teaching skills in educational programs based on mobile learning and revealing their point of view towards the use of such m-learning based educational programs. The questionnaire included, in its initial form, 53 paragraphs, divided into three dimensions. These dimensions were the level of teachers' knowledge of educational programs based on mobile learning, the degree of using educational programs based on mobile learning, and the point of view of teachers toward using m-learning. The questionnaire was developed based on several sources, such as previous studies in the field of m-learning, the literature and research in m-learning, the researcher's work and

experience in the field of educational supervision in teaching Sharia sciences.

The instrument was presented in its initial form to a group of referees, who specialize in curricula and teaching methods, in order to express their views on the instrument and its suitability for the objectives, the correctness of the paragraphs and the relevance of each paragraph to each dimension. In the light of their reviews, some of the paragraphs were deleted either because they do not represent the dimension, or because of the difficulty of formulation. Some paragraphs were paraphrased, and the final number of the paragraphs were 40. The questionnaire consisted of three dimensions, as follows:

- The first dimension: the level of teachers' knowledge of educational programs based on mobile learning, which consisted of (10) paragraphs.
- The second dimension: the degree of using educational programs based on mobile learning, and the point of view of teachers toward using m-learning, which consisted of (13) paragraphs.
- The third dimension: the point of view of teachers toward using m-learning, which consisted of (17) paragraphs

Likert three-point scale was used as shown in Table 1.

Table 1: Likert three-point scale

Low level	Medium level	High level
1	2	3

3.3. Identifying the level of teaching performance and approval level

The level of teaching performance was identified based on the weighted average value. The following criteria was used to estimate the degree of contribution, where the used dimensions for the instrument was from (1-3) and the range was calculated (3-1=2), which was further

divided on the three intervals of the instrument to obtain the longest interval, which was (4/5=0.67). Table 6 presents the results.

Table 6: Weighted averages, relative weights, and identifying the degree of contribution

dimension	relative weight	Interval	weighted average	Performance level	Degree of use	point of view
١	٣٣,٣٣- ٥٥,٦٥ %	(١) to less than (١,٦٧)	١ - ١,٦٦	High	High	Agree
٢	٥٥,٦ – ٧٧,٩٨٪	(١,٦٧) to less than (٢,٣٤)	١,٦٧ – ٢,٣٣	Medium	Medium	Partly agree
٣	٧٧,٩ – ٦٧,٩ %	(٢,٣٤) to (٣)	٢,٣٤ – ٣	Low	Low	disagree

The criteria to determine the value of mean scores was as follow. Average value from (1 to less than 1.67) = poor performance, average value from (1.67 to less than 2.34) = average performance level, and average value from (2.34 to less than 3) = high performance level.

The research adopted the good category limit (2.04) to be an adequacy limit. If the mean score of the responses of the sample to the performance level or the dimension reached the adequacy limit, then the score will be considered as an acceptable level of performance.

3.4. Data Collection

After conducting visits to schools, from which the participants are part of the sample of the study, the data were collected by administering the study instrument to the selected sample. The researcher explained the purpose and objectives of the study and ensured that participants' responses are confidential and are being used only for scientific research purposes. 53 questionnaires were distributed to the sample of the study. All questionnaires were returned answered and were all included in the statistical analysis. In order to analyze data, SPSS was

used, and results were obtained and presented below with a set of recommendations.

3.5 Data Analysis

The returned questionnaires were recorded and tabulated with the assistance of Statistical Package for Social Sciences (SPSS) for windows 17.0 to identify the correlated relationships of dimensions concerning the reality of using mobile learning-based instructional programs by sharia sciences teachers. Different statistical methods were used to achieve the main objectives of the present investigation. These methods included descriptive statistics, such as mean scores, standard deviation and frequencies, which were computed to summarize the teachers 'responses to using mobile learning-based instructional programs.

3.6 Validity and Reliability of the Instrument

The validity of the instrument of the study was ensured using two methods. First, the instrument was presented in its initial form to a group of referees, who specialize in curricula and teaching methods, in order to express their opinions on the instrument and its suitability for the objectives, the correct drafting and the link between each paragraph and each dimension. Based on their review, some paragraphs were eliminated while some others were paraphrased.

Secondly, the internal consistency of the instrument was performed. The correlation coefficients were calculated between the score of each paragraph and its dimension, as well as the overall score of the instrument, as shown in Table (2).

Table 2: Correlation coefficients between each paragraph, its dimension and the total score

Parag raph	Dimen sion correla tion coeffic ients	Correla tion coeffic ients for total score	Parag raph	Dimen sion correla tion coeffic ients	Correla tion coeffic ients for total score	Parag raph	Dimen sion correla tion coeffic ients	Correla tion coeffic ients for total score
First dimension			Second dimension			Third dimension		
١	**٠,٦١	**٠,٤٠	١	**٠,٧٥	**٠,٧٠	١	**٠,٦٨	**٠,٦٣
٢	**٠,٦٨	**٠,٥٦	٢	**٠,٦٨	**٠,٦٠	٢	**٠,٥٥	**٠,٥٢
٣	**٠,٧١	**٠,٥٨	٣	**٠,٦٨	**٠,٦٣	٣	**٠,٦٢	**٠,٤٥
٤	**٠,٧٦	**٠,٦٥	٤	**٠,٧٨	**٠,٦٧	٤	**٠,٧٧	**٠,٥٣
٥	**٠,٦٩	**٠,٦٢	٥	**٠,٨٠	**٠,٦٨	٥	**٠,٧٨	**٠,٥٩
٦	**٠,٦٥	**٠,٥٥	٦	**٠,٨١	**٠,٧٦	٦	**٠,٦٣	**٠,٥٢
٧	**٠,٥٩	**٠,٤٥	٧	**٠,٨١	**٠,٧٧	٧	**٠,٦٥	**٠,٤٦
٨	**٠,٦٤	**٠,٦٩	٨	**٠,٧٢	**٠,٧٥	٨	**٠,٥٣	**٠,٤٩
٩	**٠,٧٢	**٠,٥٩	٩	**٠,٥٨	**٠,٦٤	٩	**٠,٦٨	**٠,٥٦
١٠	**٠,٦٩	**٠,٦٥	١٠	**٠,٧٨	**٠,٧٤	١٠	**٠,٧٤	**٠,٦٣
			١١	**٠,٧٣	**٠,٦٦	١١	**٠,٧٢	**٠,٥١
			١٢	**٠,٦٩	**٠,٦٥	١٢	**٠,٧١	**٠,٥١
			١٣	**٠,٦٢	**٠,٥٥	١٣	**٠,٧٥	**٠,٥٦
			١٤	**٠,٥٦	**٠,٥٤	١٤	**٠,٧٤	**٠,٦١
			١٥	**٠,٥٢	**٠,٤٤			
			١٦	**٠,٦١	**٠,٥٨			

**statistically significant at (0.01)

As seen in Table (2), all the values of correlation coefficients were high and statistically significant at (0.01), which means that the instrument has a high degree of validity in the internal consistency.

The correlation coefficient between the dimension and the total score of the instrument was calculated, and Table (3) shows the results.

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Table 3: Correlation coefficient between the dimension and the total score

Dimension	Correlation Coefficient for the total score
First	٠,٨٣ **
Second	٠,٩٣ **
Third	٠,٧٦ **

**statistically significant at (0.01)

Table 3 shows high and statistically significant correlation coefficients at the level (0.01) between the sub-dimensional scores and the total score, which indicates the validity of the internal consistency of the dimensions of the instrument.

The reliability of the study instrument was ensured using Cronbach's Alpha and split-half reliability.

Cronbach's Alpha was calculated for each dimension and for the instrument as a whole, as shown in Table (4).

Table 4: Correlation coefficient of the instrument using Cronbach's Alpha

Dimension	Cronbach's Alpha Coefficient
First	٠,٨٤
Second	٠,٩٣
Third	٠,٨٦
Total	٠,٩٤

As seen from Table 4, the correlation coefficient values of the dimensions were (0.84-0.93) and the internal consistency value for the whole instrument was (0.94), which indicates its reliability.

The reliability of the instrument was also measured by using the split-half reliability method. The total stability coefficient was calculated using Spearman's equation as shown in Table 5.

Table 5: Reliability coefficients values for the instrument using split-half method

Dimension	Reliability coefficients
First	٠,٨٣
Second	٠,٨٧
Third	٠,٨٣
Total	٠,٨٤

Table (5) shows high values in the reliability coefficients for the whole instrument using the split-half method, which indicates the reliability of the results of the instrument.

3. Results and Discussion
3.2. Results of the first question

The first question of this study was "What is the level of knowledge Sharia sciences' teachers have about mobile learning-based instructional programs?"

To answer this question, mean scores, standard deviations and relative weights were calculated to analyze the responses of the research sample about the level of knowledge on mobile learning-based instructional programs by Sharia Sciences teachers. Table (7) presents the results.

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Table 7: Mean scores, standard deviations and relative weights of the responses of the sample on knowledge of m-learning-based instructional programs

No.	Paragraph	Mean score	St. Dev.	Relative weight	Level
١	He knows the cognitive skills to employ mobile applications in teaching Sharia sciences subjects.	١,٧٩	٠,٩٩	٥٩,٦٦	Medium
٢	He has the cognitive ability to upload files and students' participation via e-mail using Android (mobile) applications.	٢,٠٦	٠,٧٥	٦٨,٦٦	Medium
٣	He can use mobile learning anywhere and anytime.	٢,٣٤	٠,٧١	٧٧,٩٩	High
٤	He has the ability to design interfaces for students to interact with educational content on mobile phones.	١,٩٦	٠,٧٦	٦٥,٣٣	Medium
٥	He has the ability to produce educational software based on interactive media and upload it online using the mobile.	١,٨٩	٠,٧	٦٢,٩٩	Medium
٦	He has an understanding of the mobile learning feature, as he takes into account the individual differences between students.	٢,١٧	٠,٧	٧٢,٣٣	Medium
٧	He has knowledge of the ethics of using multimedia and audio-visual accessories with mobile learning.	٢,٤	٠,٦٦	٧٩,٩٩	High
٨	He provides reliable e-learning resources such as e-library sites to send to students on mobile phones.	٢,٢٣	٠,٧٥	٧٤,٣٣	Medium
٩	He has knowledge of cognitive skills to employ second generation techniques using mobile phones in teaching subjects of Sharia sciences courses.	٢,٣	٠,٦٧	٧٦,٦٦	Medium
١٠	He follows up with everything new in his field of specialization via mobile phone.	٢,٢٨	٠,٧٢	٧٥,٩٩	Medium
	Total	٢,١٤	٠,٧٨	٧١,٣٢	Medium

Table (7) shows that the level of knowledge of m-learning-based instructional program among Sharia teachers was medium, with a mean score of 2.14 and a standard deviation of 0.78. The third paragraph (He can use mobile learning anywhere and anytime) got the highest score (2.34) and high relative weight (77.99). Paragraph one (He knows the

cognitive skills to employ mobile applications in teaching Sharia sciences subjects) scored the lowest, with a medium level; mean score was 1.79 and relative weight was 59.66.

The results of this study agreed with the results of previous studies (Al- Johorya, 2019; Kuo and Kuo, 2020) in emphasizing the presence of weaknesses among some teachers in terms of their knowledge of mobile learning applications. This result could be due to the absence of the theoretical aspect related to mobile learning and not being exposed to it during the teachers' preparation programs to raise their capacity. The lack of training to teachers in the field is also another reason behind their lack of knowledge on mobile learning application in education.

3.3. Results of the Second Question

The second research question of this study was "What is the degree of using mobile learning-based instructional programs by Sharia Sciences teachers in public schools?"

To answer this question, mean scores, standard deviations and relative weights were calculated to analyze the responses of the research sample about the level of using mobile learning-based instructional programs by Sharia Sciences teachers. Table (8) presents the results.

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Table 8: mean scores, standard deviations and relative weights of the responses of the sample on using m-learning-based instructional programs

No.	Paragraph	Mean score	St. Dev.	Relative weight	Level
١	He uses dialogue based on WhatsApp groups to communicate with students.	١,٨٣	٠,٨٣	٦٠,٩٩	Medium
٢	He uses WhatsApp to share files with students.	١,٩٤	٠,٨٤	٦٤,٦٦	Medium
٣	He shares media files with students via the mobile app in teaching some subject topics.	١,٨١	٠,٧٤	٦٠,٣٣	Medium
٤	He uses podcast audio and visual broadcasting to communicate with students.	١,٧٢	٠,٧٢	٥٧,٣٣	Medium
٥	He uses mobile phone to send lesson content to students via social networks such as Facebook or blogs before it is implemented.	١,٧٥	٠,٧٦	٥٨,٣٣	Medium
٦	He attaches (files) to the email when sent to students via the mobile app.	١,٩٨	٠,٨	٦٥,٩٩	Medium
٧	He uses photo or video sharing as a mobile enrichment for the course.	٢,١٥	٠,٧٧	٧١,٦٦	Medium
٨	He uses document sharing via mobile phone to enrich the course.	٢,١٣	٠,٨١	٧٠,٩٩	Medium
٩	He uses interactive programs to share posts with students on mobile phone.	٢,٠٤	٠,٧١	٦٧,٩٩	Medium
١٠	He uses YouTube in teaching topics using mobile apps.	٢,٣٦	٠,٧١	٧٨,٦٦	High
١١	He sends electronic educational materials to students and receives their responses online using the mobile phone.	١,٩٨	٠,٦٩	٦٥,٩٩	Medium
١٢	He has a special website to teach Sharia sciences course, which students can access through mobile applications.	١,٩٨	٠,٧٥	٦٥,٩٩	Medium
١٣	He uses mobile learning applications to access databases and e-books in the library	٢,١٣	٠,٧٤	٧٠,٩٩	Medium

١٤	He exchanges letters with colleagues to inquire about educational matters.	٢,٥٣	٠,٦٧	٨٤,٣٢	High
١٥	He meets and knows new colleagues in the same field of specialization	٢,٤	٠,٧٤	٧٩,٩٩	High
١٦	He exchanges files and e-books via technologies like (Bluetooth, WhatsApp)	٢,٤٥	٠,٦٧	٨١,٦٦	High
	Total	٢,٠٧	٠,٧٣	٦٩,١٣	Medium

Table (8) shows that the level of using mobile learning-based instructional programs by Sharia sciences teachers was at the medium, with a mean score of 2.07 and a standard deviation of 0.73. The level of use among Sharia teachers was acceptable as the mean score was above 2.04. Paragraph 14 (He exchanges letters with colleagues to inquire about educational matters) got the highest score, with a mean score of 2.53. The lowest score was for paragraph 4 (He uses podcast audio and visual broadcasting to communicate with students), with a mean score of 1.72.

These results agree with Al-Otaibi and Al-Shuwayer (2020), who found poor willingness of public universities to employ mobile learning in their educational programs. The results also agree with Al- Johorya (2019), who found moderate use of mobile learning tools, but good positive feedback from respondents. These findings could be explained from different perspectives. One main reason is the lack of electronic resources on e-learning teaching methods and the lack of tools related to m-learning. The limited training courses for teachers and the heavy workload they have are among the reasons behind the poor use of m-learning. Some schools also do not have sufficient number of computers and electronic devices to fully implement m-learning. Another important reason is the lack of journals and periodicals on the use of m-learning in the classroom.

3.4. Results of Question Three

The third question of this study was "What are the points of view of Sharia sciences teachers toward using mobile learning-based instructional programs?"

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To answer this question, mean scores, standard deviations and relative weights were calculated to analyze the responses of the research sample about their point of view toward using mobile learning-based instructional programs. Table (9) presents the results.

Table (9): Mean scores, standard deviations and relative weights of the responses of the sample on their points of view toward using m-learning-based instructional programs

No.	Paragraph	Mean score	St. Dev.	Relative weight	Point of view
١	Good planning for mobile learning can achieve educational outcomes.	٢,٥٣	٠,٦١	٨٤,٣٢	Agree
٢	Mobile learning increases the teaching workload.	٢,٢١	٠,٧٧	٧٣,٦٦	Partly agree
٣	Mobile learning enables each student to be evaluated separately.	٢,٣٨	٠,٧٤	٧٩,٣٣	Agree
٤	Mobile learning offers multiple methods and means of assessment.	٢,٥٨	٠,٦٣	٨٥,٩٩	Agree
٥	Mobile learning helps achieve educational goals more effectively.	٢,٣٨	٠,٦٩	٧٩,٣٣	Agree
٦	Mobile learning makes the teacher's role in education more flexible.	٢,٤٧	٠,٦١	٨٢,٣٣	Agree
٧	Mobile learning requires the teacher to develop his teaching skills.	٢,٥٧	٠,٦٤	٨٥,٦٦	Agree
٨	Mobile learning limits the role of the teacher.	١,٩٤	٠,٨٦	٦٤,٦٦	Partly agree
٩	Mobile learning enables the teacher to communicate student feedback in many ways.	٢,٥٨	٠,٦	٨٥,٩٩	Agree
١٠	Mobile learning provides more educational opportunities that cater to different students' needs.	٢,٤٣	٠,٦٩	٨٠,٩٩	Agree
١١	Mobile learning provides the use of multiple educational methods and techniques to communicate information to the student.	٢,٥٥	٠,٦١	٨٤,٩٩	Agree

١٢	Time is better used in mobile learning than traditional learning.	٢,٤٥	٠,٧٢	٨١,٦٦	Agree
١٣	Mobile learning breaks the psychological barrier to the learning process and makes it more attractive.	٢,٦٦	٠,٥٢	٨٨,٦٦	Agree
١٤	Mobile learning enables faster access to educational information and experiences than traditional learning.	٢,٦٧	٠,٥٩	٨٨,٩٩	Agree
	Total	٢,٤٦	٠,٧١	٨١,٩٩	Agree

As seen in Table (9), the point of view of Sharia sciences teachers toward using mobile learning was good, as the responses were in agreement with the paragraphs of the instrument. The mean score of the responses was 2.46 and the standard deviation was 0.71, which indicate the agreement between most of the respondents with the importance of using mobile learning in teaching Sharia courses. The table also shows that paragraph 14 (Mobile learning enables faster access to educational information and experiences than traditional learning) got the highest score, with a mean score of 2.67 and a relative weight of 88.99. On the other hand, paragraph 8 (Mobile learning limits the role of the teacher) was the lowest, with a mean score of 1.94 and a relative weight of 64.66.

These results agree with (Kuo and Kuo, 2020; Al- Johorya, 2019; Hao et al, 2019), which indicated the positive perceptions on integrating mobile learning in education and the good impact it leaves on students and the learning process in general. These findings are not a surprise as the world now is moving in a fast pace toward digitization and globalization. Teachers and students have mobile phones and could be connected together for education purposes.

3.5. Results of Question Four

The fourth question of the study was "What is the proposed vision for developing the skills of Sharia science teachers in using mobile learning applications in the educational process?

In order to answer this question, the researcher proposed suggested visions based on the findings of this study. The results of the study showed that Sharia sciences teachers' use of m-learning is under

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average, which requires proposing future visions and suggestions for using this technique more sufficiently in teaching Sharia courses. This proposal includes rationale of the proposal, its objectives, its nature, elements and components, which are explained in detail below.

First: Rationale for the proposed visions

This proposal stem from the following reasons:

1. The nature of the technological revolution that requires serious work, organized planning and exploitation of all available capabilities in order to achieve the development of the educational environment and to keep pace with the rapid technological developments.
2. There are several indications of the importance of m-learning applications in providing an educational service for some groups. m-learning could be also used to develop existing systems by employing mobile services and making use of its applications to serve the educational programs and its providers.
3. The role of scientific research in diagnosing the actual reality of problems and contributing to proposing appropriate solutions.
4. The nature of the relationship that links scientific research and human development, as scientific research is a pillar in the field of human development and supports it with indicators and proposals that reflect reality.
5. The reality of the Saudi society that shows its interest in sustainable development and its need for conscious developmental programs and plans to reduce educational problems through the development of those involved in educational work, especially teachers.

Second: Objectives of the proposed visions

The proposed visions aim at the following:

1. Developing the value of investigating the reality of skills for using m-learning applications by Sharia science teachers inside and outside the classroom.
2. Developing the performance of Sharia science teachers in light of the skills of using m-learning applications.
3. Encouraging entities in charge of training teachers in the Ministry of Education in the Kingdom of Saudi Arabia to include the skills of using m-learning applications within the programs of developing the performance of Sharia sciences teachers.
4. Encouraging Colleges of Education in Saudi universities to ensure the availability of skills for using m-learning applications by students before they enter into the practical field.

Third: The nature and elements of the proposed visions

In light of the results of the study, the researcher proposed a vision to develop the skills of Sharia sciences teachers in using m-learning. The features of this proposal and arrangement of its aspects do not mean their order is based on priority. These visions were built to work in a single format and in an integrated way, interacting with one another in order to achieve the main goal. The features and elements of this proposal can be clarified through the following basic aspects:

First aspect: Planning at the Level of Colleges of Education

The planning process is one of the main pillars in universities, and it is more urgent in relation to the programs of preparing teachers in colleges of education, where it is important to follow the educational and technological revolution to move from conventional settings to the contemporary settings in general. In addition, pre-service teachers need

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to acquire different skills before joining the field of work to be able to provide best services. This can be done through:

1. Urging designers of education plans and programs provided to the student in Sharia sciences specialization to developing contemporary professional skills in using m-learning applications during the preparation period at the colleges of education.
2. Taking interest in developing professional skills of Sharia sciences teachers through mini-training seminars inside the college.
3. Paying attention to the contemporary professional development of Sharia sciences teachers through their field training programs and by avoiding traditional skills and focusing on new developments.
4. Ensuring that the training period for students in Sharia sciences major extends from the end of the fifth level, where a section is dedicated to dealing with modern technology to make student more knowledgeable in this field.
5. Having a joint cooperation between the colleges of education and the supervision offices of education departments to prepare for training and awareness programs with regard to developing the skills of using m-learning, and through publications of international and Arab experiences of using such modern techniques.

Second aspect: Training centers responsible for training teachers in the Ministry of Education

These centers can contribute to developing the skills of using m-learning applications for Sharia sciences teachers through the following:

1. To limit supervision in the field of Sharia sciences to educators, who have higher educational qualifications (Masters and PhD).
2. To have a joint cooperation in the process of designing training courses between the Ministry of Education and colleges of education for Sharia science teachers through specialists, who have higher qualifications; for example, experts in the colleges of education and specialists in teaching techniques.
3. To spread awareness and professional development through updating Sharia sciences teachers on what is new in the field of education through multiple electronic platforms and manuals that help them in the continuous development of their skills in m-learning.
4. To prepare an integrated plan to address the shortcomings, which is concerned with developing the skills of using m-learning applications, which were proven to be under average as seen in the results of this study.

Contributing in the development of the skills of Shariah teachers in m-learning applications can be achieved through the following:

- Providing advanced training centers with modern financial capabilities in the field of technology (computers, teaching techniques, electronic platforms ...etc.) inside schools to allow Sharia sciences teachers to achieve many professional skills.
- Granting powers to Sharia sciences teachers, away from routine procedures, to facilitate many skills in the use of m-learning applications in the classroom.

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- Facilitating the procedures followed by Sharia sciences teachers to deal with the local environment inside and outside the school to provide educational techniques that make it easier for them to achieve professional skills in the field of using mobile learning applications that are closely related to their specialties.
- Reconsidering the loads assigned to Sharia sciences teachers (number of classes, routine writing works, daily shifts...etc.) in order to achieve possible skills in the field of using mobile learning applications.
- Getting rid of the barriers related to students so that Sharia sciences teachers have the opportunity to develop their performance in using mobile learning applications.
- Raising the capacity of the educational environment by school principals in order to improve the educational process for schools (lighting, ventilation, optical fiber network, modern electronic platforms...etc.). This gives the opportunity for Sharia sciences teachers to develop their skills in using m-learning applications.
- Reducing the amount of knowledge that focuses only on the cognitive aspect and ignores the other aspects in Sharia sciences courses without prejudice to the Sharia concepts. There is a need to include technical aspects according to each course and each stage, which will allow Sharia sciences teachers to use and improve the skills of m-learning applications in teaching.
- Enactment of regulations and legislation by the Ministry of Education with regard to preparing professional standards for teachers of different subjects and providing observation cards that measure the availability of these standards.
- Preparing a plan to improve the performance of teachers in the skills of using mobile learning applications and following up their implementation practically.

- Providing incentives for Sharia sciences teachers who develop their performance in using mobile learning applications in order to keep pace with the global development around us.

Limitations to applying the proposed visions:

1. Centralization in decision-making at the Ministry of Education and failure to grant powers to education departments in this respect.
2. The lack of desire among some administrative leaders in the Ministry of Education towards the use of mobile learning applications.
3. The lack of desire among some teachers to use mobile learning applications and their lack of keenness to develop their skills in using such a technique.
4. Lack of incentives that enhance the desire of Sharia sciences teachers to develop their skills in using mobile learning applications.
5. Absence of a firm mechanism to select persons responsible for educational supervision in the field of Sharia Sciences.

4. Conclusion and recommendations

This study aimed at identifying the degree of knowledge and use of mobile learning-based instructional programs by Sharia Sciences teachers. The findings revealed moderate awareness about m-learning among the sample of the study and moderate use of such new trends in education. The findings also showed positive point of view from teachers toward using m-learning in education environment because of their awareness of the importance of such method in improving students' academic achievements and skills. The study concluded with proposing future visions, as described above, to help decision-makers to develop the use of m-learning in teaching Sharia courses.

Based on the findings of the study, we recommend the following:

وَاقِعُ اسْتِخْدَامِ مُعَلِّمِي الْعُلُومِ الشَّرْعِيَّةِ لِلْبَرَامِجِ التَّعْلِيمِيَّةِ الْقَائِمَةِ عَلَى التَّعَلُّمِ الْمُتَنَقِّلِ   د . ثابت سعيد ناصر

(الْجَوَّالِ) مِنْ وِجْهَةِ نَظَرِهِـمْ   آل كحلان

- Training Sharia science teachers on the techniques and methods of employing mobile learning applications in teaching Sharia courses.
- Developing the cognitive ability of Sharia sciences teachers in aspects that need improvement such as: providing reliable electronic learning resources, awareness on the ethics of using multimedia and audio-visual accessories in mobile learning, developing cognitive skills in the field of employing second generation technologies in using mobile phones to teach Sharia sciences course.
- Providing Sharia sciences teachers with the ability to design interactive educational software to employ mobile applications in teaching Sharia science subjects. This could happen through using tools such as photo and video sharing, using Podcast audio and visual broadcasting and other tools.

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