

# Degree of Possession of Teachers of Islamic Education in Ma'an List of on Multiple Intelligences Competencies That Enable Them to Perform Their Job from Their Perspective

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## Abstract:

Study aimed to explore the extent to teachers of Islamic education substance in Ma'an and the Southern desert to efficiencies based on multiple intelligence theory the study sample consisted of 150 teachers and the detective design study tool and consisted of five areas and 36 paragraph and the results showed that the degree possession of Islamic education substance teachers of cognitive competencies and Calendar efficiencies were low degree and the study has showed the degree possession of teachers of Islamic education material competencies and cultural contact was significantly and moderately was competencies skills

**Keywords:** teacher of Islamic education, the theory of multiple intelligences, intelligence, intelligence development strategies.

## Introduction:

Education is today one of the important global educational issues, is no longer seen education as just a job, or just work requires a certain amount of knowledge, but evolved outlook for education and became seen as a profession requires a lot of skills and different skills such as competencies cognitive research, technical, economic, political and cultural skills, and that includes every change, including scientific controversy and ideology, but affects all of them in the other, to form in the end, the surrounding of the educational system and the components of the environment, and most important teacher, and impose these global variables effects are deep and numerous implications related systems of education and teacher preparation. (Al-Zubaidi and Kazem 0.2006), (Badawi, 2006); (Jaroudi 0.2008).

The roles the teacher plays today are the mastery of communication skills and self-learning, and the ability to think critically, and to be able to understand the modern sciences and techniques developed and gain skills that can be applied in the work and production, and the ability to view the scientific material characteristically, and classroom management actors and creating a good classroom environment, and the ability to the use of continuous assessment and feedback during teaching (Hassan, 2006).

theory of multiple intelligences of is one of the strongest influences behind educational change around the world now. Most teachers now agree on the level of the world on an organizational principles compatible with the theory of multiple intelligences, and the need to achieve the strategy that emerges from this theory in the classroom. (Hussain, 2003)

Schools, which owns such intelligences feel as organizations with a high degree of pride and self-regard, so they are rarely satisfied with the work being done because it is always aspire that the best job, and even to have ideas about ways in which to enhance the quality of work in the coming times. (Gelchrist et al., 1999).

## The concept of multi-intelligence and intelligence:

Known as Gardner (Gardner) Intelligence: that the ability to solve problems or add a new output be of value in one or more of the cultural frames relying on culture requirements that live in her dependents. "Gardner, 1983).

Description Multiple Intelligences when Gardner:

Gardner gave way to map a broad range of capabilities that people possessed by grouping these capabilities in nine categories or forms of intelligences and as follows:

1. Linguistic intelligence / verbal: the ability to use language, whether native language or other language.
2. Intelligence logical / mathematical ability to understand the underlying principles behind certain types of causal systems, or the way it operates the world of logic or any other world, or the ability to work with numbers or quantities and calculations which works on the basis of a mathematician.
3. visual / spatial intelligence: the ability to shoot the spatial world internally in the mind of the person.
4. intelligence musical / rhythmic: the ability to think in music, and hear musical templates, identify them, and perhaps also handled brilliantly.
5. Intelligence physical / motor: the ability to full body or parts of the exploit to reach a solution to a problem, or making something, or use a particular type of product.

6. natural intelligence: the human ability to distinguish organisms (animals or plants) as well as sensitivity to other aspects of the natural world (drag-and-rock formations).
7. Profile of internal intelligence: a person's ability to delve deeper inside himself and find out mm composed, and what the limits of his abilities, and how it interacts with things and what things should be avoided, and what things should be directed towards it.
8. Profile external intelligence: a person's ability to understand the intentions and motivations and desires of others and their motives and desires of people and interact with them, build them efficiently.
9. existential intelligence: a tendency to stop at questions about life and death and basic facts and then the meditation (Gardne, 1999).

### **Methods of Multiple Intelligences Development:**

Varied strategies in which they can work on multiple intelligences development for students

**First**, linguistic intelligence can development through the following strategies:

- tale narrative strategies

The tale narrative strategy vital teaching strategy, linked to language, and language instrument of understanding and communication between students, whatever walks of life and ethnic backgrounds. Perhaps one of the most important elements that must be met when using this strategy is to attract the attention of students.

- brainstorming strategy

During brainstorming produces students and a barrage of verbal ideas, which can be collected and provable on the blackboard or on the monitor and eliminate the rules of this strategy to accept all students ideas whatsoever, where sentencing students ideas could impede the generation of other ideas for some students. In the end of the session brainstorming is filtering (Filter) ideas generated by students and then choose the best according to the criteria agreed upon by the student audience.

- Using Registry machine strategy

The machine Date of effective teaching strategies in the classroom strategy, because it provides for students and broker crossing through which the linguistic abilities, and at the same time help them to use their skills in verbal communication, problem solving, and to express their inner feelings.

- Write a diary strategy

Could be urged students to write personal journals continuously to stay in constant touch typing in a specific area, and this area could be quite broad and open-ended or specific and can be shared with the teacher and the student is from his writing.

- deployment strategy

This strategy suggests that teachers send a message to their students about this topic, namely: that writing an effective and powerful instrument for communication of ideas and exchange between people and influence them, and are to achieve this mission by working to disseminate among the people publishing too many photographs, such as writing on paper and filmed and distributed, or to submit their writings to grade newspaper, magazine or wall that belong to the class, school or work for the magazine accepts students, or to collect the writings of the students in the form of a book and flogged and placed in the school library (Hussain, 2005).

**Second**, moral intelligence

Teacher moral development of intelligence can when his students by several means, including:

Training and Education

Moral development by encouraging good behavior

Give students attitude and strengthen them by asking specific questions and answers are the development of their way of thinking and orientation.

Get them used to the feelings of others and a sense of respect and appreciation.

The use of the theater text

Routing through the story.

**Third:** Social Intelligence

It is the ability to understand others and communicate and collaborate with them efficiently and can development through:

The development of cooperative learning skills and communication between students.

Students directed toward selecting relevant social reality topics.

Training students to succeed in managing differences in Gat matter.

Encourage students to revive religious events collectively.

Motivate students to create clubs and religious forums.

Encourage students to communicate outside the school with other groups in society, such as patients, orphanages

Encourage students to carry out their responsibilities towards the community.

**Fourth: intelligence locomotors.**

It is the ability to easily use the body in the sport and artistic expression and are skilled in the fine motor tasks. Can development through favorite sport, acting and role-playing games.

**Fifth:** Intelligence Profile: possession of a person the ability to work alone and pursue interests and its aims and a sense of right and wrong .and its may development through learning by example, hobby art education, and calligraphy.

**Sixth:** musical intelligence: an estimate weight and rhythm and melody and respond to music and remember melodies and maintain the time, and can development through presentations playing a musical instrument in different places homeless shelters and nursing centers.

**Seventh:** logical intelligence, a capacity to understand the principles and figures, patterns and signs and put the premises and conduct experiments can be development through games and programmed learning and teaching account or science or logic to students.

**Eighth:** visual / spatial intelligence which is the ability to visualize things, design, imagination and remember what they see and read maps and regulations can be read through the development of site maps, excursions, and the use of video equipment, and documentaries.

**Ninth:** natural intelligence, a capacity to deal with environment and development can be through dealing with the environment and attention to the cultivation of vegetables, flowers and clean up public parks, and the school yard and the library. (Pumice 0.2011).

### **Educational importance of the theory of intelligences:**

There is no doubt that education is designed to motivate learners to employ their energies and abilities to the max. According to the theory of multiple intelligences there is a universality in the aspects of learning, they are on the one hand is the learner both integrated must work on the development of all aspects, whether the cognitive side, or the emotional side, or performativity side of the motor, and with respect to the elements of the educational process - learning there is a clear interaction between the teacher and the learner, but there is a real partnership between them, in order to find an educational system - learning to create thinking and creativity of learners, and also indicate brain research this theory works real consciously awaken the right side of the brain (Right Brain) from its slumber that found by the absolute control on the part of the teacher to the course of the educational process - learning, (Nofal 0.2010).

Many specialists believe that the achievement of educational goals linked to refine and develop different intelligences learners patterns (cup Haichour 0.2001), but this had the theoretical share galore great vogue among many educators and education on a global level, where confirms many of them, such as Fisher (Fisher, 1997) and Godnov (Goodnough, 2001) and master (2001) that the theory of multiple intelligences was able to achieve the goals of Walter endodontic education and face the issues and problems of contemporary education, have faced the problem of how to deal with gifted children, and caring for ordinary and non-ordinary children and develop their intelligence.

Confirms Hanley (Hanly, 2002) that the perception of intelligence as a matter of multi-faceted and shapes do not broaden our view of what it only human capabilities, but broadens our view of the learner himself.

Abed and Abu semolina (2009) Mentions that the theory of multiple intelligences provides a way for the deployment of active learning, and used as a method of teaching provides multiple entrances to the learning process as it allows learners to obtain the necessary appropriate learning.

These theoretical and including wrought of change and renewal indicates that they represent a great revolution in the field of education and educational practices, and in the development and activation of the educational work and make it keep pace with scientific development achieved by cognitive psychology, which is moving in the scientific framework theory of multiple intelligences (Ozzie 0.2002).

### **Educational importance of the theory of multiple intelligences to the teacher:**

Importance of the theory of multiple intelligences show for teachers in being working on

- deepen what teachers have to know the methods and instruments, and the roads so that this knowledge beyond linguistic and logical aspects of normal ones, which are commonly used in the classroom.
- Help teachers to expand the circle of teaching strategies, to reach the largest number of students of different intelligence.
- Provide a model of learning has no specific rules, except for the requirements imposed by the cognitive components of each intelligent than intelligences, which suggests this theory solutions enable teachers to submit designs for a new curriculum, as this theory provides a framework can be teachers through eating any educational content and present it in several different ways.
- help teachers educated intelligence development, and help them to formulate teaching activities meet learners'

needs and preferences and various preparations.

- Expansion of evaluation methods to be more inclusive, to make sure that students have learned the concepts and knowledge of various scientific.
- Identify personal and academic goals for each learner in the classroom and description.
- make use of information technology, and activate their role in the school, especially the computer, and the Internet, to see and take advantage of new knowledge always.
- Provide knowledge transition from intelligence to intelligence, to activate all the intelligence alone, and thus provide knowledge in ways that suit different learning styles, so as to address the intelligence of each learner from the entrance that fits him. (Bdour 0.2004, Shanfari 0.2010).

**The importance for the learner, they include the following:**

- Multiple Intelligences development of the learner.
- Personal development of the learner.
- To achieve comprehension and understanding, excellence, and the development of student performance levels.
- Development of research and computer skills of the learner.
- the ability to take advantage of the lessons and educational programs and educational subjective manner.
- Increase the motivation of learners to learn, and help build positive attitudes towards him, and the learner (Bdour 0.2004, Shanfari 0.2010)

Relationship of Islamic education theory of multiple intelligences:

The overall objectives of the Supreme Islamic education at the secondary level, as contained in the Investigation of Culture, Education and Islamic science curriculum outlined in the secondary phase of the following:

1. Islamic Personality of the student in a comprehensive and balanced building, in all mental, physical, social, psychological and spiritual dimensions.
2. Providing the student perception of the universe and the Islamic and human life, including helping to deepen his faith and the integrity of his approach to God.
3. The concentration of faith pillars of the Islamic faith in the same student on certainty and foresight and persuasion are protected from myths and illusions and fads which makes it able to cope with the violation of intellectual currents.
4. achieve psychological reassurance and personal balance in the same student, making it confident of its ability to achievement and creativity, interacting with the community and Tmla responsibilities, receptive to his age, able to deal with its innovation.
5. enlighten the student Applied reality of Islam through the positions taken from the life of Prophet Muhammad, peace be upon him and life companions and followers and scholars in successive eras of Islam, what should be in the thought and honorable, and his work.
6. recognize the student Islamic systems that address life affairs of the individual and society.
7. stimulate student to show Islamic morality in his personal behavior and social integration as the core of the Islamic religion.
8. development of Islamic values and trends in the same student to help achieve the same, and enable it to play its role in life.
9. thinking and creativity to study doctrinal issues incident Development.
10. Development spirit of cooperation and the system in the same student interest in Islam group cohesion and unity, and to achieve social solidarity among its members, and the importance of the system in the Muslim community.
11. to development of useful knowledge in the same request to accept employment in the life for the benefit of the nation. (National Team for the Study of Islamic Education, 1992); (brown 0.1997); (Shafi'i, 1993); (Nahlawi 0.1983).

Through the previous presentation of the objectives of teaching Islamic education over the meet between Islamic education goals and the theory of multiple intelligences shows, Islamic education aims to teach students various life skills such as skills, social intelligence and moral intelligence and linguistic intelligence, logical intelligence, visual intelligence which converge in the foundations and results with the objectives of the theory multiple Intelligences, which aims to develop personality of the learner, and the achievement of assimilation and understanding and discrimination, and the development of the learner performance levels, and the development of research skills.

In light of the educational importance of the theory of multiple intelligences to advocate the need to develop the system of knowledge of the school curriculum in line with all learners by addressing multiple intelligences, which is owned by learners or show strength in it, and to refrain from dealing solely on the basis of intelligence, which does not they own them or who appear vulnerable and clear came where it should pay attention to brands

they own and try to develop those that do not possess or show specific times where, and review the assessment-based system which measures what students do not know more than they know, as tests seek to measure aspects of knowledge minimum and neglected aspects of knowledge is characterized by high capabilities, it should be the Assessment focused on different types of intelligence, without exception, and the expansion of the content of the school curriculum to include a plurality of materials and educational activities, including meet and harmony pluralism in mental abilities so that accommodates components cognitive system of cognitive processes for a range of areas, contemporary and projected community activities (Abed, and Afaneh, 2003) in response to the need to revise the assessment in the school system, and a sense researcher existence weakness among teachers of Islamic education in the possession of the principles of multiple intelligences theory came this study was to look at the "degree possession of teachers of Islamic Education in Ma'an list of competencies on multiple intelligences, which enables them to theory the performance of their career from their point of view. "

### **The problem of the study**

The study summarized the problem by asking the next president: "degree possession of Teachers of Islamic Education in Ma'an list of competencies on multiple intelligences that enable them to perform their job from their perspective theory."

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study questions:

1. What degree possession of teachers of Islamic Education in Ma'an list of competencies on multiple intelligences that enable them to perform their job from their perspective theory?
2. Are there significant differences in the significance level (0.05) in the possession of Islamic Education teachers based on multiple intelligences due to the variable type theory efficiencies?

In order to test this question has been used test (T) and Table 4 shows that.

### **Objectives of the study**

This study seeks to achieve the following objectives:

- building a instrument based on the principles of multiple intelligences theory to measure skills among teachers of Islamic education.
- detect the degree possession of teacher's Islamic education to the principles of the theory of multiple intelligences.

Importance of the study: The present study derives its importance from it may be useful:

- teachers of Islamic education, and by providing the required instructions and suggestions for teaching the content according to the theory of multiple intelligences
- The Ministry of Education of crew supervisors and specialists need to develop courses to develop abilities and skills based on the theory of multiple intelligences among teachers of Islamic education.

### **Operational definitions**

Theory of Multiple Intelligences:

Are the kinds of intelligence that are based on Gardner's theory, which includes nine types of intelligence: the linguistic intelligence, intelligence, moral, social intelligence, intelligence motor, personal intelligence, musical intelligence, logical intelligence, visual intelligence, natural intelligence.

Based on multiple intelligences: Knowledge Group, skills and attitudes based on the theory of multiple intelligences to the skills possessed by teachers of Islamic Education in Ma'an South and the desert, and that enable them to perform their duties and responsibilities and the level can show. following competencies and skills theory:

#### **cognitive skills:**

- Knowledge of the theory of multiple intelligences, and the principles underpinning.
- Knowledge of methods and instruments, and methods pertaining to the development of multiple intelligences.
- Knowledge of various learning models.
- possess the ability to provide essential to the process of education information.
- possess the knowledge and methods of teaching strategies to suit different learning styles.
- the ability to formulate teaching activities meet learners' needs and interests and different preparations.
- the ability to formulate meaningful for students learning situations.
- possess knowledge in dealing with more than one type of intelligence simultaneously with the completion of multiple functions.

- possess the ability to distinguish the type of intelligence among students and diagnose the defect sites and weaknesses and to find methods of treatment.
- possess the ability to accustom students to sense the feelings of others and respect and appreciation.
- efficiencies of communication:
- I have the ability to analyze data and information and access to logical solutions.
- I have the ability to dialogue, discussion and persuasion.
- I have the ability to manage time effectively.
- I have the capacity for decision-making in a scientific manner.
- I have the ability to address the problems that I face quickly.
- Assessment competencies:
- Use continuous assessment even cheaper accurate picture of student progress.
- Offer many sources for the assessment until I give the most accurate picture of student progress.
- Ensure that includes Assessment: finding new things, interviewing, problem-solving, meditation, drawing diagrams, do the discussions, preoccupation with many other learning activities.
- tested students in ways unobtrusive within the normal context of educational environments.
- Assessment includes perches thinking skills and personal areas such as intuition, integrity.
- learner was given an opportunity to formulate a meaningful educational positions for the assessment of learning within this context.
- treated each student as a unique human being.
- describe student performance expressions can be easily understood by parents, students and others.
- broader evaluation methods to be more inclusive, to make sure that students have learned the concepts and knowledge of various scientific

#### **Skills:**

- Offer time he needs students to work on projects or operations or the problems that they teach.
- Offer active and energetic and exciting experiences interesting.
- Offer learning environment can each learner to find where the chance of success.
- I'm working on the development of personality of the learner.
- The student served in hopes self-sustained process permeate learning.
- oldest knowledge transition from intelligence to intelligence, to activate all the intelligence alone.

#### **Cultural competence:**

- interested in local and international events.
- I follow cultural programs published in the media.
- focus on the need to deal with the environment wisely.
- keen to develop research skills of the learner.
- make use of information technology, and activate their role in the school.
- the need to help students develop planning introductions to learn.

#### **Teachers of Islamic Education:**

They are teachers who hold master's degrees and bachelor's diploma in the majors (Islamic Studies, and the classroom teacher) and studying Islamic education at all stages in Ma'an Schools South and the desert in the south of Jordan for the academic year 2014/2015 first semester.

Ma'an schools:

Is affiliated to the Ministry of Education schools in the governorate of Ma'an in southern Jordan, and includes Ma'an schools, South and the desert.

#### **Determinants of the study:**

Determined disseminate the results of this current study in light of the following parameters:

The study was limited to the use of the scale prepared by the researcher of the five dimensions, and therefore the results of this study determined the psychometric characteristics available on the scale as orally Arabized.

Determined disseminate the results of this study, the characteristics of the study sample, and the extent of the sincerity of their answers on a scale determined by paragraphs disseminate the results of this study varying pieces that have been adopted to describe based on the theory of multiple intelligences competencies as variables in this study.

#### **Previous studies:**

Najjar study (2010) This study aimed to detect the level of multiple intelligences among faculty members generate Yassin Science in Umm Al Qura University and its relationship to the skills of creative teaching, and

community is the study of the 12 faculty members study applied to them, was the average multiple for members of intelligences account the study, with the highest proportion of the logical and intelligent athlete was (83.4%) while the lowest percentage of musical intelligence has reached (45.9). And (58%) of the faculty possessed creative teaching skills, and a good level (42%) of them possessed these skills are very good level.

Melhem study (2010) This study aimed to reveal the perceptions of students Blind and parameters (Albesarat and blind) multiple intelligence among female students in light of Gardner's theory (Gardnar) in Saudi Arabia, was to build a instrument to measure the multiple intelligences, and applied study (37) student and (15) The main parameter of the results that have been reached, and there are significant differences between the estimates of the students and teachers of multiple intelligences among female students, have found statistically significant differences between the perceptions of some parameters intelligences have attributed to the level of academic achievement of students. The results showed statistically significant correlated between self students estimates multiple intelligences, and the final degrees in the Arabic language, and the estimates of some parameters intelligences and scores in the relevant articles of those intelligences.

Unguis study (2010), this study aimed to identify the level of multi-managers of secondary schools and teachers in the State of Kuwait intelligences and its relationship to organizational climate in their schools from the perspective of administrators and teachers, and study sample consisted of 200 principals and 536 teachers the results showed that the level of self-intelligence for managers and teachers was high, while the level of musical intelligence is low while the other seven intelligences average level, with respect to organizational climate prevailing in the secondary schools in the State of Kuwait, the results showed that the level was average from the perspective of managers and teachers, and that there is a statistically significant positive relationship between the level of multiple intelligences and organizational climate.

Study of F and baboons (Wu and Alrabah .2009) This study aimed to link the results of the survey on the methods of learning with multiple intelligences two different sets of civilization of students who are studying English a foreign language in both Taiwan and Kuwait, data were collected using the instruments, aimed first instrument to identify the preferred learning styles of the students, and the second focused on the utility of multiple intelligences, and the results of the analysis showed preferred learning styles among both groups, and multiple intelligences dominant in each group of students.

Mahmoud study and Maharma (2014) This study aimed to investigate the multiple intelligences level in a sample of special education teachers reached the study sample (250) teachers were chosen way stratified random, was applied instrument to identify multiple intelligences on the sample, and the results showed that multiple intelligences level of special education teachers came to the average level, which ranged from the arithmetic mean between (8.86-8.57) was not statistically significant differences at the level show ( $0.05 \leq \alpha$ ) in all areas of the levels of multiple intelligences are attributable to variable sex, depending on the qualification of the variable, there were morphological differences between the averages in most areas while and found differences in IQ existential.

### **Comment on previous studies:**

By reviewing the results of previous studies and literature theory, we find that most of the studies revolve around a number of main axes of each intake level of multiple intelligences and their relationship to the skills of creative teaching, some of which dealt with the level of multiple intelligences and their relationship to organizational climate in schools, and some link between the preferred learning styles of the students and their relationship to the level of intelligences this study has been characterized from the others by being dealt a new subject has not been studied by science researcher, and this study characterized the instrument that was designed by the researcher.

### **The study procedures:**

Methodology: Use descriptive analytical method because of its role in the data and information collection, classification, processing and analysis, to arrive at the results and submit proposals.

Society and the study sample:

The study population consisted of all teachers of Islamic education in Ma'an, and the southern region who hold degrees Masters, and Bachelor and Diploma in grade teacher disciplines, Islamic Studies, and Curriculum and Instruction and numbered (200) teachers in the first semester of the academic year (2014 / 2015). The sample consisted of 150 teachers were selected random class of the original society the way the number of male teachers (76) teachers, and the number of parameters (74) parameter, where the deployment of the researcher (150) questionnaire after checking the sincerity and responded teachers on these questionnaires full because of their

importance for them.

The study instrument:

The study design instrument with reference to the educational psychological and previous studies literature, where the researcher reference to the study (Mahmoud, and Maharma ,2014) and study (F, baboons, 2009) and study (unguis ,2010) and study (Melhem ,2010) and study (alnajar ,2010 ) and study (SHBOUL ,2013) and study (Bdour ,2004) and (Shanfari ,2010), (and pumice ,2011), (Hussain, 2005) and Gardner, 1999)), and formed the instrument of five areas (cognitive skills, competencies Assessment , competencies skills, cultural skills, competencies contact) and (36) paragraph represent based competencies scale to multiple intelligences teachers Islamic education theory, and every paragraph of which have been formulated in the form of inter followed ladder answer consists of five answers, namely: (OK a high degree, OK, neutral, low degree OK, but OK).

### scale validity

Verified the veracity of competencies scale using the sincerity of the arbitrators, have the researcher introduced the resolution on a group of arbitrators, were briefed on the paragraphs of the questionnaire and made a series of observations around, taking researcher observations and amended resolution image was extracted sincerity of internal consistency of the efficiencies by calculating the correlation coefficient Pearson and the results of the following table shows that:

(Table 1) Pearson correlation coefficient between the areas of skills possessed by the teacher of the Islamic Education

order	capacities	corr
1	competencies	0.94
2	efficiencies Assessment	0.92
3	skill competencies	0.93
4	cultural competencies	0.91
5	efficiencies contact	0.90

Sequence fields value correlation coefficient1 cognitive 2

### The reliability of the scale

To make sure the resolution was applied to a sample of (30) from outside the study sample, and three weeks after re-applying the questionnaire to the same group, then The correlation coefficient (Pearson) to determine the degree of relationship between the two tests and the result (0.94) which is acceptable result for the purposes of the study any coefficient good stability.

It was the internal consistency coefficient was calculated for phrases questionnaire consisting of (36) paragraph alpha Cranach has reached (0.97), a high reliability coefficient, and where stability extracted to estimate the degree of homogeneity transactions and harmony fields of study skills of teachers of Islamic education in the light of the multiple intelligences appropriate theory and meet for the purposes of the study The following table illustrates this:

(Table 2) stability of the areas of skills possessed by the teacher of the Islamic Education transactions

order	Capacities	corr
1	competencies	0.94
2	efficiencies Assessment	0.92
3	skill competencies	0.93
4	cultural competencies	0.91
5	efficiencies contact	0.90
6	Total	0.97

### Statistical treatment:

Data were collected through a survey instrument using spss statistical program where frequencies, percentages and averages and standard deviations for the answer to the first question the expense and researcher used variance analysis to determine the statistical differences of trends in the sample toward areas of study with respect to a variable type treatment.

Results of the study:

The first question:

What degree possession of Teachers of Islamic Education in Ma'an-based multi-from their point of view intelligences theory of competencies?

To answer this question were duplicates and percentages for each area of competencies teachers of the Islamic



Education and expense described in Table 3.

Table (3): frequencies and percentages for each area of competencies teachers Islamic Education

#	Cognitive capacities	Strongly agree		Agree		neutral		disagree		Strongly disagree	
		R	%	R	%	R	%	R	%	R	%
1	I have a knowledge of the theory of multiple intelligences.	59	39.3	56	37.3	14	9.3	15	10.0	6	4.0
2	I know two ways of teaching multiple intelligences.	62	41.3	79	52.7	2	1.3	7	4.7	0	0
3	oldest model of learning has no specific rules.	52	34.7	77	51.3	11	7.3	6	4.0	4	2.7
4	Offer essential to the process of education information	65	43.3	76	50.7	2	1.3	5	3.3	2	1.3
5	oldest knowledge in ways that suit different learning styles	56	37.3	74	49.3	9	6.0	6	4.0	5	3.3
6	I'm working on the formulation of teaching activities meet the needs of learners.	69	46.0	71	47.3	3	2.0	5	3.3	2	1.3
7	working on formulating meaningful for students learning situations.	57	38.0	68	45.3	7	4.7	9	6.0	9	6.0
8	I have knowledge in dealing with more than one type of intelligence at one time	54	36.0	66	44.0	14	9.3	9	6.0	7	4.7
9	I have the ability to distinguish the type of intelligence among students	57	38.0	65	43.3	12	8.0	8.0	7.3	5	3.3
10	I have a knowledge of the development of a sense of the feelings of others.	54	36.0	64	42.7	11	8.0	20	13.3	0	0
11	I have the ability to analyze data and information and access to logical solutions	79	52.7	33	22.0	0	0	28	18.7	10	6.7
12	I have the ability to dialogue, discussion and persuasion.	71	47.0	32	21.3	6	4.0	26	17.3	15	10.0
13	I have the ability to manage time effectively	69	46.0	26	17.3	13			8.7	35	23.3
14	. I have the ability to decide in a scientific manner			68	45.3	28	18.7	14	9.3	33	22.0
15	I have the ability to address the problems that I face quickly. The third area / competencies Assessment	74	49.3	21	14.0	0	0	30	20.0	25	16.7
16	used continuous assessment even cheaper accurate picture of student progress	86	57.3	45	30.0	0	0	4	2.7	0	0
17	Offer many sources assessment.	80	53.3	66	44.0	0	0		7	4.7	12
18	Be sure to include the assessment to find new things	73	48.7	60	40.0	8	5.3	9	6.0	0	0
19	students tested in ways										

	unobtrusive within the normal context of educational environments	49	32.7	63	42.0	11	7.3	13	8.7	14	9.3
20	Assessment includes 20 perches thinking skills and personal areas such as intuition, integrity	24.79	57	38.0	11	7.3	24	16.0	21	14.0	
21	give the learner an opportunity to formulate a meaningful educational positions.	39	26.0	56	37.3	15	10.0	13	8.7	27	18.0
22	Treated each student as a unique human being	30	20.0	42	28.0	10	6.6	60	40.0	8	5.3
23	describe student performance expressions can be easily understood.	29	19.3	38	25.3	11	7.3	70	46.7	2	1.3
24	broader evaluation methods to be more inclusive The fourth area / skill competencies	29	19.3	54	36.0	3	2.0	2	1.3	62	40.3
25	over time he needs students to work on projects	117	78.0	30	20.0	3	2.0	0	0	0	0
26	active and energetic and exciting experiences interesting.	88	58.7	42	29.0	9	6.0	11	7.3	0	0
27	Offer learning environment can each learner to find where the chance of success	83	55.3	48		32.0	0	0	6	4.0	
28	I'm working on the development of personality of the learner.	53	35.3	54	36.0	11		7.3	20	13.3	12
29	Served students in the process of self-reflection continuous permeate learning.	32	0	0	21.3	41	27.3		3	2.0	10
30	the oldest knowledge transition from intelligence to intelligence, to activate all the intelligence alone Domain V / cultural competencies	29	19.3	44	29.3	0	0	23	15.3	54	36.0
31	interested in local and international events.	116	77.3	34	22.7	0	0	0	0	0	0
32	I follow the published cultural programs in the media	91	60.7	47	31.3	0	0	12	8.0	0	0
33	focus on the need to deal with the environment wisely	68	45.3	44	29.3	2	1.3	33	22.0	3	2.0
34	keen to develop research skills of the learner	58	38.7	53	35.3	5	3.3	34	22.7	0	0
35	benefit from information technology, and activate their role in the school.	43	28.7	55	36.7	7	4.7	36	24.0	9	6.0
36	on the need to help students develop planning introductions to learn.	20	13.3	36	24.0	13	8.7	61	40.7	20	13.3

**Results of the study on answering the first area "cognitive skills" showed the following:**

The table indicates that teachers of Islamic education have knowledge of the principles of the theory of multiple intelligences, and a large degree by (39.3), as the study indicates that most of the teachers agreed moderately on

their knowledge in ways that teaching multiple intelligences by (52.7), and the rate of (51.3) have the knowledge models different learning effectively moderately, while the percentage of those who have the ability to provide the necessary information to learn moderately was (50.7), and the ability to provide knowledge in ways that suit different learning styles were by (49.3), followed by the knowledge to formulate teaching activities meet the needs of students by (47.3), and the knowledge to formulate meaningful for students teaching positions came by (45.3), while having the ability to deal with more than one type of intelligence at one time came moderately hit percentage (44.0), followed by the ability to distinguish intelligence type of students by (43.3), then the ability to develop a sense of the feelings of others by (42.7) shows through the results for the first field of a weakness among teachers breeding material principles theory of multiple intelligences Perhaps this is due to a lack of teachers for workshops, training to give these teachers the knowledge of various theories of learning, including intelligences theory multiple.

Results of the study on answering the second area "efficiencies contact" also showed the following:

The study suggests that teachers of Islamic education have the ability to analyze data and information and access to logical solutions by (52.7) and a high degree, as the table also pointed out that the rate of (47.0) of the teachers have the ability to dialogue, discussion and persuasion, and also appeared to be accounted for (46.0) of the teachers have the ability to manage time effectively, and that the rate of (45.3) of the teachers have the ability to decision-making in a scientific manner, and what percentage (49.3) of the teachers have the ability to address the problems they face. Shows through teachers' performance on the field of communication and the presence of high levels of teacher's ability to positively connect Perhaps this is due to the nature of the Islamic Education and the large number of branches and the many schools of Islamic jurisprudence, it needs to know, for example, doctrinal views of accidents and problems that arise on the communities and the skills needed by a teacher material Islamic education to connect with the offenders and the statement of opinion religion dialogue and discussion and the need to comply politely disagreement and debate on the scientific foundations of the right statement.

Results of the study on answering the third area "efficiencies Assessment" also showed the following:

The table indicates (3) that the majority of Islamic education teachers use continuous assessment in their field and a large degree where the percentage significantly consent (57.3) and this is due to that most of them have benefited from the experience of others in their work, and the Islamic education teachers who provide a variety of sources for the assessment significantly increased (53.3), and the Islamic education teachers are keen to include Assessment new things significantly by (48.7), and they are testing students unobtrusive ways significantly and the percentage (32.7), a few of them and the percentage (24.7) are keen to include Assessment higher-order thinking and areas of intuition and integrity skills, as there are vulnerable to the extent of giving learners opportunities to formulate educational meaningful positions has shown teachers that the rate of (37.3) give learners the opportunity to formulate meaningful. As an educational positions indicated a rate (40.0) of the teachers to agree a few highly in their dealings during the assessment with each student as a human being, as the study indicates weakness teacher level to describe the performance of students expressions can be easily understood by parents and others, where the percentage of those who do manage to describe the performance of students expressions can be easily understood by parents things and others (46.7), also notes the low adequacy of Islamic education teachers in the use of a broader methods and more diversity in the assessment, have teachers who do not use a variety of methods in the Assessment was (40.3) shows through the second area the results of a weakness among teachers of Islamic Education in regard to the use of various forms of Assessment Perhaps this is due as we mentioned earlier to a lack of training workshops for teachers to give these teachers the knowledge assessment, methods and developments in the evaluation process.

The results showed that for the fourth area to answer "skill competencies" include:

The table indicates (3) that the Islamic education teachers are keen to provide the time he needs students to work in learning where the percentage who agreed largely that they are keen on that (78.0), and perhaps it is because teachers believe they are involved in pay with the student and this requires patience and give students enough time to learn and master the work.

The teachers who have agreed to a large extent on the provision of activities of interest and expertise rate was (58.7), and was approved largely percentage (55.3) to provide a learning environment for learners Perhaps this is due to the attention of Islamic education teachers trying to connect the concept of students according to their abilities, as the concepts of Education characterized by deprivation in some of them, also reported a rate of (36.0) and a large degree they are working on the personality of the learner. As development indicated a rate of (42.7) to they students in self-reflection process of continuous permeate learning, also indicated a rate (36.0) of teachers for not providing the knowledge to move from intelligence to intelligence.

The results of the study on answering the fifth area of "cultural competence" as follows:

Notes from the table (3) that the Islamic education teachers care about local events where the percentage of approval heavily on interest local events (77.3), while the interest in cultural programs published in the media was approved largely accounted for (60.7), and the Islamic Education Teachers focused on the need to deal with the environment wisely significantly and by (45.3), while the proportion of approved largely on the development of research skills of learners was by (38.7), and noted the low level of the learners to benefit from the information technology and activate their role in the school .vkd ratio (36.7) moderately. It also has shown a rate of teachers (40.7) they are helping students to plan and degree and perhaps a few interesting teachers of Islamic education as an important element of being called for Islam to protect and preserve them.

**Results for the answer on the total area efficiencies:**

Results for the answer on the total area efficiencies:

Table (4): averages and standard deviations and percentages for grades study sample by fields of study and the total score

No.	scales	means	s.d	Capacity level
1	Communication competency	4.48	.62	high
2	Cultural competency	4.31	.76	high
3	Skill competency	4.2	.63	moderate
4	Assessment competency	3.44	.77	high
5	Cognitive competency	3.22	.78	high
	total	4.31	.51	moderate

The results of the previous table (4) that the degree possession of Teachers of Islamic Education significant efficiencies to the field of communication efficiencies in the work and the field of cultural competencies, reaching averages respectively (4.84, 4.31), and the degree of competence mean on the area of competence skills, bringing the arithmetic average (4.20) and was a few degrees on the field skills competencies Assessment and possession of knowledge was insufficient averages respectively (3.40, 3.22), and with respect to class overall efficiencies were mean and the arithmetic mean in terms of which amounted to (4.11). This result means that the degree possession of teachers of Islamic Education in Ma'an South and the desert based on the theory of multiple intelligences are moderately efficiencies.

Results of the second question: Are there significant differences in the significance level (0.05) in the possession of Islamic Education teachers based on multiple intelligences due to the variable type theory efficiencies.

In order to test this question has been used test (T) and Table 4 shows that

Table (4): Test results (v) the independent variable (type)

The level of significance value

(C) Female (n = 74) male (n = 76)

the total score

No.	scales	means	s.d	Capacity level
1	Communication competency	4.48	.62	high
2	Cultural competency	4.31	.76	high
3	Skill competency	4.2	.63	moderate
4	Assessment competency	3.44	.77	high
5	Cognitive competency	3.22	.78	high
	total	4.31	.51	moderate

the total score

No.	scales	means	s.d	Capacity level
1	Communication competency	4.48	.62	high
2	Cultural competency	4.31	.76	high
3	Skill competency	4.2	.63	moderate
4	Assessment competency	3.44	.77	high
5	Cognitive competency	3.22	.78	high
	total	4.31	.51	moderate

Through a review of the previous table (4) shows that there is no statistically significant differences in the significance level (0.05) in all areas based competencies to the theory of multiple intelligences total score from

the perspective of teachers Islamic education due to the variable type, where all values (T) calculated > (v) Indexed (1.98) at the significance level (0.05) and the degree of freedom (148).

### Recommendations:

Training courses for teachers of Islamic Education in Ma'an South and the desert to develop skills they have.  
Further studies for the detection of other competencies of teachers.

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