Journal of Educational and Psychological Sciences
Volume (4), Issue (12) : 30 Mar 2020
P: 145 - 177

ISSN: 2522-3399

مجلة العلوم التربوية والنفسية
المجلد (4)، العدد (12) : 30 مارس 2020 م
ص: 145 - 177

Using the Technology Available in the Learning Resource Centres (LRCs) in the Kingdom of Saudi Arabia: Arabic Language Teachers' Perceptions

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Abstract: This study aimed to identify the degree of using educational technologies by Arabic language teachers in learning resource centers in Bisha province in Saudi Arabia, and to identify the statistical differences at the level of significance ($\alpha \leq .05$) in the degree of theirs implementing for educational techniques according to (Experience, educational qualification and educational stage) variables. The study followed the descriptive-analytical method and was applied to a population consisted of (450) Arabic language teachers, and its sample was limited to (159) teachers. For data collection, the researcher used a questionnaire consisting of six dimensions (design, use, management, evaluation, technical competencies and thinking development, production) with 50 phrases distributed on these dimensions. The study came out with the following results: The arithmetic means of the degree of using the technical competences by Arabic language teachers of on the tool was (2.64), and a percentage of (66.00%). The dimension with the highest degree of technical competences using was the design dimension with an arithmetic mean of (2.93), and a percentage (73.25%), followed by use's dimension with an average arithmetic (2.75), and a percentage of (68.75%). It was followed by management's dimension in the third place with an arithmetic mean of (2.74), and percentage (68.5%), followed by evaluation's dimension fourth place with an average of (2.71), and a percentage (67.75%). the technical competencies and thinking development dimension came in the fifth with an arithmetic mean (2.45), and a percentage (60.25%), and finally production's dimension in seventh place with arithmetic mean of (3.64), and percentage (66%). The results also indicated that there are differences between the arithmetic averages of Arabic language teachers' estimates in Bisha governorate to the extent of the exercise of technical competencies due to experience and scientific qualification variables. It also showed that there are differences between the arithmetic averages of Arabic language teachers' estimates in the Jouf region to the extent of technological competencies using due to education level variable. In the light of the results of the study, the researcher concluded that the need to Engage Arabic language teachers in specialized training courses in the fields where their performance has been medium.

Keywords: Arabic language, Educational Techniques, Learning Resource Centers, Bisha Governorate.

استخدام التقنيات التعليمية المتاحة في مصادر التعلم في محافظة بيشه بالمملكة العربية السعودية: تصورات معلمي اللغة العربية

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ربيع القحطاني

الملخص: هدفت الدراسة إلى التعرف على درجة ممارسة معلمي اللغة العربية للتقنيات التعليمية في مراكز مصادر التعلم في محافظة بيشة في المملكة العربية السعودية، والتعرف على الفروق ذات الدلالة الإحصائية عند مستوى الدلالة ($\alpha \leq 0.05$) في درجة ممارسة

معلمي اللغة العربية للتقنيات التعليمية تبعاً لمتغيرات (الخبرة، والمؤهل العلمي، والمرحلة التعليمية). اتبعت الدراسة المنهج الوصفي التحليلي. وتكون مجتمع الدراسة من (450) معلما من معلمي اللغة العربية، واقتصرت عينة الدراسة على (159) معلما، وتمثلت أداة الدراسة في استبانة تكونت من ستة أبعاد وهي (التصميم، الاستخدام، الإدارة، التقويم، الكفايات التقنية وتنمية التفكير، الإنتاج) بواقع 50 عبارة وزعت على هذه المحاور. وقد خرجت الدراسة بجملة من النتائج أهمها: أن المتوسط الحسابي لدرجة ممارسة الكفايات التقنية من قبل معلمي اللغة العربية على الأداة بشكل إجمالي بلغ (2.64)، وبنسبة مئوية بلغت (66.00). وكان البعد الذي حصل على أعلى درجة ممارسة للكفايات التقنية هو بعد التصميم بمتوسط حسابي (2.93) ونسبة مئوية (73.25%)، تبعه بعد الاستخدام بمتوسط حسابي (2.75) ونسبة مئوية (68.75%)، في حين جاء بعد الإدارة في المرتبة الثالثة بمتوسط حسابي (2.74) ونسبة مئوية (68.5%)، وتبعه في المرتبة الرابعة بعد التقويم بمتوسط حسابي (2.71) ونسبة مئوية (67.75%)، ثم في المرتبة الخامسة بعد الكفايات التقنية وتنمية التفكير بمتوسط حسابي (2.45) ونسبة مئوية (60.25%)، وأخيرا في المرتبة السابعة بعد الإنتاج بمتوسط حسابي (3.64) ونسبة مئوية (66%). كما أشارت النتائج إلى وجود فروقات بين المتوسطات الحسابية لتقديرات معلمي اللغة العربية في محافظة بيشة لدرجة ممارسة الكفايات التقنية تعزى لمتغير الخبرة، كما أشارت النتائج إلى وجود فروقات بين المتوسطات الحسابية لتقديرات معلمي اللغة العربية في محافظة بيشة لدرجة ممارسة الكفايات التقنية تعزى لمتغير المؤهل العلمية، كما أشارت النتائج إلى وجود فروقات بين المتوسطات الحسابية لتقديرات معلمي اللغة العربية في منطقة الجوف لدرجة ممارسة الكفايات التكنولوجية تعزى لمتغير المرحلة التعليمية. خلصت الدراسة بما يلي: إشراك معلمي اللغة العربية في دورات تدريبية متخصصة في المجالات التي ظهر أداؤهم فيها متوسطاً.

الكلمات المفتاحية: اللغة العربية - التقنيات التعليمية - مراكز مصادر التعلم - محافظة بيشة.

1. Introduction

The current era is characterized by rapid scientific and technological advancements. this is referred to as the Age of Information Technology. Education is one of the areas highly affected by these advancements. Traditional methods of education are no longer feasible or able to cope with these developments. Therefore, it was necessary for educational institutions to address these changes and adapt to the modern educational landscape. As a result, new educational theories and methodologies have emerged in the teaching and learning practice. One of the most prominent features of this is the area of library services, which now are able to function more effectively due to the decentralization of knowledge and information dissemination technologies. Thus, information technology has initiated a breakthrough in the role of the traditional school library, and library services in general. Change initiatives have centered around Learning Resource Centers (LRCs), which emphasize self-learning and continuous learning philosophies (Singh and Kataria, 2018).

The Kingdom of Saudi Arabia is one among several developing countries seeking to introduce new technologies to its education system. From the government's purpose of read that education is a vital suggests that of empowering folks, this can be seen as involving skills within the use of latest technologies that have revolutionized each space of life. Understanding teacher experiences and factors that influence their beliefs concerning erosion techniques will facilitate tutorial directors and officers develop systems that encourage and support lecturers to simply accept and use these technologies effectively in their education (Zalah, 2016).

In the Kingdom of Saudi Arabia, the Ministry of Education established the LRC project in General Education schools during the academic year 2000-2001. The initiative was empowered with appropriate

funding, an extensive technical infrastructure, specialized educational devices for individual and group use, audio and video production equipment, and supportive human resources such as center supervisor at each learning center.

Today's world is experiencing vast technology spread and this explosion of technology and knowledge makes it necessary to keep pace with new developments by adapting accordingly. One of the most important contemporary teaching skills is the skill of using and employing technology for the benefit of teaching and learning. Renewal and change are often overshadowed by classroom performance. Therefore, one of the most important characteristics of the technology adoption stage is ensuring that learning acceleration is not compromised during times of continuous change. In the era of technical revolution, it is also important to keep pace with the developments in advanced societies at all levels, in all fields, especially in the field of education and training. This highlights the role of the educational technology specialization, which is a mainstay in other disciplines in general, and special educational.

Education technology heavily depends on the method of system implementation and sound methodology. Consideration should be given to the contribution of human and non-human resources, as well as employing technologies that contribute to solving problems leading to the improvement and development in the outputs of the educational process in order to achieve the desired goals. Technology has affected various aspects of human life everywhere. It facilitates communication, mobility between individuals, shortens the time required access and share information. Thus, individuals living in smaller villages that are equally affected by the technical revolution, as it is changing the way individuals' function in society and interact with their physical and social environment.

1.1. Research Problem

Technology is considered as one of the most important elements of teaching in educational institutions in the whole world, and to keep abreast with the developments of the educational process; those who are responsible for the educational process to mix traditional teaching methods and methods based on the use of educational techniques. They were also keen to provide teachers with all the requirements that would raise the level of educational process and keep abreast with the technological development in the world. In addition, teachers are obliged to participate in courses about the use of educational techniques, and what accompanied that of provision of material equipment by providing each school with the tools of technology. It seems from the foregoing that the sources of information and communication technology has become the language of the era in light of the great development of knowledge, and the teacher has been looked as the main pillar in teaching students and guide them to use these resources.

The Ministry of Education in Saudi Arabia has worked to introduce educational technology in most schools, due to its importance and role in facilitating the learning process for students, and the

response to these technical developments has become a goal of the educational institution in Saudi Arabia. In order to do the best, the Ministry of Education has established learning resource centers and provided them with a range of educational technologies. It instructs teachers to attend training courses to technically develop them. Therefore, it was necessary to identify the reality of the use of Arabic language teachers in Bisha governorate of educational technologies, in order to ensure its use in the light of the material resources available in the learning resource centers, where Arabic language teacher occupies an important place among teachers, for the great role he plays in the preparation of young people and their education The Arabic language with its various branches, which helps him to achieve his goals as a teacher of the Arabic language with high efficiency and proficiency. Educational technical competencies are among the competencies that should be focused on the novelty of this topic on the one hand and its importance to teachers on the other hand, which is reflected positively on students, and work to transform the cognitive aspect of learning to apply.

In spite of the impact of information technologies' use in the educational process and the survival of the impact of learning and consolidation of knowledge and the development of various skills, many studies pointed to the lack of using educational techniques by teachers such as the study of Kharousi (2014) where he pointed out that these technologies did not receive any attention. Al-Quraini's study (2011) also indicated that primary school teachers suffer from multiple difficulties in employing information technology in the teaching process. The Al-Jubouri study (2017) also pointed out that the degree of obstacles of history teachers' use of instructional technology in the Kasbah of Mafraq was moderate. Al-Rifai and Tawalbeh (2015) also indicated that the degree of employment of information technology by social studies teachers was moderate. Al-Sharari's study (2014) also indicated that teachers' use of modern technology tools in the teaching of social studies was moderate. The results of Al-Kayed's study (2014) also showed that the degree of the Arabic language teachers to possess the competencies of educational technology from the point of view of the principals and principals of schools in Amman was moderate.

In line with the use of technology in education and its importance in modern education, the researcher wanted to examine the degree of use of technology by Arabic language teachers in the Kingdom of Saudi Arabia as a step towards strengthening this approach in teaching. To further investigate about use the techniques available within the learning resources and the need to know the reality of their using of these techniques, the researcher has formulated the following main question:

"What is the degree of using educational techniques by Arabic language teachers in learning resource centers in Bisha province in Saudi Arabia?"

1.2. Research Questions

1- To what extent do Arabic language teachers use the education technology resources in the LRCs throughout Bisha province in Saudi Arabia?

2- Are there any statistically significant differences between Arabic language teachers using the education technology resources in the LRCs attributed to the variables of experience, academic qualifications, and educational level?

1.3. Research Objectives

In general, this research aims to find out the extent to what Arabic language teachers practice the educational techniques available in the learning resource centers in the province of Bisha in Saudi Arabia, by answering the above-mentioned questions (Foulger et al., 2017), The following is our research objectives:

1- To identify the extent to what Arabic language teachers who use educational technology in Learning Resource Centres in Bisha province at Saudi Arabia.

2- To find if there is a relationship between Arabic teachers who use educational technology resources in Learning Resource Centres in Bisha province and work experience.

3- To find if there is a relationship between Arabic teachers who use educational technology resources in Learning Resource Centres in Bisha province and academic qualifications.

4- To find if there is a relationship between Arabic teachers who use educational technology resources in Learning Resource Centres in Bisha province and educational levels

1.4. Research Significance

The significance of the current research lies in its contribution to the educational decision-makers who seek clear statistics and details on the teachers' utilization of technology in schools. Besides, it enables them to develop methods for Arabic language teachers to adopt modern technological methods in their teaching process. Besides, the study is intended to change some common beliefs among Saudi language teachers regarding the fear of introducing technology into the educational process. Moreover, the study aims to provide technological information to decision-makers and those involved in the educational process when establishing training courses for teachers to reach the appropriate extent to master these competencies. The use of these competencies can be useful in highlighting the significance of educational technology and contribute to the development of future LRCs in Saudi schools. Finally, the study highlights the significance of educational technology in the field of educational research in Saudi schools.

2. Literature Review

2.1. Defining the Learning Resource Centers (LRCs)

Al Musawi and Amer (2017: 132) defined the center as "The place that provides the appropriate facilities for the advancement of education in the different fields of sciences and personal interests". Furthermore, Margaret Nicholson defined it as "A collection of printed and non-printed materials and equipment that has been selected, organized, repositioned, and provided with a supervisory body to serve the needs of teachers and students and to deepen the school's objectives (Al Musawi and Amer, 2017: 137). Zhu, et al. (2016) defined it as "A site in the school that provides services to teachers, students, administrators, and others. These services include the provision of diverse printed and non-printed and electronic teaching and learning resources and the availability of the information network, as well as other services such as the production of resources, vocational training in order to provide a resource-rich learning environment through employing modern methods based on the integration of ICT into the teaching process.

The previous definitions include four common components of the LRC concept: place, educational materials, services and facilities, and supervisory body. The researcher believes that all these components constitute an integrated system that works to activate the role of the LRCs and seeks to achieve its objectives in order to provide a rich environment for the students working to expand their perception and understanding.

2.2. The Importance of LRC

Primary learning resources are the primary source for both the teacher and the learner to extract and learn information from their sources and provide them with an appropriate learning environment. LRC acts as an educational laboratory where learners learn to acquire learning skills and improve their ability to read, write, listen, observe and think and then work efficiently and effectively (Al-Saifi, 2018). The LRC is based on the principle that the student learns through active participation, whether by speaking, listening or working in the fields that he wishes and according to his aptitude, time and time. This is confirmed by Piaget when he considered the learner's activity and interaction an essential element in his learning (Al Musawi and Amer, 2017: 135). Unless the abstract concepts introduced within classrooms in the LRC are used and reused, learning will not be done as intended. (Al Musawi and Amer, 2017). The school library has an effective role as a center for educational 2 where it places its potential in the service of curriculum requirements and the Secretary of the Center (Anyanwu et al, 2017: 28).

The LRC can provide educational opportunities that cannot be provided by regular school environments, especially for students with special needs or advanced skills. In addition, provide the services in training teachers to use the educational technologies and the development of many materials

and tools such as pictures, slides, motion pictures, Models, and drawings, or to develop new teaching skills, as in the case of micro-instructional processes (Koh and Abbas, 2015). The LRC has influenced the roles played by both the teacher and the learner, in which he has supported the learner's independence by learning largely (Bulman and Fairlie, 2016). In addition, teachers working at Madras with the LRC will have the desire and motivation to suggest multiple sources of information commensurate with the tendencies and abilities of each student. The LRC will provide the teacher with a wide range of resources from which to add personal education activities (Al Musawi and Amer, 2017: 133).

Activities that can be offered at the LRC include:

1- Publishing educational publications that serve the educational process.
2- Design and production of many materials, such as educational films, and posters.
3- Provide video and audio tapes and use them in various educational activities.
4- Practice and promote self-learning.
5- Training teachers and students on many educational skills such as the use of computers.
6- Conduct researches in various fields in order to develop the educational process.
7- Provide educational counseling services for teachers and students.
8- Organizing seminars and workshops that serve the educational process.
9- Providing educational services to educational institutions in particular and to community in general.

2.3. The Objectives of LRCs

The overall goal of the LRC is to serve the objectives set for the educational program and to achieve the objectives of the curriculum and to help the school achieve its mission through such as:

1- Link the school to the local community and the neighborhood where it is located by designing and producing materials and media messages to encourage the participation of parents.
2- To provide a rich diversity of audiovisual materials for use by students and teachers as groups or individuals.
3- Provide the necessary equipment for the production of educational materials. (Al Musawi and Amer, 2017)
4- Design and production of various educational materials that meet the need for curriculum and textbooks such as recordings, slides and etc.
5- Training of teachers to use different teaching techniques such as educational tools and materials in order to employ them effectively in the educational process.
6- Develop the skills of self-education and continuous education for teachers and students using the educational materials available in the Center.
7- Conduct scientific studies and research related to the development, use, employment and utilization of educational technology in the educational process.

8- Follow up the use of the educational materials to ensure the best practices (Ugwulebo and Atanda, 2017).
9- Provide the facilities, services, and necessary equipment to facilitate the use of educational materials.

In order to achieve the objectives of the LRCs efficiently as much as possible, it needs the following:

1- To train the person responsible for the LRC to select and organize the educational material.
2- Developing a precise plan for organizing the work within the center, including the training of teachers and the production of educational materials.
3- To qualify the staff of the Center with the ability, merit, and qualification commensurate with the tasks entrusted to them and those with full knowledge of the techniques of education (Ugwulebo and Atanda, 2017).
4- The availability of basic physical components of a suitable place large area, good lighting and ventilation, as well as furniture suitable for the educational stage.
5- Providing the Suitable materials of learning for the students' tendencies.
6- To continue cooperation between the secretary of the center (specialist) and the faculty of the school.
7- Organizing the contents of the Center from educational materials and equipment based on its function.
8- To continue cooperation between the Center and educational and educational institutions.
9- Providing the educational resources capable of providing students at different levels according to what they want and according to their own abilities.

2.4. The Educational Technology Functions

1- Excitement and Motivation:

Previous studies of the different stages of education from kindergarten to universities have shown that the presence of material stimuli during the course of the study prevents the dispersion of the mind. Education techniques are not only devices and products for the industry and companies, anyone who enjoys watching a feature film more than reading the same novel, can watch the film for three hours without the sense of time and can answer any question related to the characters or the environment.

2- Speed in providing information:

In order to efficiency of explanation to the learners, the process of producing wheat requires us months to follow this process, but by filming the production stages of wheat grain we can within half an hour to explain this process. As well as the process of making honey. The educational technology of the

present age has evolved and varied with the development of science and knowledge and have become so important that a study share cannot have a positive educational benefit in the absence of educational technology.

3- Organizing and taking advantage of time:

Provides time to acquire information and effort to the teacher, as bringing the map to the classroom provide the geography teacher painted on the blackboard. In addition, reduces the cost of the material.

4- Guidance

4.1 Intellectual Guidance

The use of educational technology in the classroom increases the learner's creativity and leaves his or her talents. The learner tries to find a relationship between his or her previous theoretical knowledge and the practical aspect of the teaching technique. The intellectual guidance is achieved (when using a physical device to prove that the metals are extended by heat and shrink by cold, they extend electric cables in summer and shrink them in winter).

4.2 Physical Guidance

It is reflected in the use of the learner's hands because the hands played a role in the development of the brain in humans. the use of hands helps in concentration of information in mind, dexterity and skill in restoring information, and the skill in providing information to others.

2.5. The Educational Technology's Role in Addressing the Educational Issues

1- The low efficiency in the educational process because of the overcrowding of students. it can be addressed using programmed means to stimulate the motives and tendencies of students.
2- The problem of illiteracy. To solve this problem, it is necessary to create the evening courses and provide them with the means of education technology on a large scale with the possibility of using satellites in this area.
3- Lack of faculty members. This problem is remedied by educational television.
4- Competition and educational integration. After clarifying the tasks of educational technology and the role of technology in addressing the problems of education, it is useful to include and clarify two important terms in the educational process, namely, competition and educational integration.

2.6. Obstacles of Using Technology in Education

Some obstacles and difficulties can face the use of educational equipment and limitation in using of them. (Al Shobaki et al., 2017) has mentioned several of these obstacles, such as the following:

A. The scarcity of educational equipment.

In some schools, especially those located in marginalized areas, as this type of schools do not have the needs of educational equipment.

B. Availability of educational equipment and the same materials.

Educational equipment is sometimes available in schools, due to the lack of budget to purchase them, or this equipment are not available on the market.

C. High prices of the world's most famous equipment.

Usually, some educational equipment with famous brand names are expensive, which is a huge financial burden on the school budget when purchasing this equipment in the context of the rush to obtain that equipment of world renown, although there is equipment for other companies characterized by low price with the high quality.

D. Lack of safety in educational equipment.

Most of the educational equipment work with electricity, and the lack of safety in this equipment, so the good companies provide in their equipment the maximum safety and take all precautions, in order to prevent explode and burn around it.

E. Poor quality of some educational equipment.

Some educational equipment are cheap prices and poor quality. it can be known this equipment by using the expertise of specialists in this field or it can consult the specialists and experts.

F. Loan system and benefit from educational equipment in schools.

In some schools, the educational tools are delivered to the library as a pledge to the librarian, who is usually busy with other tasks, which leads to the teacher's departure from the use of the existing educational equipment, where access to these devices is somewhat difficult due to the loan system followed.

G. Poor storage of educational equipment.

Educational equipment is placed in some schools in rooms that are sometimes not equipped with air conditioning, exposing this equipment to damage due to heat, especially in the summer.

H. Inadequate of some school buildings to use educational equipment.

There are some rented school buildings where classrooms are usually unsuitable for the easy use and transfer of educational equipment.

2.7. Previous studies

Alenezi, A. (2019) explained the potential of Saudi colleges to steer the technology provided by Learning Resource Centers (LRCs) to market the formation of a technology-driven learning setting. Mistreatment the baseline theory methodology and CBAM stages of tension and usage levels this study sheds light-weight on Saudi LRCs and their leadership role within the framework of continuous education

reform associated with ICT. From interviews conducted by participants within the educational program at the Northern Border University in Saudi Arabia, it had been found that Saudi colleges required unified technical leadership to implement standardized technology uses through networked learning resource centers. Saudi lecturers with very little information of technology will use LRCs.

Al-Harbi, (2019) This study aims to uncover the fact of learning resource centers within the Kingdom of Saudi Arabia and also the extent of their effectiveness in acting the role assigned to them and supply a projected vision for his or her development within the light-weight of the Kingdom's Vision 2030.The man of science followed the descriptive approach to achieve the fact of the educational resource centers within the Kingdom, and known the strengths, opportunities and current and future challenges. The study disclosed the importance of the educational Resource Center within the method of teaching and learning and achieving the vision of the Ministry of Education, that supported the educational resource centers with instrumentality that helped to produce the services of the middle on a decent level however to this point, additional support is needed in terms of furnishings and instrumentality, and also the provision of net service and also the modernization of digital resources And non-digital so as to extend work potency. Finally, the man of science created variety of recommendations and suggestions for the event of learning resource centers within the light-weight of the Kingdom's Vision 2030.

Sawy & Altwaiji, (2018). Their study aims to grasp the connection between the utilization of knowledge technology applications in learning resource centers (LRCs) at the university and increase the educational accomplishment of English language students at the college of Education and humanities at the University of Northern Borders? The scientist relied on the analysis methodology within the field study that allowed him to gather the opinions of a random sample of English language learners at the university to live and analyze the effectiveness of the utilization of knowledge technology among the training resource centers. The study showed that info technology among the LRC is one amongst the foremost vital strategic resources at the extent of instructional establishments and also the main consider the event of their sectors. There's interest from the Northern Border University to upgrade and support the IT infrastructure, particularly in education as a result of it's the inspiration of community development. A high proportion of English students at the University are keen to use and apply a range of technological learning tools among LRCs as a key consider understanding mental processes like perception, thinking, learning and creativeness, the primary step towards data and data Innovation.

Al-Busaidi, & Tuzlukova, (2018). This study explored however English language lecturers at the middle for preparative Studies at Swayer Qaboos University in Muscat and Oman read practices and challenges associated with comprehensive education and innovation in teaching English to visually impaired students. The study was conducted through a qualitative and descriptive approach. Interviews with seven English lecturers were accustomed collect knowledge. We tend to asked them concerning the booming and troublesome aspects of making comprehensive learning surroundings for language and also

the use of helpful technologies. We've got found that helpful technology is important for learning for college kids with special wants. Challenges known embody insufficient teacher information and knowledge in comprehensive education, lack of institutional specialize in systematic coming up with and physical style for inclusion, and also the novelty of comprehensive education and helpful technology ideas, among others. The results of the study purpose to the necessity for targeted teacher coaching and skilled development, and recommend that innovations in education and technology is used effectively to rework English teaching practices and views within the context of the country of Muscat and Oman into universally accessible, equally usable, additional comprehensive and tailored to fulfill the individual wants of scholars.

Parkman & Gromik, (2018). This study examines the acceptance of pre-service academics at the UAE normal school (UAE) and aims to use technology-rich learning environments in their future instructional practices. The impact of different vital factors on their overall acceptableness, like laptop self-efficacy (CSE) and perceived user resources was studied. The last word aim was to verify the applying of the tools utilized in this study at intervals the distinctive social and cultural context of the UAE. Questionnaires employing a changed version of the Technology Acceptance Model (TAM) were wont to collect information. Respondents noted robust acceptance of technology-rich learning environments. Within the model, perceived interest and international intelligence agency were the strongest predictors of activity intentions. The results conjointly supported the validity of TAM-based analysis within the UAE's social and cultural surroundings.

3. Methodology

3.1. Method

The researcher uses analytical descriptive method, which tries to describe degree of using educational techniques by Arabic language teachers in learning resource centers at Bisha province. The descriptive analysis method compares, explains, and evaluates in order to generalize meaningful results to enrich knowledge in this regard. This methodology scans past studies to make full use of them when applied, and predicts the outcomes of the study in the coming stage.

3.2. Data Collection

A Questioner design was employed for this research. The research sample consisted of (149) Arabic language teachers for the three stages in Bisha province for the academic year 2013-2014, constituting (33%) of the total study population. The study sample was chosen by the random stratified method. The researchers took and distributed the (149) teachers according to school districts. Table (1) shows the sample's distribution according to the research variables:

Table (1). Sample's distribution according to the research variables.

Variable	Level	Volume
Academic Qualification	College Diploma	13
	Bachelor Degree	136
Experience	Less than (6) Years	29
	(6-10) Years	82
	More than 10 Years	38
Educational Stage	Primary	54
	Preparatory	53
	Secondary	39
Sum		147

3.3. Research Tool

The researcher developed a questionnaire to measure the extent to what Arabic language teachers implement the education technology resources available in the LRCs from their point of view in Bisha province (Foulger et al. 2017). The research tool consisted of two parts:

- Part (1) contains general information about the study sample in light of the variables of academic qualification, educational experience, and educational levels.
- Part (2) covers the main dimensions of the study as it includes (50) paragraphs covering the dimensions of practice extent of the Arabic language teachers in Bisha for the educational technology resources within the LRCs. It included six dimensions: Design with (10) paragraphs, Production with (8) paragraphs, Usage with (10) paragraphs, Management with (9) paragraphs, Evaluation with (7) paragraphs, and Technological Competencies and the Development of Thinking with (6) paragraphs.

The level of response for each paragraph was measured according to the Likert quadratic scale and was set at (4) levels as shown in Table (2).

Table (2). The responses distribution for identifying the practice extent of Arabic teachers' use of educational technology resources in LRCs

Response	Competence Practice Level
Strongly Agree	4 Points
Agree	3 Points
Disagree	2 Points
Strongly Disagree	1 Point

3.3.1. Tool Validation

To verify the tool's authenticity, the researchers presented it in its initial form of (83) paragraphs to (6) arbitrators with expertise in the field of educational technology, Arabic language methods, and the methods of measurement and educational evaluation. In addition, a group of specialists and supervisors in the Education Department in Bisha to judge the relevance degree of the paragraph in terms of language formulation and its relevance to the field to be measured. Following the retrieval of the questionnaires and the review of the arbitrators' opinions, the paragraphs were chosen based on the arbitrators' choices; while some of them were amended and deleted. Eventually, the tool consisted of (50) competencies within (6) dimensions.

3.3.2. Tool Stability

To verify consistency, the Test-re-Test was used. The researchers distributed the tool to (300) teachers outside the study sample and re-applied them. The stability coefficient was then extracted by calculating the Pearson correlation coefficient between (0.88 - 0.89). The correlation coefficients for the sub-areas of the performance were (0.85 - 0.89) as shown in Table (3).

Table (3). Correlation coefficients for the total stability of the research tool according to its domains in the Test-re-Test method

Variable	Field	Paragraphs Number		Correlation Coefficient
	Design	10		0.89
	Production	8		0.89
	Usage	10		0.88
	Management	9		0.85
	Evaluation	7		0.86
	Technological competencies and the development of thinking dimension	6		0.89
		Total Score	50	0.88

3.4. Data Analysis

To answer the research questions, the researcher conducted a statistical analysis as follows:

- To answer the 1st questions, the arithmetic mean, standard deviations and percentages have been calculated at the level of paragraph and field.
- To answer the 2nd, the arithmetic means and standard deviations of these variables have been calculated. Furthermore, to detect the significance of the differences between the arithmetic means

according to the variables, the one-way analysis of variance and Tukey test have been implemented for the multiple or dimensional comparisons.

4. Results and Discussion

4.1. Results of the First Question

What is the practice level of Arabic language teachers for the education technology resources in the LRCs in Bisha province in Saudi Arabia? To answer this question, arithmetical means, standard deviations, percentage of each dimension of the study tools were calculated as shown in Table (4).

Table (4). The arithmetical mean and standard deviations of each dimension of the study instrument and the instrument as a whole are arranged in descending order.

Dimension	Arithmetic Mean	Standard Deviations	%
Design	2.93	0.35	73.25
Production	2.31	0.65	57.75
Usage	2.75	0.98	68.75
Management	2.74	0.76	68.50
Evaluation	2.71	0.63	67.75
Technological Competencies and the Development of Thinking	2.45	0.78	60.25
General Arithmetic Mean & Standard Deviations	2.64	0.61	66.00

Table (4) shows that the arithmetic means of the technological proficiency degree of the Arabic language teachers on the tool was (2.64), with a standard deviation of (0.61) and a percentage of (66.00). This indicates that the degree of practice on the instrument as a whole was the medium of the criterion used by the researcher for the estimates of the sample members of the study on the paragraphs of the questionnaire. The arithmetical mean of the seven dimensions ranged between (2.31 - 2.93). The results indicate that the highest degree of technological competence is after design, followed by use, followed by management in third place, followed by the fourth place after evaluation, fifth place after technological skills and development of thinking, and finally ranked seventh after production. As for the practice degree from the Arabic language teachers for technological competencies on the paragraphs of every dimension of the study of the six, it was as follows:

1- First Dimension: Design

The arithmetical mean, standard deviations and percentage of each of the first-dimension paragraphs were calculated: the design, as shown in Table (5).

Table (5). The arithmeticmeans, standard deviations, and percentage of the degree of Arabic language teachers' proficiency in educational technological competencies in the following design:

Dimension	Para No. 1	1st Dimension Paragraph	Arithmetic Mean	Standard Deviations	%
Design	1	Specify the theme to be designed.	3.39	0.54	84.7
	5	Choose the appropriate educational means for the class.	3.30	0.51	82.5
	2	I define the overall objectives of the theme.	3.23	0.64	80.7
	8	I present the educational method in a clear way.	3.22	0.58	80.5
	6	I present the educational method in a clear way that all students can see.	2.93	0.80	73.2
	7	I use the learning resources available at the LRC to design the educational means.	2.90	0.77	72.5
	4	I set the specific objectives of the class.	2.82	0.68	70.5
	9	Identify suitable learning strategies to achieve the planned goals.	2.68	0.88	67
	3	I identify the cognitive characteristics of students and their previous skills.	2.58	0.85	64.5
	10	I encourage students to design and produce teaching means that serve the students' educational objectives	2.30	1.06	57.5
		General Arithmetic Mean & Standard Deviations	2.93	0.53	73.2

Table (5) on the degree of the practice of Arabic language teachers for technological competencies in post-design shows that the average performance on its paragraphs ranged between (2.30-3.39) where paragraph (1), which was "I set the subject to be designed" had the highest arithmetic mean (3.39), standard deviation (0.54), percentage (84.75) and large degree of exercise, while paragraph (10): "I encourage students to design and produce teaching aids to serve (2.30), with a standard deviation (1.06), a percentage of (57.50), and a medium level of practice. It is clear from the previous table that the total arithmetic mean for the dimension paragraphs was 2.93 and by a standard deviation of 0.53 and a percentage of 73.25. The degree of the practice of the Arabic language teachers in this dimension was average according to the criterion adopted by the researcher in this study.

The researcher explains the teachers' feeling of the importance of identifying subject to be designed because they are committed to teaching the curriculum at a specific time, making them practice this sufficiently high degree. It can also be said that some teachers believe that there is a need to provide the necessary conditions for the design and production of teaching aids, such as clarity, representation of the concept and approval of the objectives, in addition to support the technical and material for the design and production of teaching aids.

The results of this study are agreed with the studies of Al-Harbi (2019), Al-Busaidi & Tuzlukova (2018) and Sawy & Altwaiji (2018). since their results indicated that the field of design obtained a medium degree of practice in the study sample. On the other hand, the study of Alenezi, A. (2019) and Parkman & Gromik, (2018) differed with the results of our study.

2- Second Dimension: Production

The arithmetic means, standard deviations and percentage of each second dimension were calculated: production, as shown in Table (6).

Table (6). The arithmeticmeans, standard deviations, and percentage of the degree of the practice of Arabic language teachers for educational technological competencies in post-production descending order:

Dimension	Para No. 2	1st Dimension Paragraph	Arithmetic Mean	Standard Deviations	%
Production	11	I produce simple teaching methods (Graphics and models)	2.87	0.79	69.5
	16	I know the production conditions and regulations for the appropriate educational methods	2.48	0.89	62
	12	I produce slides with an audio commentary	2.36	0.89	59
	15	I work with students to produce a variety of teaching methods	2.36	0.81	59
	17	I use any modern techniques within the LRC to produce teaching methods	2.43	0.97	58.5
	14	I produce educational software	2.17	0.95	54.2
	18	I produce video programs related to the subject matter	2.07	0.88	51.7
	13	I produce educational materials on cassettes	1.94	0.83	48.5
		General Arithmetic Mean & Standard Deviations	2.31	0.65	57.5

Table (6) on the degree of the practice of Arabic language teachers in post-production technological skills shows that the average performance of the subjects ranged from 1.94 to 2.87. Paragraph 11, "I produce some simple educational tools such as graphs and (0.79) and a high percentage of (69.50) and a large degree of exercise, while paragraph (13): I produce educational materials recorded on cassettes at the lowest average arithmetic in this dimension, reaching (1.94)), With a standard deviation (0.83) and a percentage of (48.50) and a low degree of exercise. It is clear from the previous table that the height the total mathematical computation of the dimension paragraphs was 2.31 and with a standard deviation of 0.65 and a percentage of (57.75).

This may be explained by a number of reasons, including: the lack of educational and technical facilities in classrooms that allow using the educational equipment and materials if available, in addition to the lack of adequate training of teachers on the use and production of teaching aids and dealing with

devices, and the lack of knowledge of the rules of the use of such means. In addition, the paragraphs of this dimension need for technicians and specialists in the sector of educational technologies with experience and scientific qualifications, as they need the material potential for production and need for a long time in production.

The results of this study are agreed with the studies of Al-Harbi (2019) and Al-Busaidi & Tuzlukova (2018). Since their results indicated that the field of production obtained a medium degree of practice in the study sample. On the other hand, the study of Alenezi, A. (2019) and Parkman & Gromik, (2018) is disagreed with the results of our study.

3- Third Dimension: Usage

The arithmetic mean, standard deviations, and the percentage of each of the three-dimension items were calculated: Use as shown in Table (7)

Table (7). Arithmetic mean and standard deviations of the practice level from Arabic language teachers for the educational technological competencies in post-use descending order:

Dimension	Para No. 3	1st Dimension Paragraph	Arithmetic Mean	Standard Deviations	%
Usage	28	I use learning devices in the LRCs (e.g. slides and courses)	3.32	5.82	83
	22	I check the teaching methods validity before using them	3.01	0.81	75.2
	19	I prepare a suitable place when using teaching methods	2.92	0.77	73
	20	I consider safety factors when using teaching methods	2.91	0.71	72.2
	24	I provide the students the opportunity to use the teaching methods within the LRCs	2.74	0.84	68.5
	23	I use the computer as an educational tool within the LRCs	2.73	1.02	68.2
		General Arithmetic Mean & Standard Deviations	2.31	0.65	57.7
Dimension	Para No. 3	1st Dimension Paragraph	Arithmetic Mean	Standard Deviations	%
Usage	21	I choose the educational strategy that suits the teaching methods	2.72	0.71	68
	25	I diversify the use of learning materials and tools in the LRC to stimulate students' motivation	2.60	1.09	65
	26	I use the Internet as an educational tool	2.30	097	57.5
	27	I consider the principles of effective use of educational tools	2.30	0.98	57.5
		General Arithmetic Mean & Standard Deviations	2.75	098	68.7

Table (7) on the degree to which Arabic teachers teach technological skills in post-use shows that the average performance on the subjects ranged from (2.30 - 2.32). Paragraph (28) "I use learning devices in the LRCs (e.g. slides and courses" (3.32), with a standard deviation of (5.82), a percentage of 83%, and a large degree of exercise. Paragraph (27) "I consider the principles of effective use of educational tools" at the lowest mean of this dimension, with a standard deviation (0.97) and a percentage of (57.50) and a medium level of practice. It is clear from the previous table that the total arithmetic mean of the dimension paragraphs was (2.75) and by the standard deviation (0.98) and (68.75%).

This may be explained by several factors, including the impact of the teacher experience and professional qualification in acquiring educational technical competencies and practice in the Educational Resources Center in addition to studying some courses on teaching aids and their use in the university, which contributed to the knowledge of some teachers of technical competencies related to the effective use of techniques and teaching aids such as preparing the right place, taking into account the elements of security and safety, and making sure the powers and effectiveness of the techniques before using them. Thus, some paragraphs of this dimension obtain a large degree of practice.

The results of this study are agreed with the studies of Al-Harbi (2019) and Al-Busaidi & Tuzlukova (2018). Where their results indicated the area of employment obtained a moderate degree of practice in the study sample. On the other hand, the Alenezi, A. (2019) is disagreed with the results of our study.

4- Fourth Dimension: Management

Table (8). The arithmetic means and standard deviations of the practice level from the Arabic language teachers for the education technology competencies at the post-management level are arranged in descending order.

Dimension	Para No. 4	1st Dimension Paragraph	Arithmetic Mean	Standard Deviations	%
Management	31	I divide the class period according to the content and teaching method used	3.46	4.83	86.50
	37	I collaborate with an LRC specialist, to store the teaching tools so that they are easily accessible when needed	2.88	0.88	72
	33	I encourage collaborative learning while using the teaching method in the LRC	2.84	0.85	21
	34	I try to overcome the obstacles that may occur when using teaching methods within the LRC	2.81	0.71	70.25
	36	I keep the used hardware and software within the LRC	2.80	0.98	70
	35	I distribute the tasks on students in a way that helps	2.77	0.85	69.25

Dimension	Para No. 4	1st Dimension Paragraph	Arithmetic Mean	Standard Deviations	%
		achieve the desired goals			
	32	I organize the individual and group work of students within the LRC to effectively facilitate the use of teaching methods	2.68	0.87	67
	30	I participate in evaluating the effectiveness of education technology materials available in the LRC	2.23	0.76	55.75
	29	I determine what educational messages are needed each year	2.21	0.88	55.25
		General Arithmetic Mean & Standard Deviations	2.74	0.76	68.50

Table (8) related to the degree of the Arabic language proficiency of technological teachers in the post-administration period shows that the average performance on the subjects ranged between (2.12) and (3.46). Paragraph (31) "I divide the class period according to the content and teaching method used" (3.46) and by the standard deviation (4.83) and by a percentage of (86.50) and with a great degree of practice. Paragraph (29) "I determine what educational messages are needed each year" received the lowest mean of this dimension. It reached (2.21) with a standard deviation of 0.88 and a percentage of (55.25). It is clear from the previous table that the total arithmetic average for the dimension clauses was 2.74 and by the standard deviation (0.76) and a percentage of (68.50).

This can be explained by the possession and practice of Arabic language teachers for the adequacy of classroom and classes management in a manner that achieves the teaching objectives easily. In addition to training teachers on this skill before and during service through continuous courses and workshops.

The results of this study are agreed with the studies of Sawy & Altwaiji (2018) and Baturay et al. (2017). Where their results indicated that the field of administration obtained an average degree of practice in the study sample. On the other hand, the Alenezi, A. (2019) is disagreed with the results of our study.

5- Fifth Dimension: Evaluation

The Arithmetic mean, standard deviations, and percentages for each of the fifth dimension were calculated: the calendar, as shown in Table (9).

Table (9). The arithmetic means and standard deviations of the practice level from the Arabic language teachers for education technology competencies in the post-evaluation period are arranged in descending order.

Dimension	Para No. 5	1st Dimension Paragraph	Arithmetic Mean	Standard Deviations	%
Evaluation	41	I use reinforcement as a strategy to improve student performance	2.94	0.89	73.50
	44	I preparing various tests to improve student performance and knowledge	2.74	0.79	68.50
	42	I make decisions related to the development and evaluation of various teaching methods	2.74	0.79	68.50
	40	I perform a variety of tests that are appropriate to the goals and characteristics of the students	2.68	0.89	67
	39	I consider students' characteristics when drafting test paragraphs.	2.62	0.82	65.50
	43	I make sure that the content of the instructional software used in the LRC is accurate	2.59	0.92	64.75
	38	I perform an assessment process to use the teaching tools available at the LRC	2.53	0.72	63.25
		General Arithmetic Mean & Standard Deviations	2.74	0.76	68.50

Table (9) related to the degree of the practice of the Arabic language teachers in the post-evaluation period shows that the average performance of the subjects ranged from (2.53 to 2.94). Paragraph (41) "used as a strategy to improve student performance" (0.89), with a percentage of (73.50) and a medium level of practice, while paragraph (38), "I perform an assessment of the use of teaching aids", achieved the lowest mean of this dimension, reaching 2.53 and with a standard deviation of 0.72) With a percentage of (63.25) and a medium degree of exercise. It is also clear from the previous table that the average of the total account of poverty (2.71), with a standard deviation (0.63) and a percentage of (67.75). The degree of practicing Arabic language teachers for this dimension was medium.

The researcher explains this to the lack of efforts exerted by the test committees and Arabic language supervisors in the educational administration and the preparation of tests in a scientific way to suit the objectives and characteristics of students and enhance students 'knowledge and performance, which increases the teacher' s knowledge of such rules and keen to implement. In addition, the lack of follow-up by educational supervisors for the adequacy of the evaluation of teachers may be the reason for poor preparation properly, in addition to the teachers' sense that paragraphs of this dimension is not part of their functions and tasks, but it is the job of another person as a member of the curriculum or educational supervisor, Teachers often do not participate in curriculum design and evaluation, so they are

not enthusiastic about the assessment process because they believe their feedback is not taken by officials. Moreover, some teachers lack experience and expertise in conducting curriculum-related assessment competencies for not being trained to do so.

The results of this study are agreed with the studies of Al-Harbi (2019) and Baturay et al. (2017). Where their results indicated that the field of evaluation obtained a medium degree of practice in the study sample. On the other hand, Al-Busaidi & Tuzlukova (2018) is disagreed with the results of our study.

6- Sixth Dimension: Technological Competencies and Thinking Development:

The arithmetic means, standard deviations and percentages for each of the sixth dimension were calculated: education technology competencies and thinking development, as shown in Table (10).

Table (10). The arithmeticmeans and standard deviations of practice level from the Arabic language teachers of the educational technological competencies in the post-technological competencies and the development of thinking in descending order.

Dimension	Para No. 6	1st Dimension Paragraph	Arithmetic Mean	Standard Deviations	%
Technological Competencies and Development of Thinking	56	I use technological competencies to increase students' learning motivation	2.53	0.84	63.25
	59	I use technological competencies to make learning easy	2.52	0.93	63
	60	I use technological competencies to facilitate the acquisition of sound concepts towards the material correctly	2.49	0.96	62.25
	55	I use technological competencies in developing research and exploration capacity	2.48	0.77	62
	57	I use technological competencies in developing students' abilities to solve problems in the Arabic language	2.46	0.94	61.50
	58	I use technological competencies in developing students' rhetorical and expressive abilities	2.26	0.88	56.50
		General Arithmetic Mean & Standard Deviations	2.45	0.78	61.25

Table (10) related to the degree of the practice of Arabic language teachers in the education technology skills and the development of thinking shows that the average performance on its paragraphs ranged between (2.26-2.53), where paragraph (56) was obtained. It used the education technology competencies to increase the motivation of students to learn. (0.84), with a percentage of (6325), and with a medium level of practice, while paragraph (58) obtained the use of education technology competencies in developing the students' rhetorical and expressive abilities. (2.86), with a standard deviation (0.88), a percentage of (56.50) and a medium level of practice as well. It is clear from the previous table that the

total arithmetic mean for the dimension paragraphs was 2.45 and by the standard deviation (0.78) and a percentage of (61.25).

The reason for this may be attributed to the teachers' adoption of traditional teaching patterns away from the development of thinking, although the techniques help the teacher in research and thinking, and the preparation of new methods of organization and rationalization of decisions. Researchers may also attribute the reason to the interest of teachers in the completion of the subject as planned which may not allow technical competencies to develop thinking among students; because this may be at the expense of the subject.This can be also attributed to the lack of pre-service or in-service teacher training, which has led to the development of thinking through the use of techniques, leading to poor preparation of teachers who are not qualified to teach Arabic.

Researchers may also attribute the reason to the interest of teachers in the completion of the subject as planned and limited time may not allow technical competencies to develop thinking among students; The service or during the development of thinking through the practice of techniques leading to weakness in the preparation of teachers who are not qualified to teach Arabic. These results are agreed with the studies of Sawy & Altwaiji (2018) and Baturay et al. (2017).

4.2. Results of the Second Question

Are there any statistically significant differences (a0.05) in the practice level of Arabic language teachers for the education technology resources in the LRCs in Bisha province, attributed to the variables of experience, academic qualification, and educational level?

A. The Experience Variable

To answer the study question related to the experience variable, the arithmetic means and standard deviations of the dimensions of the tool and of the instrument as a whole were calculated in the light of the experience variable. Table 11 illustrates this.

Table (11). The arithmetic means and standard deviations of the practice level from Arabic language teachers for educational technology from their point of view attributed to the variable of experience.

Dimension	Less than 5 Years		5-10 Years		More than 10 Years	
	A. Mean	S. Deviations	A. Mean	S. Deviations	A. Mean	S. Deviations
Design	2.90	0.36	3.02	0.55	2.07	0.56
Production	2.28	0.50	2.38	0.68	2.16	0.67
Usage	2.65	0.54	2.95	1.16	2.40	0.65
Management	2.71	0.57	2.67	0.58	2.90	1.15
Evaluation	2.73	0.61	2.78	0.61	2.54	0.66

Dimension	Less than 5 Years		5-10 Years		More than 10 Years	
	A. Mean	S. Deviations	A. Mean	S. Deviations	A. Mean	S. Deviations
Technological Competencies & the Development of Thinking	2.61	0.82	2.45	0.79	2.34	0.73
All axes	2.65	0.49	2.69	0.61	2.47	0.60

Table (11) indicates that there are differences between the arithmetical mean of the estimates of the Arabic language teachers in Bisha province to the extent of the education technology skill exercise attributed to the variable of experience.

Table (12). The differences between the arithmetic mean and the use of the analysis of the single variance

Dimension	Variation Source	Squares Sum	Freedom's Levels	Square Avg.	(F) Value	Significance Level
Design	Between groups	1.90	2	0.95	2.47	0.034*
	Within group	40.052	146	0.27		
	Total	41.95	148			
Production	Between groups	1.27	2	0.63	1.51	0.22
	Within group	61.71	146	0.42		
	Total	62.98	148			
Usage	Between groups	8.40	2	4.20	4.56	0.01*
	Within group	134.42	146	0.92		
	Total	142.82	148			
Management	Between groups	1.33	2	0.66	1.13	0.32
	Within group	85.84	146	0.58		
	Total	87.18	148			
Evaluation	Between groups	1.54	2	0.77	1.95	0.14
	Within group	57.55	146	0.39		
	Total	59.10	148			
Technological Competencies and the Development of Thinking	Between groups	1.19	2	0.59	0.96	0.38
	Within group	89.88	146	0.61		
	Total	91.07	148			
All axes	Between groups	1.31	2	0.65	1.86	0.15
	Within group	51.52	146	0.35		
	Total	52.83	148			

The results indicated in Table 12 indicate that there were statistically significant differences in the design dimension due to the variable of experience. The calculated value of (P) was 3.47 at the level of

(0.034). The results also indicated that there were significant differences in the use dimension due to the variable of experience. The results indicated that there were no statistically significant differences in the following dimensions: production, management, evaluation, technological competencies, and thinking development, due to the variable of experience and to the knowledge of the sources of differences in the variable of experience The TOKY test was used to compare the dimension and you For dimension of study, and Table (13) illustrates this.

The results of this study disagreed with the results of the studies Sawy & Altwaiji (2018) and Al-Busaidi & Tuzlukova (2018). The results of which indicated the absence of statistically significant differences attributable to the variable experience in the degree of teachers of techniques practice.

Table (13). Tukey Test analysis of post-comparisons between the arithmetic mean of the degree of the practice of Arabic language teachers of techniques due to the variable of experience.

Dimension	Levels	Less than 5 Years	5-10 Years	More than 10 Years
Design	Less than 5 Years		0.11-	0.14
	5-10 Years			0.26*
	More than 10 Years			
Production	Less than 5 Years		0.10-	0.11
	5-10 Years			0.21
	More than 10 Years			
Usage	Less than 5 Years		0.30	0.25
	5-10 Years			0.55*
	More than 10 Years		3.76	-0.18
Management	Less than 5 Years			-0.22
	5-10 Years			
	More than 10 Years			
Evaluation	Less than 5 Years		4.85-	0.19
	5-10 Years			0.24
	More than 10 Years			
Technological Competencies and the Development of Thinking dimension	Less than 5 Years		0.16	0.26
	5-10 Years		0.10	
	More than 10 Years			
All axes	Less than 5 Years		3.85 .	0.18
	5-10 Years			0.22
	More than 10 Years			

The above table shows that there are statistically significant differences in the field of design among Arabic language teachers with 5-10 years of experience and their colleagues with more than 10

years of experience in the field of education technology skills due to the variable of experience, Experience (5-10 years).

The above table also shows that there are statistically significant differences in the field of employment between Arabic language teachers with 5-10 years of experience and their colleagues who have more than 10 years of experience in the field of education technology skills due to the variable of experience. (5-10 years). The previous table also shows that there are no statistically significant differences in the dimensions of production, management, evaluation, education technology competencies, and thinking development due to the variable of experience.

This result can be attributed to the length of service of these groups who were conscious and persistent, who gained knowledge and ability to distinguish between the degree of Arabic teachers' practice from those who are different from them in years of experience. It may also be attributed to the involvement of these teachers with experience of (5-10) years in training courses that may develop their management expertise and provide them with new and contemporary trends in the field of dealing and the use of techniques in teaching.

The results of this study disagreed with the results of the study of Alenezi, (2019) which their result indicated the absence of statistically significant differences attributable to the variable experience in the degree of teachers' techniques practice.

B. The Qualification Variable

In order to answer the question of the study on the academic qualification variable, the arithmetical mean and standard deviations of the dimensions of the tool and of the instrument as a whole were calculated in the light of the academic qualification variable and Table 14.

Table (14). The arithmetical mean and standard deviations of the degree of the practice of the Arabic teachers of educational technology from their point of view are attributed to the academic qualification variable.

Dimension	Diploma		BA	
Design	2.50	0.16	2.99	0.53
Production	1.84	0.32	2.37	0.66
Usage	2.15	0.36	2.84	1.01
Management	2.98	1.39	2.70	0.62
Evaluation	2.54	0.35	2.74	0.63
Technological Competencies and the Development of Thinking	2.10	0.54	2.50	0.80
All axes	2.29	0.34	2.68	0.61

Table (14) indicates that there are differences between the arithmetical mean of the estimates of the Arabic language teachers in Bisha province to the extent of the practice of education technology competencies due to the academic qualification variable.

The results indicated in the table (15) indicate that there are statistically significant differences in the field of design due to the academic qualification variable based on the calculated value of (15.57). The differences were in favor of teachers with a bachelor's degree. The average response was (2.99) Teachers with diploma degree (2.50). The results in Table (15) also indicated that there were significant statistical differences in the field of production due to the academic qualification variable based on the calculated value of (11.74). The differences were in favor of teachers with a bachelor's degree, with an average of (2.37) Teachers' response from diploma holders (1.84). In addition, the results indicated that there were statistically significant differences in the field of employment due to the academic qualification variable based on the calculated value of (8.69). The differences were in favor of teachers with a bachelor's degree, with an average of (2.84) Teachers' response from diploma holders (2.15). Moreover, the results indicated that there were significant differences in the field of integration between the education technology competencies and teaching the Arabic language due to the academic qualification variable based on the calculated value (P) of (13.53).

The average response (2.49) and the average response of teachers from the diploma degree (1.88). Furthermore, the results in the table indicated that there were statistically significant differences in competencies and thinking development due to the academic qualification variable based on the calculated value of (4.46). The differences were in favor of teachers with a bachelor's degree. 2.50) and the average response of teachers from the holders of diploma degree (2.10). The results also indicated that there were no statistically significant differences in the administrative dimension due to the academic qualification variable. The value of (P) calculated at (2.12) at the level of (0.147) and the distance of the calendar due to the academic qualification variable, 1.67) at an indication level (0.198).

This result can be attributed to the modest outlook that bachelor degree teachers see for themselves, which makes them rush to the trends that call for the practice of technical competencies in the teaching of the Arabic language, and accept it with positive feelings in order to improve their level, while graduate degree holders see themselves as competence and sometimes transcend About those directions. The reason may also be attributed to the fact that teachers with a bachelor's degree have received training at universities and have studied educational courses that increase their theoretical and scientific knowledge.

This study is consistent with the results of the study of Alenezi, A. (2019). The result of this study differs with the results of the study of Al-Busaidi & Tuzlukova (2018). the results of which indicated the absence of statistically significant differences attributed to the variable experience in the degree of teachers' techniques practice of teaching.

C. The Educational Stage Variable

Dimension	Primary		Preparatory		Secondary	
	A. Mean	S. Deviations	A. Mean	S. Deviations	A. Mean	S. Deviations
Design	2.98	0.49	3.16	0.49	2.54	0.40
Production	2.41	0.54	2.53	0.68	1.85	0.52
Usage	2.92	1.28	3.00	0.63	2.17	0.54
Management	2.84	0.47	2.76	0.54	2.55	1.22
Evaluation	2.85	0.49	2.89	0.62	2.26	0.61
Technological Competencies & the Development of Thinking	2.47	0.74	2.69	0.86	2.11	0.59
All axes	2.71	0.55	2.83	0.55	2.24	0.53

Table (16) shows that there are differences between the arithmetical mean of the estimates of the Arabic language teachers in Al-Jowf region to the extent of the technological skills due to the variable of the educational stage. To find out the significance of the differences between the arithmetic mean. Table (17) illustrates the following:

Table (17). Analysis of the practice single-variance of the Arabic teachers of educational technology from their point of view is due to the variable of the educational stage

Dimension	Variation Source	Squares Sum	Freedom's Levels	Square Avg.	(F) Value	Significance Level
Design	**Between groups**	**8.93**	**2**	**4.64**	**19.72**	**0.000**
	Within group	**33.03**	**146**	**0.27**		
	Total of both groups	**41.95**	**148**			
Production	**Between groups**	**11.36**	**2**	**5.680**	**16.06**	**0.000**
	Within group	**51.62**	**146**	**0.354**		
	Total of both groups	**62.98**	**148**			
Usage	**Between groups**	**17.86**	**2**	**8.93**	**10.43**	**0.000**
	Within group	**124.95**	**146**	**0.856**		
	Total of both groups	**142.82**	**148**			
Management	**Between groups**	**2.03**	**2**	**1.018**	**1.74**	**0.17**
	Within group	**85.14**	**146**	**0.853**		
	Total of both groups	**87.18**	**148**			
Evaluation	**Between groups**	**10.86**	**2**	**5.43**	**16.43**	**0.000**
	Within group	**48.24**	**146**	**0.330**		
	Total of both groups	**59.01**	**148**			
Technological Competencies &	**Between groups**	**7.60**	**2**	**3.80**	**6.65**	**0.002**
	Within group	**83.47**	**146**	**0.572**		

Dimension	Variation Source	Squares Sum	Freedom's Levels	Square Avg.	(F) Value	Significance Level
the Development of Thinking	Total of both groups	91.07	148			
All axes	Between groups	8.400	2	4.30	13.79	0.000
	Within group	44.43	146	0.304		
	Total of both groups	52.83	148			

The results indicated in Table (17) indicate that there are statistically significant differences in the design dimension due to the variable of the educational stage. The calculated value of (P) was (1.97) at the level of significance (0.00). The results also indicated that there are statistically significant differences in the production dimension (16.04) at the level of significance attributed to the variable of the educational stage, where the calculated value of (10.43) at the level of significance (0.00) The results also indicate the existence of differences of statistical significance after the calendar due to the variable stage of education, (P) calculated at 16.43 at the level of 0.00 as indicated by the results Also, there are significant statistical differences in the dimension of competencies and the development of thinking due to the variable of the educational stage where the value of (f) calculated at 6.65 at the level of significance of 0.02. The results also indicated that there were no significant differences in the administrative dimension due to the variable of the educational stage,) Calculated at 1.75 at the level of significance of 0.0178 and to identify the sources of differences in the variable of the educational stage, and then use the Toki test for the distance comparisons and each dimension of the research and table 18 shows.

Table (18). The results of the Tukey test analysis of the distance comparisons between the arithmetic mean of the degree of the Arabic language teachers' techniques due to the variable of the educational stage.

Dimension	Levels	Primary	Preparatory	Secondary
Design	Primary	-	0 .17-	*0.44
	Preparatory		-	0.44
	Secondary			-
Production	Primary	-	0 .12-	*0.55
	Preparatory			0.67
	Secondary			-
Usage	Primary	-	8 .64-	*0.74
	Preparatory		-	0.82
	Secondary			-
Management	Primary	-	7.85	0.29
	Preparatory		-	0.21
	Secondary			-
Evaluation	Primary	-	4 .04-	*0.59

Dimension	Levels	Primary	Preparatory	Secondary
	Preparatory		-	0.63
	Secondary			-
Technological Competencies & the Development of Thinking dimension	Primary	-	0 .21-	*0.36
	Preparatory		-	*0.58
	Secondary			-
All axes	Primary	-	0 .11-	*0.47
	Preparatory		-	0.85
	Secondary			-

The above table shows that there are statistically significant differences between the teachers of the Arabic language who are studying in the primary stage and their colleagues who are studying in the secondary stage in the degree of practicing education technology competencies due to the variable of the educational stage and for the teachers who study in the primary stage in the dimensions of the following study: Production, use, calendar, education technology competencies and development of thinking. The table also shows that there are no statistically significant differences in the dimensions of production, management, evaluation, education technology competencies and thinking development due to the variable of experience.

The researchers may explain this result that all Arabic language teachers at the primary level are graduates of the faculties of education in Saudi universities, and all of them were exposed to the same distances in the study, which made them exposed during their work as teachers in the primary stage experience in technical competencies more than other teachers who work In other educational levels.

They may also attribute the result of the study to the role played by workshops and training courses for teachers of Arabic language in the primary stage, where these courses provide teachers with basic knowledge, in addition to how to apply them in the classroom and practice them effectively. In addition, these courses provide teachers with the correct technical practices of the educational process that break the barriers of fear of these techniques to them, which makes teachers of Arabic language at the primary stage to practice these techniques because they feel important to them in the success of their work.

The results of this study differ with the result of the study Al-Busaidi & Tuzlukova (2018) the results of this study indicated that there are no statistically significant differences between the arithmetic mean of the degree of teachers' techniques practice in teaching.

5. Recommendations

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

1- It is recommended that to provide the required attention from the Arabic Language teachers in the preparatory and secondary stages for the educational technology resources as well as their practice

in teaching, especially those competencies in which the performance was average, including the competencies of design, production, management, evaluation, education technological competencies and the development of thinking.

2- It is recommended that to involve the Arabic language teachers in specialized training courses in areas where their performance, especially in the video production programs, and the production of computerized educational materials.

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