

( )

\*

( )

:

( )

-

(45)

:

(45)

). (

:

(45)

:

:

. ( )

-

(45)

-

(6)

:

( $\leq 0.05$ )

-

( )

( )

( )

-

:

---

\*

. 2014/8/26 :

. 2013/7/14 :

.2015

©

---

## **The Impact of a Training Program Based on the Use of Critical Probe Methodology for Enhancing Academic Achievement of University Students in the Islamic Sciences**

**Hassan Mohammed Al Omari**

### **Abstract**

The current study aimed to investigate the impact of utilizing critical probe method in the academic achievement of undergraduate students at Al-Qasim University. To achieve the aforementioned objectives the study sought to answer the following question: Is there a statistically significant impact in the use of critical probe question in enhancing academic achievement of undergraduate students in the assigned Islamic sciences courses? Ninety undergraduate students participated in the study. The subjects were distributed to two classes of “The role of Islam in structuring the community” at Al-Qasim University. The students were selected purposively randomization method. The study sample was divided into two groups: 1-Experimental group: students learned by using the critical probe method (45 male students) 2-Control group: students learned in the usual conventional way. To achieve the objectives of the study the researcher has prepared study tools consisting of A -Training program based on using the critical probe teaching methods B -A 45-item multiple choice test to assess the outcome of the program in enhancing academic achievement. The “family Affairs in Islam” was selected as the educational material for the study. The assessment test was applied prior to commencing the training program to detect groups’ variability and ensure homogeneity. The program was implemented on the experimental group for 6 weeks and after completion the teaching of the educational material both experimental and control groups were subjected to the assessment post-test. Data were collected and statistically analyzed. Descriptive statistics including means standard deviations bilateral variance analysis and median were presented and test groups were compared using T-test. The study showed the following results: The presence of statistically significant ( $p \leq 0.05$ ) improvement in student’ academic achievement of the experimental group that learned using critical probe teaching method compared to the control group. Based on the findings of the current study

**Keywords:** training program, academic achievement, critical probe

:

ε ) :  
" " : 43 : ( .(95)  
)" ( ) " :  
336 :( 69 .

2007) 2008 (

... ( )



2007 )

(2005

- - ( )

2005 )

(2001 2007

2008

(2001) ) .  
(2001) (1999) (1995)  
) ( ) (

(2002)

.

:

( )

( )

---

\_\_\_\_\_

:

(2007)

.

.

:

.

:

... ( )

---

:

.(2009)

( )

:

:

( )

:

:

( $\leq 0.05$ )

( )

:

-

( )

-

( )

-

.2015

---

-

( )

-

( )

-

-

-

-

-

.(2008)

-

( )

:

...

( )



( )

-

-

-

:

:

( )

:( )\_

:



. :  
45

. :  
:  
.  
:  
.  
-  
-  
.  
.( ) -  
-  
.  
:  
:

...

( )

---

) .

:

:

:

.(

:

:

.(2001)

.

:

40. [ : ] :

(1993) (1981)

1995 ( :  
.(1997)  
.1  
":  
:  
.(131 . 33 . ) ( ) :  
.2  
:  
):  
.(83: 29 . ) ( .  
69 . ) "( ) " :  
. (336:  
- - :  
1303 . ) . ( ) :  
.( 7046

... ( )

:

•

: ( ) ):

: . :

.(2654: 467 )(. :

-6

:

":

:

: ! : " " ! : " " ! : " " ! : "

. )" "

":

:

"

(6847 : 1264

:

(2005)

" : (2004)

(1998)

"

:

" : (1998)

".

:

2007 ) :  
(2005 2001 1997 2005 2007 208  
: .1  
.2  
: .3  
: .4  
: .5  
( ( ) ... )

:  
:  
:  
(404 . )

... ( )

---

:

:

.(200 ) .

-

-

.(2007 ) .

-

-

( )

.(2000: 2008 2009 ):- ( )

:

-

-

-

-

-  
-  
-  
-  
-  
-  
-  
-  
-

2008 2009 ) :

. 2004) 2007 (

•  
•  
•  
•  
•





		:	:
	:	(1970, Borg)	
Probe Refocusing	-3 .	-2 .	-1
	:	(2003)	(1978)
		.	.1
		. Switch Probe	.2
		.	.3
(Borg)	(Hoover)	:	
	. (Borg)		
(Beyer, 1979)	(Smith, 1973)	:	:
.	.	(1991)	(1991)
	.	.	.
(2008)	(1988)	:	:
	.	:	.1
.		:	.2
	.	:	.3
		:	.4
		:( )	.5
		:( )	
		( )	

... ( )

---

(2008) .

:

(2000, Allen 1969. 1999 1988 )

:( )

" .

" (18. 1999 ) " .

1986 )"

: ( )

(125

:

( )

(1988 )

-  
-  
-  
-  
-

: ( )

:(1986 ):

.1

.2

.3

.4

.5

.6

:( )

(1992 ) (1986 ) : ( )

- 
- 
- 
- 
- 

:( )

(1986 ) :

.(1988 )

...

( )

---

:( )

:

: . :

:

: .

:

. : .

:

:

:

.

: .

:

: .

:

: .

:

: .

:

:

: .

:

: . [228]:

.

:

:

:

(2011)

(59)

:( 2008)

(160)

(4)

2005/2006

(40)

(40)

(40)

... ( )

---

**(2007)**

)

(126) (

**(Sahin 2007)**

(103)

(33)

(1-5)

:

**(2002) Hsu**

(27)

:

(20)

	.	
	:	
	- :	
	.	
	.	.1
	.	.2
	.	
	:	
	.	.1
	.	.2
	.	
	:	
	-	.1
	.	
.( )	.	.2

... ( )

---

:

.

:

.

:

(400)

2011/2012

(90)

(9)

(45) ) (:

(45)

( )

.

:

:

.

:

:

( )



(58)

: :

(4) ) (

:

.1

.2

( )

.3

1:

(1)

45	2	7	8	12	13	3	
100%	4.44%	15.55%	17.77%	26.66%	28.88%	6.66%	

:

(58)

... ( )

---

(13)  
) . (45)

.(

:

(Test-Retest)

(50)

(60)

(0.30 – 0.61 )

(0.20 – 0.51)

-

(0.87)

(K.R.20)

. (0.72)

:

:

:

.1

) : :

( )

:(

•

•

:

:

:

( )

( )

( )

:

.( )

:

.1

.2

... ( )

---

	.3
.	
..	.4
	.5
.	:
:	.
	.1
.	
	.2

80%  
80%

( )

. : |

-

:

•

•

•

•

•

( )

•

-

( )

:

•

•

:

:

:

.1

... ( )

---

.2

(25)

: -

80%

50 (45

.(90 % )

: :

( )

.1

.2

.( )

( ) .3

(50) .4

10/11/2012

19/12/2012

. 28/12/2012 10/11/2012

.5

30/12/2012

23/12/2012

( )

.( )

( $\leq 0.05$ )

( )

(ANCOVA)

(2)

--	--	--	--	--

... ( )

3.26	18.07			
3.63	26.47			
3.31	17.04			
3.47	31.71			

(2)

( )

(ANCOVA)

(3)

(ANCOVA)

(3)

	(F)				
848 0	661 47	165 609	1	165 609	
0.000	037 0	472 0	1	472 0	
		781 12	87	973 1111	
			89	289 1731	

( $\alpha=0.05$ )

(3)

(F) (47.661)

(0.000)

(26.47).

(31.71)

:

( $\leq 0.05 \alpha$ )

"

( )



( $\leq 0.05 \alpha$ )

( )

( )

:

( )

.1

.2

) (

( )

.3

( )

.4

( )

...	( )	.5
<hr/>		
( )		.6
( )		.7
		.8
		.9
	(3-5)	
	( )	.10
( / )	( / / ):	
(2011)		
Sahin (2007)	2007)	( 2002) (Hsu (2007)

: \_\_\_\_\_.( . ).

(1993) .

: \_\_\_\_\_

: \_\_\_\_\_.( . ).

(2002). .

: \_\_\_\_\_.( . ).

\_\_\_\_\_.(2009).

(2208). .

217.

: .3 \_\_\_\_\_).( 1421)

(2011) .

: \_\_\_\_\_(2000) .

: \_\_\_\_\_(1986) .

...

( )

: 2 . \_\_\_\_\_(2000) .

: \_\_\_\_\_(2000)

.(1999).

: \_\_\_\_\_(2007) .

: \_\_\_\_\_(2004) .

(2002) .

. ( 13-71): (23) ( 84) .

( . ): \_\_\_\_\_(1997) .

(2005) .

: \_\_\_\_\_(1998) .

(2007). .

\_\_\_\_\_ (2002) .  
:  
\_\_\_\_\_ (2002). .  
:  
: \_\_\_\_\_ (2001).. .  
: \_\_\_\_\_ (1998).. .  
( 1999 ) ..  
:  
\_\_\_\_\_ (1998).. .  
:  
: \_\_\_\_\_ (1978).  
:  
: \_\_\_\_\_ (1997).. .  
(1993).. .  
:  
(2007).. .  
) ( )  
(69-117): .  
: \_\_\_\_\_ (1991) .

( )

---

\_\_\_\_\_.(2007).

∴  
.(1999) .

∴  
∴ \_\_\_\_\_ .(2008) .

(1986). .

∴  
∴ \_\_\_\_\_.(1995) .

∴ \_\_\_\_\_.(2004).

∴ \_\_\_\_\_ .(2009).

(1995) .

∴ \_\_\_\_\_ (2004) .

∴ 1. \_\_\_\_\_(2007) .

∴ \_\_\_\_\_ .( . ) .

∴ \_\_\_\_\_.(1991) .

∴ \_\_\_\_\_.(2000) .

∴ \_\_\_\_\_ .(1992) .

.(121-161)

. : . \_\_\_\_\_ (2001) .

. : 1 . \_\_\_\_\_ (2007) .

: . \_\_\_\_\_ (2001) .

(1997) .

. ( 15-64) 18 63

. : . \_\_\_\_\_ (2003) .

. : . \_\_\_\_\_ (1983) .

. (1998) .

. 3 . \_\_\_\_\_ . ( 1418) .

: . \_\_\_\_\_ (2008) .

: . \_\_\_\_\_ (2008) .

. (1999) .

. (99-121) (21)

: . \_\_\_\_\_ (1981)

...

( )

- 
- Allen, D. W. (1969). Questioning Skill. General Learning Corporation, Montreal, Canada.
- Beyer, B. K. (1979). Teaching Thinking in Social Studies, Charles. Merrill Publishing Company, Columbus, Ohio.
- Borg, Walter, (1970). Effective Questioning Elementary Level. Macmillan P. Co. Inc., New York..
- Hoover, K. H. (1976). The Professional Teachers' Hand – Book, Allyn and Bacon, Inc, Boston 1976.
- Sahin Alpaslan. (2007). The effects of types, quantity, and quality of questioning In improving students, understanding .Doctoral Dissertation , Texas A, M University.
- Smith, B. O. (1973). Research in Teacher Education: A Symposium Prentice – Hall, Inc, Englewood Cliffs, New Jersey.