

Teachers' Attitudes towards using Blended Teaching in primary stage in Bani Kinanah directory

By

Dr. Luai Taleb Mufleh Obaidat

Supervisor

The Ministry of Education, Irbid, Educational Directorate of Bani Kinana,
Department of Educational Supervision

Abstract

This research aimed to identify to teachers' attitudes in Basic Education in Bani Kinanah directory and the relationship between these attitudes with many variables related to; gender, qualification and teaching experience. Sample of the study consisted of (130) teachers, and to achieve the objectives of the study, the researchers designed a questionnaire to measure teacher's attitudes towards using Blended Teaching, The reliability and validity for instrument were exceeded, and for results means, standard deviations and (3-way-ANOVA) were used. The study revealed that there is high degree statistically significant in Teachers' Attitudes toward using Blended Teaching in primary stage by means (3.79). and there is no statistically significant at level ($\alpha \leq 0.05$) in Teachers' Attitudes means towards using Blended Teaching in primary stage in Bani Kinanah directory due to (gender, qualification and teaching experience) variables whereas the values of " F" did not reach to statistical significance level.

Keywords: Attitudes, Blended Teaching, Primary Stage, Teachers

Introduction

With the technical development in the field of communications which was included in distance learning especially the Internet, the focus on e-learning increased and it was not limited to distance learning but it expanded to be used in many institutions; the development of this type led to the emergence of a new era of education which also led to learners global Access reaching to people in various geographic areas allowing the universal participation of learners. The technical development has helped teachers resolve the problems of limited time and increase the cognitive content, especially with the recent tendencies of many educational institutions in preparing students for standardized testing being subject to accountability.

Blended Teaching (BL) is one of the contemporary educational trends and the new tasks of teachers in the first twentieth century. It can be described as an educational method using more than one means for transferring knowledge and experience to learners in order to achieve the best learning outcomes (Freihat, 2004).

The term (Blended Learning) is used to describe learning that combines and blends the traditional methods of the teacher with the electronic learning to improve the educational process (Alexander, Helen, 2004). Perhaps the goal of Blended Teaching is to provide facilities for teachers in classes to improve the educational process; accordingly, it does not mean to replace the traditional method of teaching but it is used as a sufficient means to improve education in a way that commensurate with the educational situation (Bani Hamad, 2011).

The most important features of blended teaching- as referred by many researchers- is reducing the learning costs dramatically compared to e-learning alone, not avoiding learners the joy of dealing with their teachers and colleagues face to face, strengthening the human aspects and social relations among learners and among educators, sufficient flexibility to meet the individual needs and the learners' styles in education with their different levels, ages, and time, benefiting from the technological development in designing, implementation and usage, enriching the human knowledge, and increasing the quality of the learning and teaching process, the quality of the educational product and the efficiency of teachers and finally the cultural communication between different cultures to take advantage and benefit of all sciences (Bonk & Graham, 2006).

Study Problem

The presence of technology in our lives has become realistic and accessible with the presence of some differences. Despite this, the teacher's real desire is activating it in his school making him fight for it, so we find students hungry for change who get out from the class to head for the wider world of technology to take advantage of the available techniques. Furthermore, there appeared several problems preventing the achievement of the desired objectives in the primary stage represented in using the traditional methods in teaching by teachers, which limit the motivation and interaction of students in the classroom. This is accompanied by some students' inability to use e-learning in a certain course. Accordingly, the current study is to improve the methods and strategies of teaching increasing the motivation among students and keeping pace with modern technological developments like the rest of students in other stages through using the Blended Teaching in teaching the primary stage which combines the traditional way and e-learning.

Study Questions

The study tried to answer the following questions:

1. What are the teachers' attitudes towards using Blended teaching in Bani Kinanah Directorate of Education?
2. 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 of teachers of the primary stage towards using the Blended Teaching from the perspective of the teachers in Bani Kinanah Directorate of Education as a whole due to the personal variables of (sex, years of experience, and scientific qualification)?

Study Objectives

This study aimed to identify the teachers' attitudes towards using Blended Teaching in primary stage in Bani Kinanah Directorate of Education and explore the impact of the independent variables of (sex, years of experience, and scientific qualification).

Study Importance

This study stems its theoretic importance from the school curriculum in the public life and the importance of the implementation of the content to the fullest with suitable teaching methods. The study provides information and data essential for many educators interested in teaching the curriculum through the blended learning, which helps avoid students' resistance to the implementation of the curriculum; it attracts students' attention to the educational process for its varied teaching methods and blending of the traditional method and using technology, increases the motivation and love of education, takes into account the individual differences among learners so that each learner can learn according to his needs and abilities, enables learners to have fun dealing with teachers and fellow students face to face, and saves the time and effort of both learners and teachers compared to the traditional learning; accordingly, this study strengthens the role of Blended Teaching and explores the teachers' attitudes towards using Blended Teaching in primary stage in Bani Kinanah Directorate of Education.

Study Limitations

Spatial Limitations: the primary schools in Bani Kinanah Directorate of Education in Irbid Governorate.

Human Limitations: the male and female teachers of the primary 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.

Procedural Definitions

- **Attitudes:** the degree obtained by the teachers of the primary stage 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.
- **Primary stages:** the first stage of basic education of three years from the first to the third grades where education is compulsory and mandatory.
- **Blended Learning:** a teaching method depending on blending the traditional methods of teaching with teaching via computers to improve the educational process. (Bersin, 2003) defines it as a modern method employing technology and suitable educational methods to solve problems related to the class management and the activities directed to learning which require precision and perfection.

Previous Studies

There are various studies on Blended Teaching such as (Nasser,2013), which aimed to measure the effectiveness of an educational program depending on Blended Teaching education in the achievement of the fourth grade students in the course of the social studies compared to the traditional education as well as measure the effectiveness of the program depending on the blended learning in maintaining education for the fourth grade students in the social sciences course compared to the traditional education. To achieve the objectives of the study, the tools of an educational program were prepared in addition to an achievement test (pretest, direct post-test, and delayed post- test). The study sample consisted of (127) male and female fourth grade students who were chosen from the schools of Damascus. The study results indicated that the blended learning increased the cognitive achievement of students through increasing the amended earning to the test as a whole, and each cognitive levels by statistically significant differences; the traditional education proved its effectiveness in increasing the amended gain in understanding and remembering by statistically significant differences. With regards to the other levels, the traditional learning was not effective and regarding the level of retention, the results have proven the effectiveness of blended learning in maintaining the information by students to the test as a whole in each cognitive level by statistically significant differences compared to the control group.

The study of Dauod and Mahmoud (2013) aimed to examine the impact of blended teaching on the achievement of fifth graders in chemistry, and their attitudes towards Blended Teaching in Mosul. Two secondary schools were chosen randomly; one was

used as a control group (n=31 students) and was taught using traditional method, and the second class was used as an experimental group (n=32 students) was taught using blended teaching method. In order to achieve the aims of the study, two tools were developed by the researchers: the achievement test and the attitudes towards Blended Teaching scale. Results of the study showed statistically significant differences between the means of the achievement of the participants of the experimental group, and the means of the participants of the control group; and statistically significant differences between the means of the scores of the participants of the control and experimental groups in the attitudes scale, on behalf of the experimental group.

Al-Basheer and Al-Hasanat (2013) explored the impact of Blended Teaching on the improvement of the performance of primary grade students in Arabic Listening skills. In order to achieve this objective the researchers chose two schools purposefully, one for males and the other for females. Two classes were selected from each school, one was used as a control group, the other as an experimental group. The researcher used Gold Wave Program with the experimental group, while the traditional method was used with the traditional method. The impact of Blended Teaching on the performance of students was measured through a test developed by the researchers. Results showed the presence of statistically significant differences at the sig. level of ($\alpha=0.05$) in the results of the post test of the experimental group, as well as differences ascribed to gender. Results showed also the absence of statistically significant differences due to interaction between teaching strategy and gender.

(Al-rabei'i, 2012) aimed to explore the impact of blended learning and computerization on the acquisition and retention of historical concepts among the middle second grade students amounting to (45) students from the Secondary Collage of Baghdad. The sample was divided into three groups: the first experimental group consisting of (15) students from division (b) studying history via the blended learning and the second experimental group consisting of (15) students from Division (c) studying history via computers and the control group consisting of (15) students from Division (a) which study history in the traditional method. The groups' equivalence was calculated according to the variables of: pre-knowledge Test, chronological age, intelligence, the final score in history in the first grade and the academic level of the parents. A test measuring the acquisition of historical concepts was prepared. The results showed the excellence of the first experimental group which used the blended learning on the control group, which adopted the traditional method in acquiring and maintaining the historical concepts, the excellence of the second experimental group on the control group in acquiring and maintaining the historical concepts and the excellence of the first experimental group on the second experimental group in acquiring and maintaining the historical concepts.

Bani- Doumi and Al-Zoubi (2012) conducted a study which aimed to investigate the impact of Blended Teaching on the achievement of fourth graders in Math and their motivation towards learning. The sample of the study consisted of (71) male and female students, distributed into 4 classes. The experimental group included (38) students and the control group consisted of (33) students. The achievement test was used, and the motivation scale after being tested in terms of reliability and validity. Means, standard deviations, ANCOVA, and t-test were used for data processing. Results showed significant differences between the means of the participants of the experimental and control groups in the achievement exam, on behalf of the experimental group. No significant differences were found between males and females in the achievement exam. Results showed also significant differences between the scores of the two groups of the study in the motivation scale on behalf of the post test. A significant difference was found between the performance of the participants of the two groups in the motivation scale, and on behalf of the experimental group.

The study of Bani-Hamad (2011) aimed to explore the impact of Blended Teaching on achievement and motivation in learning Arabic among third grade students, in comparison to traditional methods. The sample of the study consisted of (44) male and female students, who were chosen purposefully, and divided into two groups: experimental and control group. The experimental group was taught Arabic using blended teaching, while the control group was taught using traditional teaching methods. The experiment continued for the whole semester. Results of ANCOVA analysis showed statistically significant differences in achievement due to the teaching variable strategy, and on behalf of the experimental group. Results showed also statistically significant differences in motivation towards learning Arabic, and on behalf of the experimental group as well.

The study of Al-Awadh and Yunis (2011) aimed to investigate the impact of Blended Teaching on the achievement of eighth graders in solving equations' unit as well as their attitudes towards learning Math, two pilot schools in Amman third educational directorate. Two groups: an experimental (n=75) and control group (n=73) were selected and the tools of the study were administered which included: 1- prerequisites exam, 2- an achievement test in solving equations and functions, 3- scale of attitudes towards learning Math, after checking reliability and validity of the scales. The experimental group was taught using Blended Teaching method, while the control group was taught using traditional teaching methods. Posttests were applied on the participants of both groups. Results showed the lack of a significant impact of the achievement level on the attitudes of the students towards Maths, as well as the lack of an impact on the achievement of the students in functions and equations solving, and attitudes due to the teaching method and the achievement levels of the students.

The study of Al-Ma'aytah (2006) aimed to examine the impact of Blended Teaching and teaching based on CORT program for the development of the language communication skills among the students at the Jordanian university. The sample of the study consisted of (78) students who were divided into two groups; an experimental and control group. Results showed significant differences in direct and postponed achievement in the language communication ascribed to teaching method, on behalf of the experimental group, and the study recommended the use of blended teaching for the development of language skills.

Akkoyunlu and Soylu (2006) aimed to explore the attitudes of the students towards Blended Teaching setting, through a sample of (64) male and female students in the department of computer sciences and teaching methods, in the academic year 2005/2006. Results of the study showed that students enjoyed participating in the setting of blended learning, and that the level of their achievement and participation in discussions improved their attitudes towards the setting of blended learning. Results showed also that the achievement of the student was better in Blended Teaching settings.

Maguire (2005) conducted a study which aimed to investigate the impact of Blended Teaching on the achievement of secondary grades students in Math in Toronto in Canada. The sample consisted of (56) teachers who use blended teaching in Math. Results showed significant differences in the scores of the students due to blended teaching method.

Commenting on the studies:

Through reviewing the previous studies, we noticed that all of them handled the impact of the Blended Teaching on students' achievement in different educational courses; we have reviewed studies in mathematics such as (Bani-Dumi and Al-Zoubi, 2012) and (Carey & Kleiman, 2007), chemistry such as Al-Bashir and Hasanat, 2013) and (Bani Hamad, 2011), and primary stage such as (Al-Bashir and Hasanat, 2013). Furthermore, we noticed that the tool of most studies was the test, and the tools of the others were the test and the direction scale such as (Dawood and Mahmoud, 2013); the impact in all studies was in favor of the experimental group (blended teaching).

We have reviewed the theoretic literature in such previous studies, identified and transformed the results of the previous studies to the teachers in the field so they can apply and practice them.

Study Methodology

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

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 2015/2016.

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 Obeid 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 exceeded 10 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%).

Study Tools:**The Scale of Teachers' Attitudes Toward Blended 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.

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 degrees in 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.

Study Tool'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' attitudes towards blended learning equals (0.92), which is considered high and acceptable for the purposes of the study.

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.
- 2.34-3.66 moderate.
- 3.67 -5.00 large.

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 teachers' attitudes towards using the Blended Teaching in primary stage 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 attitudes' tool of the male and female teachers in the primary stage towards using the Blended Teaching in Bani Kinanah Directorate of Education.

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).

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.

Study Results

The study aimed to identify the teachers' attitudes of the primary stage towards using the Blended Teaching 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 teachers' attitudes towards using Blended teaching in 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 teachers' attitudes of the primary stage towards using Blended Teaching 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 teachers' attitudes of the primary stage towards using Blended Teaching “and the field as a whole (n = 130)

number of class	Item	arithmetic mean	standard deviation	rank	degree
1	Blended Teaching creates a computer culture among students	4.49	0.83	1	high
2	it helps provide an atmosphere of cooperation among students and develops positive attitudes among them	4.21	0.90	5	High
3	it is able to adapt to students' abilities	4.36	0.92	3	High
4	it provides activities and alternatives and it is characterized by flexibility	3.91	1.05	16	High
5	it increases motivation and breaks the inactivity	3.97	1.05	12	High
6	it allows sharing with others from various regions	4.10	0.92	8	High
7	it improves and increases the level of learners' achievement	4.15	0.90	6	High
8	it takes the individual differences and needs into consideration among learners	4.15	0.93	6	High
9	it shortens the time, effort and cost to get to scientific knowledge	3.91	1.07	16	High
10	it is easy to be reached and applied in different places and environments according to their potential; therefore, it is characterized by flexibility	4.08	1.30	9	High
11	lack of technology in all environments	3.80	1.41	19	High
12	online problems hinder using this strategy	3.95	1.41	13	High
13	teachers' inability to deal with the technology professionally	3.71	1.25	21	High
14	learners' refusal of this strategy	3.76	1.43	20	High
15	teachers feel that they have a role in the educational process which is not taken away	3.30	1.43	25	Medium
16	it maintains the inherent links between the student and the teacher which is the basis of the educational process	2.98	1.31	29	Medium
17	I feel that Blended Teaching does not encourage me to focus in mathematics	2.98	1.34	29	Medium
18	I prefer Blended Teaching since it contributed to changing the routine in the classroom	3.94	1.21	15	High

19	it addresses the problems of the lack of potential for some students	3.41	1.38	24	Medium
20	it is suitable for the communities in the developing countries, which has no complete electronic environment	3.12	1.27	28	Medium
21	I feel that using Blended Teaching helped me renew my information and thoughts continuously	2.96	1.29	31	Medium
22	in Blended Teaching, many stimuli arises as well as the student responses to these stimuli	3.26	1.24	26	Medium
23	I feel that the mathematics topics have become more complicated using the Blended Teaching	3.63	1.07	22	Medium
24	students are able to discuss the idea directly with the students and the teacher	4.08	0.97	9	High
25	I think that the traditional teaching is more interesting than the Blended Teaching	3.85	1.18	18	High
26	it helps eliminate the heavy textbooks in the classroom	4.02	0.76	11	High
27	Replacing the textbooks with electronic content and sources	3.95	0.98	13	High
28	it increases the students' learning percent	4.28	0.81	4	High
29	teacher's and learner's ignorance with the modern teaching methods such as Blended Teaching	4.44	0.87	2	High
30	resistance to change among some teachers which hinders applying this teaching	3.53	1.18	23	Medium
31	teachers become leaders and mentors teaching their students through computers and local and international information networks and the introduction of sufficient and varied educational materials	3.18	1.23	27	Medium
the teachers' attitudes of the primary stage towards using Blended Teaching as a whole		3.79	0.49	-	High

Table (2) shows that the arithmetic means of the items of the field, "the teachers' attitudes of the primary stage towards using Blended Teaching" ranged between (2.96-4.49); the highest was item (1), which states that "Blended Teaching 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 Blended Teaching 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 teachers' attitudes of the primary stage towards using Blended Teaching as a whole" was (3.79) by a high degree.

Table 3: the results of One- Sample T.Test for detecting the teachers' attitudes of the primary stage towards using Blended Teaching in Bani Kinanah Directorate (n = 130)

the teachers' attitudes of the primary stage towards using Blended Teaching 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 teachers' attitudes of the primary stage towards using the Blended Teaching in Bani Kinanah Directorate of Education.

The researcher attributed this to the fact that Blended Teaching 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 teaching 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 (Nasser,2013) and (Dawood and Mahmoud, 2013) regarding using blended teaching, (Al-Bashir and Al-Hasanat,2013) regarding the impact of the Blended Teaching on improving the performance of the students of the primary stage and (Bani Hamad,2011) in terms of the impact of the Blended Teaching 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 teachers' attitudes of the primary stage towards using Blended Teaching 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 teachers' attitudes of the primary stage towards using the Blended Teaching from the perspective of the male and female teachers in BaniKinanah 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 teachers' attitudes of the primary stage towards using the Blended Teaching 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 teachers' attitudes of the primary stage towards using the Blended Teaching 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 teachers' attitudes of the primary stage towards using the Blended Teaching 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 teachers' attitudes of the primary stage towards using the Blended Teaching 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		
Totalcorrected	31.095	129			

Table (5) shows that there were no statistically significant differences at the level of significance ($\alpha \leq 0.05$) in the teachers' attitudes of the primary stage towards using the Blended Teaching 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 Teaching 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.

Recommendations

According to the results, the study recommends the following:

- planning curricula to allow the Blended Teaching in teaching due to its impact on increasing the learning profits.
- organizing courses specialized in Blended Teaching 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 Blended Teaching in schools in a positive way.

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