

Attitudes of Governmental-School Managers Towards Employing Blended Education in Developing Multiple Intelligences among School Students in English Language in Karak Governorate

WAFAT MOHAMMAD FLIEH ALQUDAH
JORDANIAN MINISTRY OF EDUCATION
EMAIL ID: qudahashed781@gmail.com

ABSTRACT

The current study aimed to identify the attitudes of governmental-school managers towards employing blended education in the development of multiple intelligences among school students in the English language subject in Karak Governorate. The results of the study showed that the attitudes of government school principals towards the use of blended education in the development of multiple intelligences were high, and that all obstacles related to obstacles in the infrastructure, funding, obstacles related to teachers' beliefs, obstacles related to the nature of curricula and obstacles related to the traditional form of content. It also revealed the existence of statistically significant differences ($\alpha = 0.05$) between those whose experience was less than five years on the one hand and between ten and five years on the other hand, and the differences came in favor of less than ten years, and the study recommended the need to develop training programs and workshops for principals and teachers. To develop their technological skills to face obstacles to the employment of blended learning, and the necessity of producing electronic content to facilitate the integration process Technology in education.

KEYWORDS: BLENDED LEARNING, MULTIPLE INTELLIGENCES, ATTITUDES

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INTRODUCTION

The emergence of information and communication technology in the early nineties contributed to bringing about radical changes in the educational process, as its applications affected a wide range of human interactions, educational processes and the provision of new learning environments based on the web and e-learning. Educational proposals, the emergence of strategies in line with the diversity and specificity of the educational needs of students, and the adoption of an educational approach that aims to apply its principles to the design of curricula for different educational levels and to identify the diversity of students and understand learning methods to facilitate this educational process, and among the most prominent of these developments is blended education (Al-Salim, 2010).

Blended learning is a combination of class-based learning and e-learning, in which a virtual learning space is used as a means of brainstorming and building learners' knowledge. Blended learning can be viewed as a continuum of online instruction and face-to-face instruction on the other side of the chain. By combining the effects of different styles of transitions, diverse teaching styles and learning styles, one of the strengths of blended learning is the ability to extend the learning environment beyond the classroom. , through the development of cognitive skills (Laskaris, Kalogiannakis&Heretakis, 2017).

Blended learning can be a suitable alternative to improve the quality of teaching and learning. Blended learning provides an active and dynamic environment for learning and practice. Blended learning helps to develop the learning environment and improve the learning process by combining the capabilities, features, tools and practices of online learning and face-to-face instruction. The focus of learning is In blended learning to improve learning goals with the help of appropriate learning technology, according to the correct personal learning style and taking into account individual differences among students, intelligence is the most important factor in learning and development, and the theory of multiple intelligence developed by psychologist Howard Gardner in 1983, which says that there are many intelligences and abilities And that there are different types of intelligence other than linguistic and logical intelligence through which the individual's intelligence is determined (Viana, Castro & Gadelha, 2019).

Howard Gardner added five new types of intelligence, and according to this theory eight different learning methods were classified, classified as multiple intelligence, as follows: - Linguistic intelligence: the ability to understand and use spoken and written communication, and skillfully apply the practical aspects of language, Logical intelligence - Mathematics: the ability to understand and use logic, symbols, numerical operations, identify patterns, logical relationships, suggestions, functions, and other abstract problems Musical Intelligence: the ability to understand and use concepts such as rhythm, background, melody, and harmony Space intelligence: the ability to understand, navigate and manipulate three-dimensional space, and visual perception of the world, visualizing and graphing visual spatial ideas, mechanical intelligence: the ability to coordinate bodily

movements, the skillful use of hands and body to express thoughts and feelings, and hands to change things, physical intelligence: the ability to distinguish and categorize natural objects or phenomena and clean up inanimate forms, interpersonal intelligence: The ability to understand and interact with others, Learning intelligence: The ability to understand and use thoughts, feelings, and preferences Attention Shearer, 2018)).

Based on multiple intelligence theory, in the process of designing a learning environment, attention should be paid to the diversity of content provision, the design of individual e-learning resources, the diversity in assessing student learning and the focus on capacity building. Gardner predicted that e-learning environments with potentially computer-based tools It makes it very easy to design instructional training for each student, so the theory of multiple intelligence is the latest intelligence theory that matches each person's training with features and abilities (Viana et al., 2019)

E-learning and blended learning have facilitated the application of the theory of multiple intelligences in order to achieve effective learning. The e-learning environment should consider how to apply the benefits of the virtual environment around the multiple intelligence axis in a different way, and focus on designing an environment that enhances the eight student intelligence issues (Samhan, 2021). In this context, Al-Hayhy (2018) indicated that multimedia tools provide great advantages in design, and by emphasizing these eight types of intelligence, eight teaching methods are provided to teach any skill or content, and in the blended learning environment after setting objectives and learning materials must Taking into account electronic media tools to implement the eight teaching methods, as e-learning with its many benefits provides a good environment for individualizing education and adapting it to the characteristics of learners.

STUDY PROBLEM AND QUESTIONS

It is necessary to investigate how students learn and what resources they might have in order to address potential academic difficulties that may arise from integrating technology into education, and the process of adapting to it, so that they can be given the tools that allow them to survive and succeed within the educational system and take into account individual differences among students and go towards Enhancing their different abilities by taking them into account, and the researcher noticed, through her work as a school principal in a public school in Jordan, that English language teachers depend on traditional methods of teaching and refrain from using technology tools, and that there is a problem in taking into account individual differences between students. On the other hand, school principals They do not provide the necessary support to integrate technology tools into the educational process (Fannakhosrow, Nourabadi, 2019). Based on the foregoing, the current study came to answer the following questions:

1. What are the attitudes of government school principals towards employing blended learning in developing the multiple intelligences of school students in English language in Karak Governorate?
2. What are the obstacles that public school principals face when employing blended learning to develop the multiple intelligences of school students in the English language subject in Karak Governorate?
3. Are there statistically significant differences at the significance level ($\alpha \leq 0.05$) in the attitudes of government school principals towards employing blended education in developing multiple intelligences among school students in the English language subject to the experience variable?

OBJECTIVES OF THE STUDY

The current study seeks to achieve the following objectives:

1. Recognizing the attitudes of government school principals towards employing blended education in developing the multiple intelligences of school students in the English language subject in Karak Governorate
2. Detection of the obstacles facing government school principals when employing blended education in developing the multiple intelligences of school students in the English language subject in Karak Governorate.
3. Detection of statistically significant differences at the significance level ($\alpha \leq 0.05$) in the attitudes of government school principals towards employing blended education in developing multiple intelligences among school students in the English language subject to the variable of experience.

THE IMPORTANCE OF STUDYING

The current study deals with an important and vital topic in education, as it examines the attitudes of government school principals towards employing blended education in developing the multiple intelligences of school students in the English language subject in Karak Governorate. The current study emphasizes the importance of research in modern educational trends that support the integration of technology applications in education, and may contribute to the guidance of teachers and school principals in taking into account the abilities of students and the individual teams between them to achieve learning goals, and help decision-makers and curriculum developers In designing educational content that takes into account this multiple intelligences by looking at the

results of the current study, it increases the awareness of principals and teachers about the obstacles facing the employment of modern technologies and includes curricula for multiple intelligences.

THE LIMITS OF THE STUDY

The researcher determined the following limits:

OBJECTIVE LIMITS: Public school principals' attitudes towards employing blended learning in developing the multiple intelligences of school students in English language in Karak Governorate.

TIME LIMITS: second semester 2021/2022.

SPATIAL BOUNDARIES: public schools in the Karak governorate.

PROCEDURAL DEFINITIONS

The researcher presented the procedural definitions of blended learning, multiple intelligences and trends in this study in a procedural manner as follows:

Blended Learning: Blending Traditional Learning with Modern Methods Blended learning involves combining online lessons, e-learning, traditional pedagogy, online feedback and assessment, and helps encourage independent study and creates a new learning environment for students.

MULTIPLE INTELLIGENCES THEORY: It is a theory first proposed by psychologist Howard Gardner in 1983 that proposes the possibility of distinguishing between human intelligence into eight methods: visual-spatial, linguistic-linguistic, musical-rhythmic, logical-mathematical, social, personal, natural, and learning, which is the opposite of other concepts Learning Abilities (focusing on that people learn in many different ways, and the different ways students learn and acquire information can be described through theory.

ATTITUDES: It is a state of mental readiness of individuals towards a specific topic, and it is measured by the study tool that was developed in this study.

THEORETICAL FRAMEWORK

THEME ONE: BLENDED LEARNING

Blended education is one of the common terms in the field of teaching, especially in the field of information and communication technology related to the educational process, and its main idea lies in the process of integration between the two methods of face-to-face and online learning, and the blended education method contributes to improving teaching efficiency and reducing costs, as it is a combination of learning Face-to-face and online learning, which combines the advantages of these two methods, and in this education the teacher plays a new and pioneering role, as he directs, guides and monitors students, and on the other hand, students play a positive and effective role. Saying that the combination of face-to-face teaching and online education enables the teacher to obtain the best educational experience (Jallad, Qashou and Abu Hamad, 2018).

Samhan (2021) defines blended learning as the learning process that makes the learner the focus of the educational process, in which units are allocated for learning based on the abilities and tendencies of the students. Taking into account their individual differences, and this is difficult to achieve in the traditional method of education, which faces difficulties such as large class numbers and traditional curricula. As for blended education, curricula can be customized according to students' needs, tendencies and educational preferences.

Jallad and others (2018) defined blended learning as the combination of many teaching methods based on cognitive, constructivist and behavioral theory, through which the highest impact is achieved in the educational process, through which teaching is combined using technology, multimedia and face-to-face teaching methods.

It can be said that blended education is an integration of face-to-face teaching and online teaching instructions, and through it it can influence the student's role in the educational process, improve teaching quality and reduce costs.

ADVANTAGES OF BLENDED LEARNING

Many studies mentioned different advantages of blended education, where this education can be effective for students, in addition to that it achieves many advantages for the teacher, it helped to reach large numbers of students in less time and less effort, it is unlike traditional methods of teaching that require the presence of The teacher over time, and saves effort through the possibility of re-use of learning resources by the teacher in different educational situations (Al-Jubeir, 2020). The advantages of blended education appear in that it allows students the freedom and time to complete their educational tasks independently, and this helps students to start classes with an equal level of knowledge among themselves. Blended learning enables students to set their own pace, and this helps them buy time to understand more difficult topics and gain more information (Al-Hussein, 2021).

Blended education helps students learn outside the classroom, supports educational innovations and supports active learning instead of repetition to reach the students' memorization state. And at the times that suit them (Al-Saqriyah and Kazem, 2019).

DISADVANTAGES OF BLENDED LEARNING

Blended education provides many advantages, but it also faces many difficulties, as Samhan (2021) indicated that blended education shows its difficulties when choosing the appropriate model for it. On the other hand, the schools' infrastructure and the schools' need to eradicate information illiteracy. On the other hand, this pattern needs technological devices and tools that students must have. In the absence of these requirements, it is difficult to implement blended education.

Al-Jubeir (2020) pointed out that one of the most prominent defects of blended learning is the additional workload that falls on the teacher in the early stages of the application of blended learning. It is based on traditional methods of education, in addition to the fact that the success of blended education depends on the methods of its preparation, so the wrong preparation can reduce students' motivation, not every integrated model is suitable for students, on the other hand, students must possess technological skills to help them complete this approach as Students will not learn without these skills.

THE SECOND THEME: THE THEORY OF MULTIPLE INTELLIGENCES

The theory of multiple intelligences is a model of the concept of the mind proposed by the American psychologist Howard Gardner in 1983, a professor at Harvard University, in which intelligence is not a unitary group that brings together different specific abilities, but intelligence is like a network of independent groups linked together, and Gardner suggested that in order to develop life an individual needs to It uses more than one type of intelligence (Shearer, 2018)).

Human intelligence is closely related to the physiological structure of the human brain, Gardner has analyzed the human brain and its impact on education for several years, and on the basis of observational analysis of a large number of data and experimental psychological examples, he realized that there are at least several different thought centers in the brain, so humans have Multiple ways of thinking and perceiving, that is, there is multiple intelligence, and I believe that each of us has at least 8 different types of intelligence, two of which are highly valued in traditional education, so-called intelligence tests in the past focused mainly on these two types of intelligence and focused Many schools around the world also have these two abilities, but Gardner points out that this gives us a harmful and limited view of the learning potential of individuals. Howard Gardner advocates that there are many types of problems to solve, and there are also many types of intelligence, which can be adapted to their solution in a networked manner (Al-Saleem, 2010).

The definition and understanding of intelligence in the theory of multiple intelligences differs from the traditional view of intelligence, and Gardner believes that intelligence is the ability that an individual uses to solve real problems he faces or to produce and create a product under the value criteria of a particular social and cultural environment. It exists in an integrated way but independently (Shaabani, 2021).

MULTIPLE TYPES OF INTELLIGENCE

Gardner believes that practice has proven that each type of intelligence plays a large role in the process of understanding an individual and changing the world, and is of equal importance. He explained the different functions of intelligence in multiple intelligences, and Al-Hayhy (2018) pointed out:

1. **SPEECH-LINGUISTIC INTELLIGENCE:** It refers to an individual's ability to master language and use it flexibly, which is manifested in thinking in words and expressing complex meanings in different ways from language and words.
2. **LOGICAL-MATHEMATICAL INTELLIGENCE:** It refers to the individual's ability to understand the relationship between logical results, infer and express them. The salient features are solving problems by logical methods, understanding numbers and abstract patterns, and understanding applied thinking to solve problems.
3. **VISUAL SPACE INTELLIGENCE:** It refers to people's correct perception and ability to express the location of color and shape space, and the salient features are accurate perception of the visual world, generation of thinking images, ability to three-dimensional thinking, ability to distinguish and spatial perception.
4. **MUSICAL RHYTHMIC INTELLIGENCE:** It refers to people's ability to feel, distinguish, memorize and express music with a notable feature being sensitivity to non-verbal sounds in the environment including rhythm, melody, rhythm, tone and sound quality.
5. **KINESIOLOGY INTELLIGENCE:** It refers to the coordination, balance ability of the human body, strength, speed, flexibility and so on of the human body, and a prominent feature is the use of the body for communication and problem solving, and activities that require good motor skills.
6. **INTERPERSONAL COMMUNICATION INTELLIGENCE:** It refers to the sensitivity to other people's expressions, speech, gestures and actions and the ability to respond to them effectively, which means that individuals can perceive and experience the feelings of others and make appropriate responses.
7. **SELF-AWARENESS INTELLIGENCE:** It refers to the individual's ability to recognize, perceive and

reflect on himself, taking into account the salient feature of his feelings and emotions, understanding his strengths and weaknesses, and using his own knowledge to guide decision-making and setting goals.

8. **NATURAL OBSERVATIONAL INTELLIGENCE:** Refers to the ability to observe the various forms of nature to identify and classify things, and to gain insight into natural or artificial systems.

PREVIOUS STUDIES

The study of Fannakhosrow and Nourabadi (2019) aimed to investigate the effect of blended learning based on Gardner's multiple intelligences on student learning and compare it with a face-to-face approach. The two groups based on the pretest and posttest; 40 female university students participated in this study. They were selected by the available sampling method and randomly divided into two groups. The data collection tools were a questionnaire for multiple intelligence files consisting of 80 items, and a questionnaire that measures the level of learning by comparing the pre- and post-test, and both experimental and control groups were trained in eight sessions of duration each. Of which 90 minutes. The control group was taught using traditional face-to-face instructions, and the experimental group, along with blended learning and network-based learning, was subjected to mixed instructions based on multiple intelligences using articulated interaction program with educational media (text, audio, image, animation and video) to design activities Learning, the learners were grouped according to their dominant intelligence, which was measured by the multiple intelligence profile in both groups, the research results indicated that the learning level of students in the experimental group increased significantly compared to the control group after they participated in the blended learning based on multiple intelligences.

Al-Hayhi study (2018) aimed to reveal the effect of using e-learning in developing multiple intelligences in the English language for fifth grade male students in the capital, Amman. The study sample was chosen purposefully to suit the objectives of the study, and it consisted of (46) male and female students from the fifth-grade students in the capital, Amman, and they were randomly distributed into two groups, the first was the experimental group, which consisted of (25) students, and the second group was the control group, which It consisted of (21) students.

The researcher developed one tool: Multiple Intelligences, Developmental Assessment Scales. The study revealed the following result: There are statistically significant differences at the level ($\alpha \geq 0.05$) between the average performance of the two groups on the multiple developmental intelligence scale. It is attributed to the experimental study group that was studied using e-learning. Based on the results, the researcher recommended the inclusion of some actors, taking into account the e-learning strategies that are developed with multiple types of intelligence. (author summary)

Jawad's study (2015) aimed at knowing the effect of blended learning and active learning on the achievement of students of the Mathematics Department in the College of Education for Pure Sciences / Ibn Al-Haytham in the subject of curricula, teaching methods and their personal intelligence. Each experimental group consisted of 38 male and female students, and the two experimental research groups were taught according to pre-prepared teaching plans for both research groups according to the two independent research variables. As for the two research tools, the two experimental groups were tested with the achievement test to measure the achievement of the two research groups in the subject of curricula and teaching methods, which consists of 50 items that varied between objective and essay. The first and second null hypotheses, which indicate that there are no statistically significant differences between the two experimental groups in the two variables: achievement and personal intelligence, and from this it can be concluded that blended education and active learning have the same effectiveness in the achievement of third-grade students - Department of Mathematics in the College of Education for Pure Sciences / Ibn Haitham and their personal intelligence.

The study of Elahesh, Mehran, Seyed, (2013) aimed to show the effect of learning strategies based on multiple intelligence on learning. In blended learning, thirty third-year students in computer science in secondary vocational schools in Isfahan were randomly assigned to experimental and control groups (15 in The average scores and features of multiple intelligences were measured and were similar in both groups, and two groups were trained in 4 sessions (every 70 minutes) using a blended learning method, in addition to that, the experimental group used electronic content based on multiple intelligences, the pre-test and the post-test were (Before and after training) is the same in both groups, and the results showed an increase in the scores of the experimental group who used electronic content based on multiple intelligences in the field of introspection ($P = 0.014$).

The study of Al-Saleem (2010) aimed to test the effectiveness of an integrated teaching model based on the theories of multiple intelligences and learning methods in science teaching in developing the conceptual comprehension and motivation to learn among middle school students. The study sample consisted of 66 female students of the first intermediate grade in a government school in Riyadh divided into two groups (experimental and control), where the control group studied the unit properties of matter (separation of properties of matter) from the science course in the usual way, and the experimental group studied using the teaching model Based on the theories of multiple intelligences and learning styles. To verify the validity of the hypotheses, the researcher

used two tools (the conceptual comprehension test and the learning motivation scale).

COMMENTING ON PREVIOUS STUDIES

The researcher relied on many previous studies that dealt with the subject of blended education and multiple intelligences. multi

The current study was distinguished from previous studies in that it dealt with the attitudes of government school principals towards employing blended education in developing the multiple intelligences of school students in the English language subject in the Karak governorate.

STUDY APPROACH

The researcher used the descriptive approach to suit the nature of the study and obtained the appropriate information through the interview and the questionnaire.

STUDY COMMUNITY

The study population consisted of all school principals in Karak Governorate, and their total number was (2350) principals (Ministry of Education, 2021).

THE STUDY SAMPLE

The study sample consisted of principals of Karak governorate schools, and their number was (100) principals who are on the job for the 2021/2022 semester, and they work in schools affiliated with Karak governorate.

STUDY TOOL

The researcher has developed a questionnaire to measure the attitudes of government school principals towards employing blended education in developing the multiple intelligences of school students in the English language subject in Karak Governorate to achieve the objectives of the study, and this is after reviewing previous studies and theoretical literature. Employing blended education in developing multiple intelligences.

RESULTS

THE RESULTS RELATED TO THE FIRST QUESTION, WHICH STATES: "What are the attitudes of government school principals towards employing blended education in developing the multiple intelligences of school students in English language in the Karak Governorate?"

To answer this question, the arithmetic averages and standard deviations of the attitudes of government school principals towards employing blended education in developing the multiple intelligences of school students in English language in Karak governorate were extracted, and Table (1) illustrates this.

TABLE (1): ARITHMETIC AVERAGES AND STANDARD DEVIATIONS OF PUBLIC-SCHOOL PRINCIPALS' ATTITUDES TOWARDS EMPLOYING BLENDED EDUCATION IN DEVELOPING MULTIPLE INTELLIGENCES AMONG SCHOOL STUDENTS IN THE ENGLISH LANGUAGE SUBJECT IN KARAK GOVERNORATE, ARRANGED IN DESCENDING ORDER ACCORDING TO THE ARITHMETIC AVERAGES

Rank	NO.	Item	Arithmetic Mean	Standard Deviation	Level
1	1	Blended learning energizes students	4.49	.770	High
2	2	Blended learning helps raise student achievement.	4.32	.614	High
2	3	Blended learning helps develop students' language skills.	4.32	.777	High
3	4	Blended learning helps develop students' mathematical skills.	4.27	.724	High
3	5	Blended learning helps develop students' musical skills	4.27	.696	High
4	6	Blended learning helps generate thinking images, the ability to think in three dimensions, the ability to distinguish and spatial perception	4.25	.736	High
4	7	Blended learning helps the individual to understand and express the relationship between logical conclusions.	4.25	.699	High
4	8	Through blended learning, students are provided with hyperlinks to learning and enrichment resources	4.25	.665	High
6	9	Blended learning helps use the body for communication, problem solving, and activities that require fine motor skills.	4.23	.660	High
6	10	Blended learning helps the student to use his or her own knowledge to guide decision-making and goal setting.	4.23	.612	High

Rank	NO.	Item	Arithmetic Mean	Standard Deviation	Level
6	11	Blended education contributes to strengthening social relations	4.23	.638	High
		Attitudes of public-school principals towards employing blended education in the development of multiple intelligences	4.23	.437	High

Table No. (1) showed that the attitudes of government school principals towards employing blended education in developing the multiple intelligences of school students in the English language subject in Karak governorate were high, with an arithmetic mean of (4.23) and a standard deviation of (0.437). As for the paragraphs, the arithmetic averages ranged between (4.11-4.49), where paragraph No. (1) states: (blended education contributes to activating students) came in the first place with an arithmetic mean of (4.49), and a standard deviation of its value). 770) with a high degree, while paragraph No. (23) which states: (blended education contributes to strengthening social relations) came in the last rank with an arithmetic mean of (4.11), and a standard deviation of (.782) at a high degree.

RESULTS RELATED TO THE SECOND QUESTION, WHICH STATES: "What are the obstacles that public school principals face when employing blended education in developing the multiple intelligences of school students in English language in Karak Governorate?"

Through the interview tool, the results of the second question were extracted, where all the answers came to clarify the most important obstacles facing government school principals when employing blended education in developing the multiple intelligences of school students in English language in Karak Governorate, and all the answers focused on obstacles related to the infrastructure and obstacles Related to funding, obstacles related to teachers' beliefs, obstacles related to the nature of curricula, and obstacles related to the traditional form of content.

RESULTS RELATED TO THE THIRD QUESTION, WHICH STATES: Are there statistically significant differences at the level of significance ($\alpha \leq 0.05$) in the attitudes of government school principals towards employing blended education in developing multiple intelligences among school students in the English language subject to the variable of experience?

There were statistically significant differences ($\alpha= 0.05$) between less than five years of experience on the one hand, and between ten and five years, and more than ten years on the other hand. The differences were in favor of less than ten years, as it was found that there were statistically significant differences ($\alpha=0.05$) Between five and ten years, the differences were in favor of hard-years.

RESULTS DISCUSSION

The aim of this study was to know the attitudes of government school principals towards employing blended education in the development of multiple intelligences among school students in the English language in Karak Governorate. Blended Learning based on multiple intelligence increases students' individual intelligence and differences compared to a face-to-face approach, and increases students' learning and performance, as well as increasing learning and intrinsic motivation, makes learners get the most out of their learning styles, according to the findings of this research. And other research in this field, it can be concluded that multiple intelligence education, especially when adapted to the dominant learner's intelligence type, is effective in enhancing learning.

RECOMMENDATIONS

1. Informing officials in the Ministry of Education of the results of this study and benefiting from it in developing the abilities of the various students
2. Developing training programs and workshops for principals and teachers, to develop their technological skills to face obstacles to the employment of blended education.
3. The necessity of producing electronic content to facilitate the process of integrating technology into education.
4. The necessity of paying attention to the characteristics of learners, their learning style, and their types of intelligence and their considerations when designing education.
5. Providing e-learning environments and also benefiting from the face-to-face learning environment and the application of blended learning environment in schools in order to improve learning and increase the effectiveness of teaching.
6. Providing a learner-friendly learning environment and moving forward in line with the cognitive structures and learning styles in education
7. Provides learners with more educational resources and provides greater educational coverage for learners through the use of multimedia systems.

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