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The Trends of the Male and Female Teachers of the Basic Elementary Stages Towards Using the Smart Board in Bani Kinanah Directorate of Education

Dr. Qaseem Mohammad Salim Hamadneh [1*] Dr. Asem Ali Abu Ghazal [2*]
1.The Ministry of Education, Irbid, Educational Directorate of Bani Kinana, Department of Educational Supervision
2.The Ministry of Education, Irbid, Educational Directorate of Bani Kinana

Abstract
The study aimed to explore the trends of the male and female teachers of the basic elementary stages towards using the Smart Board in Bani Kinanah Directorate of Education and the relationship of some variables such as sex, academic qualification, and years of experience. The study sample consisted of (130) male and female teachers. To achieve the objectives of the study, data were collected using a questionnaire to measure the trend towards Smart Board after confirming its validity and reliability; to statistically process data, the arithmetic means, standard deviations, and 3-way- ANOVA were used.The results of the study indicated the existence of a high and statistically significant degree in the trends of the male and female teachers of the basic elementary stages towards using the Smart Board as a whole where the arithmetic mean was (3.79). The results also showed no statistically significant differences at the level of significance ($\alpha \leq 0.05$) in the trends of the male and female teachers of the basic elementary stages towards using the Smart Board from the perspective of the male and female teachers in Bani Kinanah Directorate of Education according to the variables of (sex, years of experience, and scientific qualification), where the "F" values were not statistically significant.
Keywords: Trends, male and female teachers, basic elementary stages, blended learning**.**

1. Introduction

Modern educational technology provided in recent years many technology innovations which plays an important role in increasing the efficiency process and its development has led to the emergency of new systems of learning and increase the tendency to use in educational process, singular, educational help interactive video, computer multimedia based education Hypertext, video and other systems and innovations that changed the role of the teacher and the learner in the learning process. Also changed from traditional classroom format to new environments designed to suit the needs of learners and their orientation and willingness.

Given this fact, it has become incumbent upon educational institutions invest this technology to promote educational process.

Electronic whiteboard is a recent technological innovations a revolution in supply and particular methods in teaching, it can display attractive learning material, interactive, employing all skills and tools to develop scientific skills of students, in addition to develop scientific skills of students, in addition to various features that can be implemented by this boards, the registration application, direct drawing on the blackboard, computer, as well as the easy of preparing lessons across the board, and save, print the continents of the whiteboard, save time and efforts and the direct communication whether in the classroom or on the world wide web and email.

Depending on the traditional blackboards, those using the chalk or the white boards and the light board (projector) have started to decrease especially with the using of electronic board connected with a PC device or a laptop (Fathallah, 2010, p. 222). Accordingly, now most schools have replaced their traditional instructional boards with the smart and interactive boards of various kinds, so it is essential that everyone who works in education should be familiar with using the smart board because of its instructional values and features.

The name (board) comes due to using it as a traditional white board where the teacher can write by using special pens and erase what has been written. “Interactive” means that the information paths in this device move in two directions; writing is not done by a traditional ink, nor by a chalk, but through touching where the teacher uses a pen from the instrument panel, and writes on the surface of the device, accompanied with special sensors and then the device sends the data to a special program in the computer that the points that have been touched are transferred into a color that is displayed by a data display device; data is moving from the interactive white board to the computer, and then from the computer into the data display device to be shown again on the board (Sabri, 2008).

The teacher can explain the instructional material through the smart board with its pen and the properties relating to changing the font color, or size according to the desire of the teacher, which is commensurate with the instructional material to be provided to students. The board provides the diversity attribute in using the font to simplify the material. Smart boards are also used in teaching Arabic through

employing the pictures indicating vocabulary and sentences as well as many subjects with the possibility of deleting, editing and adding any form, or photo through dragging. Teachers can also prepare many enrichment activitiesor puzzles related to the curriculum to be employed in the classroom by involving students in an instructional atmosphere of excitement, interaction and competition among students. Smart boards also allowregistering, saving, printing lessons as well as saving them for students to avoid writing or employing this feature in other specific areas of study materials (Zaytoon, 2007).

There are many definitions for the smart boar and they agree that the smart board is one of the modern technology tools. (Saraya, 2009: 167) defined it as an electronic and delicate display white screen which is dealt with by touching either with a finger or a digital pen and it is connected to a computer device, LCD device and a printer that all instructional programs either on computer or internet are displayed. (Abu Jweir 2009: p. 106) defined it as: "an electronic device connected with a computer where the photos and video clips in the computer can be displayed on the board and it is used in an interactive manner that allow adding notes, focusing on the points of interest, controlling the programs as desired by the user, and printing these notes and drawings from the computer or saving them for the future."

(Al-Tawalbeh et al. ,2010) stated the features of smart boards in facilitating the preparation process for learners such as a large amount of pictures, pens, textsfor display, the possibility of saving and printing all that has been presented to the smart board, ease of getting back to points as well as the feedback because of the cognitive content, enjoyment of teaching, interaction with using the smart board through integrating images, pens, and sounds, getting access to the Internet easily,the possibility of writing with the digital pens above the photos, the possibility of transmitting the information on the blackboard by e-mail, and the possibility of using them in learning at distance through the video conference or the net meeting, which enables us to present some instructional workshops, and conferences between different countries through the Internet.

However, there are some flaws related to the smart boards including high costs and high costs of maintenance, lack of maintenance centers that provide maintenance services for the tools and requirements of smart boards, the existence of some problems in the Arabization program, which needs to have a specialist on an ongoing basis, especially in the early stages of training, and lack of material and technical potential to produce the education materials (Dahlan,2014).

2.1. Previous Studies:

The following is a presentation of these studies:

Abu Rizk (2012) aimed to explore the impact of using the smart board on developing the planning skills in teaching the Arabic language course for the students-teachers enrolled in the Department of Professional Diploma in Al-Ain University of Science and Technology survey in addition to determine their attitudes. The study tool consisted of a performance test, evaluation criteria, and a direction scale and it was applied to a sample of 32 male and female students, who were randomly distributed into two groups: experimental and control. The results showed statistically significant differences in the performance of the respondents in daily planning and the total grades of daily and annual planning for the benefit of the performance of the experimental group students, no statistically significant differences in the performance of the two samples in the annual planning, and the presence of a positive trend towards using the smart boardas an instruction tool, and with a number of problems and obstacles they face during use.

Abu-Alainayn (2011) aimed to identify the impact of the smart board on the achievement of beginning and organized foreign,non-native students in the Arabic language course for the beginning level in the intermediate level compared to the usual way. To achieve the objectives of the study, the researcher used an experimental approach where the study was applied on a sample of (60) male and female students from the middle school in Dubai American Academy in first-semester of 2010. The results of the study showed statistically significant differences in the performance of the members of the study sample in the test for the benefit of the performance of the experimental group students.

(Al-Asmari, 2011) aimed to compare between the effect of teaching by a smart boardand that by a traditional blackboard in the immediate and delayed achievement of the sixth grade students in the Arabic language grammar. The study sample was divided into two equal groups in terms of number and level. The study found the presence of statistically significant differences in the immediateachievement in favor of the independent variable in the experimental group, which is the smart board, while there were no statistically significant differences in the delayed achievement between the experimental group and the control group.

(Ishtaiwa& Shana, 2011) described the way of using the smart board by students-teachers in teaching the Arabic language course as well as explored their viewpoints about the impact of the smart board on teaching and learning the Arabic language in the classes of the practical education program in the schools of the UAE . The study sample consisted of 179 male and female trainees, who were interviewed and distributed a questionnaire for data collection. The study revealed that only a small number of participants (14.5) used the smart board in teaching Arabic because of some obstacles, such as lack of availability of the smart board in

schools, lack of knowledge and skills of usage, and lack of time. The study also confirmed that the use of the interactive whiteboards by students- teachers was modest as they focused on using them as instructional materials instead of using them as integrated instructional toolsleading to radical changes in the process of instruction and learning of the Arabic language.

(Kennewell, 2008) looked at the degree of using the interactive boards by teachers in raising the level of the basic skills in reading, writing and mathematics through focusing on the classroom teaching and the interactive teaching. Teachersoffered reasons for the use of the interactive board, such as: flexibility, diversity, multimedia, saving, printing, teaching information and communication technology and efficiency. The study resulted that the interaction between teachers and students is a major feature in the promotion of the education process, encouraging students to ask questions, and establishing a dialogue between teachers and studentsand that there are advantages of using information and communications technology, particularly the interactive board, which should be invested and benefited from by the teachers such as: speed, capacity, interaction, and automaticity.

(Mechling, Gast& Krupa, 2007) studied the impact of the interactive board on reading words visually and learning by observation. The study sample consisted of three students with moderate disabilities. A multi-examination was conducted through three sets of words given to students in order to evaluate the technology of the interactive board in reading words and linking words with images. The study aimed to assess the impact of the technology of the interactive board and the continuous delay of three seconds as a procedure to teach reading words visually by the students with moderate disabilities within the procedures of small groups.The results supported the use of this tool to teach several students at one time, and its impact on the learning by observation. Teaching through an interactivemeans with specifications such as sound, motion, and video recordings increases motivation, attention and taking advantage of the time during the performance of tasks.

2.2. Commenting on Previous Studies:

The previous studies were reviewed to determine the theoretical framework of such studies to identigy the current theoretical framework of the study in terms of: goals, importance, selection of the sample, the methodology of the study, determining the statistical methods, and displaying and explaining results. It became clear that such studies agree on the effectiveness of smart boards in the student achievement such as (Al-Asmari, 2011). It is also noted that there is a clear interest in the smart Board being one of the most important technological innovations in instruction and that the experimental method is prevalent in collecting and analyzing such studies. The current study differs from the previous studies in the quality, environment and tools. The present study benefited from the theoretical literature of the previous studies in the construction of the theoretical framework, and the design of the study tool; according to the knowledge of the researcher, there is no study that dealt with the effectiveness of smart boards in raising the achievement of the underachievers of the basic elementary stages.

3.1. The problem Study and questions

The study is to answer the following questions:

1. What are the trends of the male and female teachers of the basic elementary stages towards using the Smart Board in Bani Kinanah Directorate of Education?
2. Are there statistically significant differences at the level of statistical significance (α=0.05) between the arithmetic means of the estimates of the study sample on the trends of the male and female teachers of the basic elementary stages towards using the Smart Board from the perspective of the male and female teachers in Bani Kinanah Directorate of Education as a whole due to the personal variables of (sex, years of experience, and scientific qualification)?

3.2. Study Objectives

This study aimed to identify the trends of the male and female teachers of the basic elementary stages towards using the Smart Board in Bani Kinanah Directorate of Education and explore the impact of the independent variables of (sex, years of experience, and scientific qualification).

3.3.Study Importance:

The importance of this study is emerged in shedding light on the role of the smart board in raising the academic achievement of learners, maintaining the impact of learning, drawing the attention of those in charge of the instructional process to the effective role of smart boards, and benefitting teachers of basic elementary stages in developing instruction methods and evaluation. Furthermore, smart boards are important for teachers in saving time that they can write lessons in advance and add comments and observations during the time of the explanation; they are useful also in eliminating students' fear from technology motivating them to use them in their lives. This study is in line with the modern trends in education represented in makingthe optimum use of

the technological innovations in the instruction alprocess; smart boards also open up new horizons for researchers to conduct future studies in the use of new technological innovations in the instructional process in various instruction stages and various materials. The researcher also hopes that this study benefits those in charge of the Ministry of Education in order to develop plans and strategies appropriate for the success of employing smart boards.

3.4. Study Limitations

Spatial Limitations: the basic elementary schools in Bani Kinanah Directorate of Education in Irbid Governorate.
Human Limitations: the male and female teachers of the basic elementary schools in Bani Kinanah Directorate of Education in Irbid Governorate.
TemporalLimitations: This study was conducted in the first semester of the academic year 2015/2016 as of 08/11/2015 to 24/12/2015.

3.5. Procedural Definitions

- **Smart Board**: a special type of boards or interactive whiteboards handled by touch; it is used as a replacement of a computer screen in displaying various applications and programs and it is used in the classroom displaying the lessons and activities for underachievers in reading and writing. Such lessons are explained through a smart board presented in front of the underachievers in the basic elementary stage.
Trends: the degree obtained by the teachers of the basic elementary stages in their answers on the trends' scale prepared by the researcher for the current study.
- **male and female teachers**: teachers who teach the whole courses (appointed by the Ministry of Education in order to practice the profession of teaching) in Bani Kinanah Directorate of Education for the academic year 2015/2016; they teach students from the first to the third grades and help students acquire the educational skills necessary for the cognitive, mental, emotional, and performative growth.
- **Basic elementary stages**: the first stage of basic education of three years from the first to the third grades where education is compulsory and mandatory.

4. Study Methodology

The researcher adopted the descriptive analytical method by using the study tool.

4.1. Study Population

The study population consisted of all the male and female teachers in the public secondary schools in Bani Kinanah Directorate of Education amounting to (135) in the academic year 2016/2017.

4.2. Study Sample

The study sample consisted of 130 male and female teachers from Bani Kinanah Directorate of Education who were randomly selected. Table 1 shows the distribution of the study sample according to the demographic variables.

Table 1: the Distribution of the study sample according to the personal and functional variables

variables	Category	frequency	Percent
Sex	Male	22	16.9
	Female	108	83.1
	Total	130	100.0
Years of Experience	Less than 5 years	41	31.5
	5-10 years	53	40.8
	More than 10 years	36	27.7
	Total	130	100.0
Scientific qualification	Bachelor	42	32.3
	Bachelor and higher diploma	48	36.9
	Masters and above	40	30.8
	Total	130	100.0

table (1) shows the following:
-as for the variable of sex, the female teachers in Bani Kinanah Directorate of Education had the highest frequency as it was (108) by (83.1%), while the male teachers had the least frequency as it was (22) by (16.9%).
- as for the number of years of experience, the male teachers of Bani Kinanah whose experience ranged between (5-10 years) had the highest frequency of 53 by (40.8%), while those whose experience exceeded10 years had the least frequency of (36) by (27.7%).

- as for the variable of the scientific qualification, the male teachers of Bani Obeid whose scientific qualification is "Bachelor and higher diploma"had the highest frequency of 48 by (36.9%), while those holding the scientific qualification of "Masters and above" had the least frequency of (40) by (30.8%).

4.3. Study Tools:

The Scale of Teachers' Trends TowardsBlended learning:

The researchers developed this scale and wrote its items according to their experience and the previous studies and literature related to the trends towards blended learning.The scale consisted of (32) Likert items consisting of five categories: strongly agree, agree, neutral, disagree, and strongly disagree.

4.4. Study Tools' Validity:

The validity of the study tools was checked according to the language, clarity, comprehensiveness, and the item's appropriateness to the part to which it belongs. This was done through introducing the scale in its initial image to a number of the faculty members in the Jordanian universities specialized in education technology, teaching methods, and measurement and evaluation who hold doctorate and master's degreesin addition to some supervisors and teachers of basic education stages in the Ministry of Education. In light of the views, comments and suggestions of the arbitrators, some items were added, deleted and added and all such procedures were sufficient for the study validity.

4.5. StudyTool's Reliability:

The reliability of the study tools was checked through the Cronbach's alpha and the total internal consistency coefficient (Cronbach) for the scale of the teachers' trends towards blended learning equals (0.92), which is considered high and acceptable for the purposes of the study.

4.6. Scale's correction:

The questionnaire in its final image consisted of (31) items where the researcher used a Likert scale of quintet gradation to measure the views of the study sample by: Strongly Agree (5), agree (4), neutral (3), disagree (2), and strongly disagree (1) through putting a (√) in front of the answer reflecting their degree of consent. Furthermore, the following classification was adopted to describe the arithmetic mean as follows:

- Less than 2.33 little.
- 2,34-3.66moderate.
- 3.67 -5.00 large.

4.7. Study Variables:

The study included the following independent and dependent variables:

1. Independent variables: they include: sex, which has two categories (male, female), number of years of experience, which has three levels: (less than 5 years, 5 - less than 10 years, 10 years and above), and the academic qualification, which has three levels: (Bachelor, Bachelor and Higher Diploma, Masters and above).
2. dependent variables: they include the trends of the male and female teacher of the basic elementary stages towards using the Smart Board in Bani Kinanah directorate as a whole. They are represented by the arithmetic mean of the estimates of the study sample on the items of the trends' tool of the male and female teachers in the basic elementary stages towards using the blended learning in Bani Kinanah Directorate of Education.

4.8. Study Procedures:

The study tool has been designed after confirming its validity and reliability. The (135) questionnaires were then distributed to the study sample of which (130) questionnaires were retrieved. Examining the questionnaires, the researcher noticed that (130) questionnaires underwent a statistical analysis and the teachers' answers were computerized and the statistical analyzes were conducted using the (SPSS).

4.9. Statistical Treatment:

To answer the questions of the study, the following statistical treatments were used through the (SPSS): frequencies and percentages of the personal and functional variables for the study sample, the arithmetic means and standard deviations of the answers of the study sample regarding all the fields of the study tool, One - Sample T.Test, and 3-way-ANOVA.

5. Study Results

The study aimed to identify the trends of the male and female teachers of the basic elementary stages to wards using the Smart Board in Bani Kinanah Directorate of Education. The results are presented according to the study questions.

Study Questions

Results of answering the first question: What are the trends of the male and female teachers of the basic elementary stages towards using the Smart Boardin Bani Kinanah Directorate of Education?

To answer this question, the arithmetic means and standard deviations of all the items of the scale were extracted and One- Sample T. Test was applied to detect the trends of the male and female teachers of the basic elementary stages towards using Smart Board in Bani Kinanah Directorate of Education. Table (3) illustrates this.

Table (2): the arithmetic means and standard deviations for the items of the field "the trends of the male and female teachers of the basic elementary stages towards using Smart Board" and the field as a whole (n = 130)

number of class	Item	arithmetic mean	standard deviation	rank	degree
1	Motivating students to participant.	4.49	0.83	1	high
2	Eliminate the barrier shyness of students.	4.21	0.90	5	High
3	Embed the information in the mind of the students.	4.36	0.92	3	High
4	Useful for slow- learning students.	3.91	1.05	16	High
5	Easier for the teacher to teach difficult concepts for students.	3.97	1.05	12	High
6	Make the learning process faster because of several potential.	4.10	0.92	8	High
7	Gives the lesson flexibility and mobility of educational creating a gap between them.	4.15	0.90	6	High
8	Foster for both teacher and student ability to use modern technology.	4.15	0.93	6	High
9	Easier for the teacher and student get references and resources through the internet.	3.91	1.07	16	High
10	Provides the teacher with opportunity for creativity and innovating what's new in the teaching methods of modern technological possibilities.	4.08	1.30	9	High
11	Overcome the problem of shortage of teaching board members through a smart board in every classroom.	3.80	1.41	19	High
12	Ability to view the tutorials so beautifully and exciting which helps to stimulate motivation among students.	3.95	1.41	13	High
13	New for students with limited motor skills.	3.71	1.25	21	High
14	Flexibility of use and save time and effort.	3.76	1.43	20	High
15	Attracts the attention of students that it used colors and images.	3.30	1.43	25	Medium
16	Facilitates preparation for teachers.	2.98	1.31	29	Medium
17	Develops mental skills for students.	2.98	1.34	29	Medium
18	Taking into account individual differences among students.	3.94	1.21	15	High
19	Increase teacher education.	3.41	1.38	24	Medium
20	The interactive whiteboard is working on technical development of teacher.	3.12	1.27	28	Medium
21	The need to mainstream the interactive whiteboard experience because of its great advantages in the education process.	2.96	1.29	31	Medium
22	Educational opportunities that offered through the blackboard are special.	3.26	1.24	26	Medium
23	View lessons in an interesting way.	3.63	1.07	22	Medium
24	Helps on registration and remodeling lessons.	4.08	0.97	9	High
25	Solve the problem of shortage of cadre education Board.	3.85	1.18	18	High
26	A great way to help and teach special needs.	4.02	0.76	11	High
27	Cooperation between teachers in teaching.	3.95	0.98	13	High
28	Excite passionate teachers.	4.28	0.81	4	High
29	Helps teachers to enhance their lessons.	4.44	0.87	2	High
30	I feel that the blending teaching doesn't encourage me to focus on math.	3.53	1.18	23	Medium
31	The students can discuss the idea directly with teacher.	3.18	1.23	27	Medium
the trends of the male and female teachers of the basic elementary stages towards using Smart Boardas a whole		**3.79**	**0.49**	**-**	**High**

Table 2 shows that the arithmetic means of the items of the field, "the trends of the male and female teachers of the basic elementary stages towards using blended learning" ranged between (2.96-4.49); the highest

was item (1), which states that "Smart Board creates a computer culture among students" with an arithmetic mean of (4.49) by a high degree and it is followed by item number (29) which states that "teacher's and learner's ignorance with the modern teaching methods such as blended learning" with an arithmetic mean of (4.44) by a high degree. Item (21) which states: "I feel that using the Smart Board helped me renew my information and thoughts continuously" was in the last rank with an arithmetic mean of (2.96) by a medium degree; the arithmetic mean of the field " the trends of the male and female teachers of the basic elementary stages towards using Smart Board as a whole" was (3.79) by a high degree.

Table 3: the results of One- Sample T. Test for detecting the trends of the male and female teachers of the basic elementary stages towards using Smart Board in Bani Kinanah Directorate (n = 130)

the trends of the male and female teachers of the basic elementary stages towards using Smart Board in Bani Kinanah Directorate	arithmetic mean	standard deviation	degrees of freedom	"t" value	statistical significance
	3.79	0.49	129	18.336	0.000

Table (3) shows that the (t) value was (18.336) by a statistical significance of (0.000), where the mean was compared to the standard value of the quintet gradation, namely, (3); the results showed a high, statistically significant degree in the trends of the male and female teachers of the basic elementary stages towards using the Smart Board in Bani Kinanah Directorate of Education.

The researcher attributed this to the fact that Smart Board is an educational method which uses more than one means for transferring knowledge and experience to the learners in order to develop the learning outcomes; it creates a culture among learners that develops knowledge and skills, plays an important role in achieving better levels than the traditional education, and improves the methods of traditional learning such as memorization and information retrieval. The increased motivation of students through using the wide world of technology to benefit from the available technologies affects the students' achievement in class, who has a positive ability to learn. The results of the current study are consistent with (Al-Asmari, 2011) and (Kennewell, 2008) regarding using blended learning, (Ishtaiwa& Shana, 2011) regarding the impact of the Smart Board on improving the performance of the students of the basic elementary stages and (Bani Hamad,2011) in terms of the impact of the Smart Board on the achievement and motivation for learning in the Arabic language, compared to the traditional methods.

The Results of answering the second question: are there statistically significant differences at the level of statistical significance ($\alpha = 0.05$) between the arithmetic means of the estimates of the study sample on the trends of the male and female teachers of the basic elementary stages towards using Smart Board from the perspective of the male and female teachers in Bani Kinanah Directorate of education as a whole and each field due to the variables of (sex, years of experience, and scientific qualification)?

To answer this question, 3-way-ANOVA was applied to detect the differences in the trends of the male and female teachers of the basic elementary stages towards using the Smart Board from the perspective of the male and female teachers in Bani Kinanah Directorate of Education as a whole due to the personal variables of (sex, years of experience, and scientific qualification). The tables below illustrate this.

Table 4: the arithmetic means and standard deviations of the trends of the male and female teachers of the basic elementary stages towards using the Smart Board from the perspective of the male and female teachers in Bani Kinanah Directorate of Education as a whole due to the personal variables of (sex, years of experience, and scientific qualification).

variables	Category	number	arithmetic mean	standard deviation
Sex	male	22	3.87	0.45
	Female	108	3.77	0.50
Years of Experience	Less than 5 years	41	3.87	0.50
	5-10 years	53	3.70	0.48
	More than 10 years	36	3.84	0.49
Scientific qualification	Bachelor	42	3.83	0.44
	Bachelor and higher Diploma	48	3.72	0.53
	Masters and above	40	3.83	0.50

Table (4) shows the presence of external differences between the means of the answers of the study sample in the trends of the male and female teachers of the basic elementary stages towards using the Smart Board from the perspective of the male and female teachers in Bani Kinanah Directorate of Education as a whole due to the personal variables of (sex, years of experience, and scientific qualification. To figure out the statistical significance of these differences, 3-way-ANOVA was applied on the trends of the male and female teachers of the basic elementary stages towards using the Smart Board from the perspective of the male and female teachers in Bani Kinanah Directorate of Education as a whole. Table 5 shows that.

Table 5: the results of the 3-way-ANOVA for the detection of the differences of the trends of the male and female teachers of the basic elementary stages towards using the Smart Board from the perspective of the male and female teachers in Bani Kinanah Directorate of Education as a whole due to the personal variables of (sex, years of experience, and scientific qualification).

Variable	sum of squares	degrees of freedom	squares mean	"f" value	"f" statistical value
Sex	0,093	1	0.093	0.383	0.537
Years of Experience	0.602	2	0.301	1.244	0.292
Scientific qualification	0.160	2	0.080	0.331	0.719
Error	30.026	124	0.242		
Total corrected	31.095	129			

Table (5) shows that there were no statistically significant differences at the level of significance ($\alpha \leq 0.05$) in the trends of the male and female teachers of the basic elementary stages towards using the Smart Board from the perspective of the male and female teachers in Bani Kinanah Directorate of Education as a whole due to the personal variables of (sex, years of experience, and scientific qualification) where the F value did not reach the statistical significance.

This might be attributed to the agreement of all the members of the study sample regardless of the variables of sex, experience as using blended learning has significant benefits in the learning process. also, blending the teachers' traditional methods with teaching via computers improves the educational process as the members of the study sample agree regardless of their sex, experience or qualifications that using technological advances in designing, implementation and usage improves the quality of the educational process.

6. Recommendations

According to the results, the study recommends the following:

- planning curricula to allow the Smart Board in teaching due to its impact on increasing the learning profits.
- organizing courses specialized in Smart Board offered to teachers according to their training needs according to well-organized plans.
- introducing varied activities to the content of lessons and putting computerized windows for self- study to which students can refer.
- working on providing the technology infrastructure such as computers and education to ensure the activation of Smart Board in schools in a positive way.

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