# The Impact of School Management Skills to Raise the Efficiency of Education in Blended Learning Environments among Teachers of the Southern Mazar Schools in Karak Governorate

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## Abstract

Blended education is important and necessary to build the necessary language, social skills,and understanding. Blended learning has been shown to help students learn in a lot of studies that look at this type of education and how it affects their learning and development.The current study aimed at "knowing the level of school management skills to raise the efficiency of education in blended learning environments among the teachers of the Southern Mazar Schools of the Karak governorate." The researcher followed the descriptive approach in this study. The sample for this study is the class for the academic year 2022–2023. The study sample consisted of male and female teachers, half of whom were male and the other half were female, and they were chosen randomly. The study tool consisted of twelve paragraphs and included two dimensions: the field of student interaction and the field of evaluation. It was developed by the researcher based on previous studies that looked at the use of blended education in elementary school classes.The results indicated that the level of use of blended learning in the primary stage classes in the Al-Muttal Primary School district was good from the teachers' point of view, as the arithmetic mean was (4.11) with a standard deviation of (0.62). for this purpose. The researcher recommends conducting more studies related to this field.

**Keywords:** blended learning, e-learning, education, school management.

## 1.   Introduction

As the availability of technology has risen, its use in classrooms around the United States has also increased. From 1995 to 2008, the average number of computers per school climbed from 72 to 164. (US Department of Education, 2010). and educators utilize it. According to a poll (Purcell, Heaps, & Buchanan, 2013), 76% of Advanced Placement and National Writing Project teachers reported using technology to share, group, and mark projects online. While many students report enjoying studying on their own electronics, schools struggle to harness technology's capacity to serve educational objectives.

Using the technological development of education, some have created online courses, online training programs, and even online institutions. Teachers increasingly utilize hybrid models that combine face-to-face and online instruction. Regardless of how technology is employed, leaders underline its significance. More than 90% of school and district officials believe that technology is essential to fulfilling their mission or goals of preparing children (Project Tomorrow, 2015).

The principal's role in the shift to digital and blended learning is sometimes underestimated or underutilized; school administrators receive minimal professional development. According to a 2014 report, only 9% of government expenditures for teacher training programs are allocated to principals, and research indicates that professional development options for principals are frequently limited to one-time sessions employing generally ineffective teaching strategies (School Leaders Network, 2014; Prothero, 2015).

As a study of this form of professional development, this paper discusses the necessity for basic training in integrating blended learning and utilizing school administration abilities to increase the effectiveness of teaching in blended learning contexts. Due to the fact that these abilities provide an integrated and scalable approach to substantial professional development, the research indicates that there is a great deal of opportunity to profit from these techniques.

The current state of education has drawn major attention to online and blended learning models, as educators everywhere have been compelled to reconsider how their curricula, instruction, and assessment function in online, mixed, and blended environments. Despite the fact that this study was conducted before the global epidemic, it contributes to the existing body of research on instructors' learner-centered beliefs and practices in online and mixed contexts.

Education technology and its methodologies are regarded as a fundamental pillar of the educational process, a significant source of knowledge and technology for the advancement of educational learning processes, and an important learning resource for students in a variety of school topics. This is noticeable in today's world of competition among academic institutions on the effective use of technology in education as

well as its various techniques, as it initiated an effort to provide the technological infrastructure required for the use of technology in education and to train educational cadres (Horn, 2014).

There has been a substantial increase in the utilization of blended learning, and it is evident that blended learning results in enhanced learning outcomes. Implementing varied course structures and pedagogical alternatives is crucial for achieving these results. Fewer studies have been conducted on the effects of implementation; however, various models are in use. Graham, Woodfield, and Harrison (2013) evaluated the institutional adoption of blended learning in organizations at several levels of adoption, including (1) awareness/exploration, (2) early adoption/implementation, and (3) implementation/mature growth. Where is your institution or organization in the development of blended learning?

Blended learning is any training that blends classroom and online learning, as defined by researchers (Friesen, 2012; Tucker, 2013). Graham (2006) defines blended learning as "models that integrate face-to-face training and computer-assisted instruction" (p. 9). Blended learning is defined by Horn and Staker (2011) as "every time a student learns at least partially in a physical, supervised location away from home and at least partially via online delivery with some student control over time, place, trajectory, and/or velocity." (p. 3). This concept reflects the Christensen Institute's significant work on blended learning.

As previously indicated, managers have adopted blended learning methods for coaching, education, and team leadership. In addition to more people reporting online learning, researchers have discovered that blended learning enhances pedagogy, promotes flexibility, and is cost-effective.

Despite the fact that many classroom teachers use new teaching techniques that might be considered a kind of blended learning, institutional commitment, review, and planning can provide the necessary support and resources to provide a holistic, evidence-based approach to blended learning. As previously mentioned, Graham, Woodfield, and Harrison (2013) present a caveat: using the Internet or technology in some form does not necessarily constitute blended learning.

Blended learning necessitates a specific combination of skill availability to design instruction using in-person and online environments, each of which will include interaction, the distribution of materials, facilitation of education, direct instruction, and, if employing an English language approach, a structured organization, and design throughout the course, with dedicated student participation and critical thinking.

It is imprudent to attempt to establish the proportion of class time that should be allocated to in-person or online interactions without considering the subject, type of resources, and students' demands. As a design evolves from its basic concept to later stages, the proportion may shift. Some students may be less active in person and spend more time interacting with peers, teachers, and materials online. Or it could be the opposite.

This personalized, dynamic, and focused approach to blended learning has implications for the deployment of blended learning in schools and businesses. According to Masoumi and Linstrom (2012), the incorporation of technology-assisted learning necessitates a comprehensive set of interventions to establish an "e-quality infrastructure." In their Electronic Quality Framework, infrastructure is represented.

Blended education is a method that includes the provision of good educational content and the readiness of an appropriate interaction interface that involves the appropriate tools to present content and achieve interaction, and where e-learning environments serve three functions: learning delivery, learning leadership and learning material development (Later, 2010). The following are the benefits achieved by blended learning. Increase availability and adaptability Blended learning allows students to participate in learning activities whenever and wherever is most convenient for their professors. It provides the learner with new methods to interact with the subject and enables teachers to adapt learning for all pupils with greater flexibility. This same flexibility enables coaches to redefine adult learning, allowing coaches to give pace and method of learning options while still bringing learners together to engage in more social learning activities. According to Bonck and Graham, "many students seek the convenience of a distributed setting but do not wish to compromise the social connection and personal touch they are accustomed to in a blended learning classroom" (p. 9).

Various forms and patterns of e-learning have emerged, including blended learning, which has become the focus of many educators and academics at the present time, according to Luster (2010), who asserts that blended education focuses on providing learning in an interactive, flexible, and multifaceted manner. to establish conducive learning settings for students. (Akkoynnu, 2011).

Blended learning is built on blending classroom learning with online learning experiences that allow active individual learning while creating relationships and encouraging students to share ideas, information, and knowledge. Thus, the use of technology has become one of the cornerstones of the educational process, which has been assisted by the availability of computer technology, the Internet, and communication networks, the use of which has become a new need for all educational institutions. Electronic technologies and programs available in modern education systems, such as computerization of education, electronic curricula, blended education, distance education, smart boards, and electronic whiteboards, assist teachers, administrators, and supervisors in acquiring internet and computer skills in educational institutions, which are conditions for

professional development and career advancement and fundamental requirements for teaching or educational leadership in the twenty-first century. global educational structures (Wales, 2011).

Educators identify the abilities required for blended learning as both the most relevant and the most challenging. You might begin by examining the available resources inside your business. Accessibility and an appealing user interface design are of the utmost importance when it comes to technological infrastructures. Evaluate the available resources at your school, school district, and in the surrounding region. In an ideal situation, not only would these materials be accessible, but instructors would also have the technical help to design courses with a variety of methodologies, administrative support, and pedagogical support as a reference for a variety of learning theories and teaching activities. Utilize Masoumi and Lindstrom's helpful materials to explore all the infrastructure resources required for high-quality blended learning if you are in a position to require these things to lead your company or board in developing the technological infrastructure required for blended learning.

The availability of school administration skills to increase the efficacy of education in blended learning environments among teachers of the Al-Muttal Primary School in Southern Mazar results in the creation of opportunities for cooperative learning as well as the provision of online learning spaces with enhanced and more alluring student-teacher cooperation experiences. This includes collaborative tools such as online forum discussions, wikis, blogs, and chats, among others. These technologies enable collaborative communication inside and outside the online classroom. Enhance accessibility Access to online courses, resources, and communication facilitates the development of learning abilities, offers convenience, and strengthens communication. Educators may access both part-time and full-time students through a variety of communication methods. Learning management systems provide several communication options, including email, chat, news, forums, and task areas, among others. Through online reporting frameworks, student evaluations of both formative and summative feedback may be more precise and iterative. Self-evaluation and practice evaluations may enhance learning and involvement.

Particularly in poor countries, instructors are sometimes coerced into technology-based learning without enough technical or professional training to help them integrate technology to create a blended learning environment (Stoyanov& Kirschner, 2004). If this is a do-it-yourself project, consider examining the available resources for possible methods to use technology and include students in person and online. The usage of blended learning and related technologies differs from teacher to teacher, depending on the availability of technical tutorials and the instructor's skill with their use.

This argument is supported by Al-Husari (2016) and Al-Mirghani (2016). Modern life is characterized by the need, realism, and significance of e-skills and integrated learning in teaching and processing. According to Abu Zina (2011), a number of educators see this strategy as a means of overcoming a range of qualitative and quantitative educational challenges. Blended learning, according to the experts, is a strategy to improve students' knowledge and education while also reflecting their positive psychological attributes. Statista (2020) focuses on software, tablets, communications, and information technology improvements. Integrated science is a valuable and essential way for gaining new knowledge and staying current. Jordan prefers e-learning and blended learning due to their obvious significance and numerous benefits in the learning process, which attracted the attention of governments and foreign educational institutions to the implementation of e-learning systems and their integration into academic institutions (Bitar, 2018).

According to Hwang (2010), blended learning facilitates the flexible and engaging instruction of students. According to Kim (2011), the usage of e-learning and blended learning accelerates the educational application of technology. In the Arroyo research (Arroyo, 2020), the influence of blended learning and e-learning on the learning attitudes of students was explored. Sherly (2018) found that a mixed learning environment facilitates the development of a productive learning environment in which students may gain new skills and experiences. Students are educated. Despite this, there are challenges associated with teaching certain subjects through blended learning, that might limit the students' capacity to acquire skills in the way necessary to ensure their integrated personality development, particularly at this time when there are numerous internal and external skills. External obstacles may inhibit adolescents from using and comprehending certain ideas, skills, and values (Capley, 2013).

Consequently, educators of a wide range of subjects are interested in enhancing their teaching methods in order to stay abreast of technological and scholarly advancements in the field of education and to use these advancements to develop efficient instructional strategies based on e-learning and blended learning. The basic premise of blended learning is that traditional classroom instruction is the first cell in the learner's knowledge pool and that this section entails the legacies that the student carries throughout education, in addition to constructivist theory and self-learning backed by blended learning (Krause, 2011). Flexibility in learning is accomplished, hence enhancing pupils' academic achievement and teachable skills. Blended learning can only work if it is well-planned. Blended learning is not a novel idea, except that its components were hitherto limited to conventional classrooms. Unification of several training technologies, resources, and activities as

specified by (Dershoy, 2019), such as video conferencing, virtual classrooms, conventional classrooms, web pages, email, computer software on DVD-CD discussion, computers, and scientific Forums.

Arroyo's research (Arroyo, 2020) validated the contribution of blended learning to improve the educational process as a result of its impact on improving students' attitudes about its utilization. According to the study of Sherly (2018), blended learning settings facilitate the development of new abilities and experiences in students. It also demonstrated how blended learning has become an institution-wide need and essential component. It promotes and facilitates the teaching and learning process, as well as its methodologies. A recent study has shown the many challenges associated with attracting and keeping high-quality managers. The RAND Corporation discovered that more than 20% of first-year principals in numerous big metropolitan school systems quit within the first two years. This is crucial since many schools see a decline in student success the year after the departure of their administrators (Burkhauser, Gates, Hamilton, & Schuyler Ikemoto, 2012). Despite the fact that working circumstances and teacher abilities differ in every school, the survey concluded that "the most prevalent problem is to provide teachers with the direction and tactics the principal wants to employ in order to enhance the school." This is significant because it is difficult to install administrators in schools with a high number of experienced teachers and/or schools without a feeling of urgency (Burkhauser et al., 2017, p. 37).

With a recognition of the significance of leadership and the difficulties of school leadership, many states and districts are attempting to identify and offer the support and professional development opportunities that school administrators need to maximize their achievement potential. Recent research conducted by the Fordham Foundation revealed that "...improved recruiting procedures are just part of the issue." Districts must reinvent the manager's job so that he becomes the skilled leader they want, and the competent company thrives (Fordham Foundation, 2014). According to research conducted by the RAND Corporation (2012), the position should stress human capital management as a crucial aspect of enhancing student accomplishment. According to further studies on the principal's involvement in educational planning, "...time spent educating teachers, reviewing and creating school educational programs predicts good outcome" (Grissom, Loeb, Master, 2013).

Blended learning provides students with several benefits, as they may benefit from the controlled practices of the classroom while studying at their own speed due to the adaptive and individualized nature of online learning (Ferrante, 2017). Managing a school in a flexible learning environment, however, presents a unique set of obstacles. Planning and preparation are required to construct an efficient blended learning environment. In their research, Aureo et al. (2021) gave sufficient insight into the experiences and problems associated with transitioning a school into a blended-learning school. It gave especially vision and insight into the management of a traditional-to-blended learning environment transition. This study used a qualitative case study research approach to discover how the educational atmosphere was altered from conventional learning to blended learning. There can be no doubt that online education is here to stay. Thus, the school's metamorphosis into a blended learning environment is outstanding and worthy of emulation by other elementary schools in the nation. The rigorous process led by the principal to effectively change the school into a blended learning environment that will prepare future generations to be well-rounded and internationally competitive is the result of a group effort.

## 2. Previous studies

In their research, Carmona and Irgang (2020) examined the obstacles of blended education (BL) in Management from the viewpoint of instructors. Seven university instructors with expertise in the conventional, distant, and BL modes were interviewed using a semi-structured format. Content analysis was used for data analysis. Our results indicate that colleges with a propensity to embrace the BL want better-trained instructors with digital platform expertise and are receptive to new technologies. Our results indicate that instructors may communicate with students and encourage them to be active in the BL environment by using alternate, less sophisticated, and less costly platforms. In BL contexts, motivated, independent, disciplined, and dedicated learners are required.

In a study performed by Salem (2018) to evaluate the attitudes of Al-Balqa Applied University students towards blended learning, the descriptive method was used, the research sample consisted of (300) male and female students, and a questionnaire containing twenty-four items was developed after ensuring its validity and reliability. Include it on the example. The arithmetic means of students' opinions toward blended learning varied from high to medium, as determined by the research. The average of these averages, however, falls under the top limit. The findings of the hypothesis test indicate that there is a statistically significant difference seen between arithmetic means and the male student's choice, however, there is no statistical difference between the arithmetic means owing to the interaction between the gender and topic factors.

The objective of Bitar's (2018) research was to investigate the impact of blended learning on the academic performance and attitudes of industrial students at the Assiut Industrial School in Egypt. The research used a semi-experimental design with a sample of (32) male and female students. The questionnaire

was used to gather data for the investigation. The results demonstrate the efficacy of blended learning in terms of student accomplishment and attitudes.

Jabri (2018) performed research to investigate the extent to which the University of Petra students use blended learning and electronic apps, as well as their motives for adopting blended learning. The sample for the study included 500 male and female students. Regarding mixed learning, the findings indicate that the University of Petra students utilize blended learning to a modest extent, have a moderate level of blended learning motivation, and that there is no positive association between blended learning and students' blended learning motivation.

Kintu and Kagambe (2017) performed research with the objective of identifying the important determinants of blended learning efficacy, using student characteristics/background and design elements as independent factors and learning outcomes as dependent variables. A survey was provided to 238 respondents in order to collect information about student characteristics/backgrounds, design elements, and learning results. As a metric for performance as an outcome, the final semester assessment scores were employed. We used the online self-regulatory learning questionnaire to collect data on learner self-regulation, the intrinsic motivation inventory to collect data on intrinsic motivation, and various self-created instruments to measure the other dimensions. According to the findings of a multiple regression study, blended learning design factors and student attributes predicted student happiness.

As is evident from this, past research has examined the degree to which e-learning and blended learning are used in the instruction of many disciplines, for example: (Jabri, 2018). Some of them, for instance, concentrate on blended learning research and its influence on success, intellectual and creative thinking, and student or teacher attitudes about its usage (Saleem, 2018). Carmona &Irgang (2020) examined the problems of blended education (BL) in Management from the viewpoint of instructors. The current research is consistent with the topics covered by these studies, namely blended learning, but differs in that it investigates the impact of school management skills on the effectiveness of education in blended learning environments for teachers in the Al-Muttal Primary Schools of the Karak governorate. Constructing theoretical literary study and prior research in terms of developing its instruments, the technique of presenting data, and the statistical methodologies used to draw conclusions in such investigations.

## 3.    Study problem and questions

The study of school administration skills to increase the efficacy of education in blended learning settings is part of a larger project to develop pedagogical curricula and curricula in various subjects and start introducing technology to their learning, but it is still dominated by traditional features, such as teacher indoctrination, explanation, and recitation and the recollection of students. In addition to not employing educational strategies and current means in teaching, is advised based on certain research findings that underline the necessity to establish methods and techniques for teaching in many areas, such as the study of Al-Ajami (2014).  It is recommended that education officials keep up with the availability of current technology and the Internet in schools and educate instructors to utilize digital technology in the classroom. Bitar's (2018) research also emphasizes the necessity for integrating online strategies while providing instructional resources.

Through their employment as a teacher in the Al-Muttal Primary School in Southern Mazar of Karak Governorate, the researcher saw the significance of school administration availability in enhancing the efficacy of instruction. It was not used in the classroom, maybe owing to a lack of resources for technical schools or a teacher shortage. In addition to a desire to use this educational technology and familiarity with the educational literature and research related to the current research topic, she observed a dearth of research on the use of blended learning in teaching, which prompted her to feel the need to comprehend its application. Amman Governorate private school teachers' education Capabilities are required to develop instructional materials in the learning environment.

The problem of the study was determined by answering the following question:

1.   What is the effect of school management skills on raising the efficiency of education in blended learning environments for teachers of the Southern Mazar Schools in Karak Governorate?

## 4.    The importance of studying

The significance of this research derives from the importance of the issue it examines, namely school management abilities to improve the efficacy of education in integrated learning settings for teachers in the Al-Muttal Primary Schools of the Karak governorate.

*4.1 Theoretical Importance:*

1.   This study agrees with the global trend to use and benefit from modern technologies in teaching.
2.   According to the researcher's knowledge, this is one of the first studies at the local level that will try to know the skills of school administration to raise the efficiency of education in blended learning environments from

the perspective of teachers of the Al-Muttal Primary Schools in Karak Governorate.
3.   It is hoped that this study will add to the research on how to use blended learning in the classroom.
4.   It is hoped that the attention of those in charge of the educational process in Jordan will be directed to the importance of using blended learning in teaching, which helps to improve teachers' technical teaching skills, their attitudes towards blended learning, and students learning in various subjects.

*4.2 Practical Importance:*
It is believed that this research will assist instructors, particularly in schools in the Karak Governorate, in using technological breakthroughs to establish e-learning and blended learning-based teaching approaches. It is anticipated that additional researchers will benefit from the results and suggestions made in this paper. It is intended that it would pave the way for postgraduate students to do further research in the areas of e-learning, blended learning, and its numerous electronic applications in the field of education. It is intended that it will aid in recognizing the challenges and impediments that may arise from the use of blended learning, as well as provide suggestions for overcoming them.

## 5.   The limits of the study
**Objective limits**: Assessing the impact of school management skills on the effectiveness of teaching in mixed learning settings among teachrs of Al-Muttal Primary Schools in Karak governorate.
**Spatial boundaries**: Al-Muttal Primary Schools under the governorate of Karak,the time restriction is the first semester of the school year 2022–2023. Principals and Teachers of Southern Mazar Schools in the governorate of Karak.

## 6.   Definition of terms
*6.1 Blended and mixed learning:*
The planned replacement of part of face-to-face learning time with online learning activities is of great educational value (Shahwan, 2017). This is what is known as blended education, as Futch (2015) defined it as one of the teaching or learning styles in which e-learning merges with traditional learning in the classroom in one framework, where e-learning tools, whether computer-based or network-based, are used in lessons, such as computer labs, smart classrooms, and the teacher meets the students. Most of the time, the student is face-to-face (Dershoy, 2019, p. 173). He also defines blended learning as learning that blends the characteristics of both traditional classroom learning and online learning in an integrated model, while making maximum use of the technologies available to each (Aecta, 2013, p. 22). The researcher defined it in procedural terms: a teaching and learning strategy that takes advantage of all available technical possibilities and means, by combining more than one method and tool for education, whether electronic or traditional, to provide good quality education. Learning that fits students' characteristics and needs. On the one hand, and commensurate with the nature of the subject and the educational goals to be achieved on the other hand. It is measured by the degree obtained by the study sample on the items of the study tool prepared for this purpose.

## 7.   Study methodology
The study used the descriptive approach, due to its suitability to the nature and objectives of the study.

*7.1 Study population:*
The study population consisted of all private school teachers in Amman Governorate.

*7.2 The study sample:*
The stratified random approach was used to choose 86 male and female instructors for the research sample. The questionnaire was used to gather data and information for the study. The researcher produced the questionnaire by reviewing relevant literature and prior studies (Shahwan, 2017) and by utilizing and being led by the questionnaires used in previous studies. In addition to the researcher's expertise in using teaching strategies, this study will benefit from the perspectives of instructors at the Al-Muttal Primary Schools in the Karak Governorate. In integrated learning, a five-point scale is utilized to match technical skills: (strongly agree = 5, agree = 4, neutral = 3, disagree = 2, strongly disagree =1).

*7.3 Validity of the tool:*
Four supervisors presented the instrument in its first version and asked to evaluate the questionnaire and provide feedback on the instrument's paragraphs, evaluating the quality of the language of the statements and their relevance to the aim being measured. Adaptations have been made in response to their feedback.

*7.4 Tool reliability*

The reliability of the tool was calculated using the internal consistency method using Cronbach's alpha. The reliability coefficient value for a sample of 25 male and female teachers who use games in primary school classrooms was 90. Following the total degree of the instrument to which it belongs, the degree correlation coefficients were calculated. The following table shows the correlation of the score of each dimension with the total score of the questionnaire.

Table 1.  Correlationof the items

| Number | Tool dimension | Items number | Reliability coefficient |
|--------|----------------|--------------|--------------------------|
| 1 | Interaction | 6 | 0.93 |
| 2 | Evaluation dimension | 6 | 0.92 |

Correlation coefficients between the dimension score and the overall score of the questionnaire to which the dimension score belongs. Dimension number Measurements of the resolution the overall score's correlation coefficient is 0.93.

## 8.   Presentation and discussion of the study:

To address the research questions, which state: "What is the level of school administration skills needed to raise the efficiency of education in blended learning environments for teachers of the Al-Muttal Primary Schools in Karak governorate?" The arithmetic means, standard deviations, rank, and verification level were calculated to examine the use of games in the classroom for school administration skills to improve the efficacy of education in blended learning environments among teachers of the Southern Mazar Schools in Karak Governorate. The following are the results:Means, standard deviations, and rankings for the degree of school administration abilities to improve the efficacy of instruction in mixed learning settings among instructors at the Southern Mazar Schools in the Karak Governorate are shown in Table (2):

Table 2. The Verification level of the study

| Number | Dimension | Mean | STD | Rank | verification level |
|--------|-----------|------|-----|------|--------------------|
| 1 | Interaction | 4.10 | 0.65 | 2 | Good |
| 2 | Evaluation | 4.12 | 0.67 | 1 | Good |
| 3 | Total score | 4.11 | 063 | 1 | Good |

It is evident from the previous table that the level of school management skills among teachers of the Al-Muttal Primary Schools in Karak Governorate to increase the efficiency of education in blended learning environments was "good," as the arithmetic mean was (4.11) and the standard deviation was (0.63). The evaluation rated top with an arithmetic mean of (4.12), and a standard deviation of (0.66), whilst the students' interaction ranked second with an arithmetic mean of (4.10), and a standard deviation of (0.65). According to the parameters of the questionnaire prepared for this purpose, the Al-Muttal Primary Schools in Al-Karak governorate is excellent.

This result is consistent with the study.

*8.1 The first dimension: the field of student interaction*

To assess the level of student interaction on school management skills among teachers in Karak governorate's Al-Muttal Primary Schools in order to improve educational efficiency in blended learning environments.

Table 3. Means, standard deviations, level of validation, level of student interaction.

| Number | Dimension | Mean | STD | Rank | verification level |
|---|---|---|---|---|---|
| 1 | Students interact during the learning process in the blended learning process | 4.40 | 0.88 | 2 | Good |
| 2 | Blended learning saves a lot of time. | 4.02 | 0.90 | 5 | Good |
| 3 | Blended learning presents information in a fun way. | 4.42 | 0.89 | 1 | Good |
| 4 | Blended learning takes into account students' tendencies and interests during the learning process. | 4.19 | 0.88 | 3 | Good |
| 5 | Blended learning in the classroom is easier than teaching in the usual ways. | 4.07 | 0.91 | 4 | Good |
| 6 | Blended learning is easier than traditional teaching. | 4 | 0.86 | 6 | Good |
| | Total score | 4.10 | 063 | | Good |

It is clear from the table that the level of school management skills to raise the efficiency of education in blended learning environments among the teachers of the Al-Muttal Primary Schools in Karak Governorate in the field of interaction was good, where the arithmetic mean (4.10) and standard deviation (063 ), and the dimension values ranged from 4 to 4.42.Paragraph No. 3, which states, "Blended learning presents information in a fun way." ranked first with an arithmetic mean of 4.42 and a standard deviation of 0.89 with a good grade, followed by Paragraph No. 1, which states, "Students interact during the learning process in the blended learning process." In the second place, with an arithmetic mean of 4.40 and a standard deviation of 0.88, and in third place, paragraph no. 4, which states: "Blended education facilitates the use of appropriate assessment based on students' levels." with a good result with an arithmetic mean of 4.19 and a standard deviation of 0.84. Paragraph (6) came in last place, which states, "Blended learning is easier than traditional teaching" with an arithmetic mean of 4 and a standard deviation of 0.86 with a moderate degree.

This result is consistent with the results of a study conducted by (Garrison 2018) on the effect of using blended learning on the development of some scientific thinking skills in a sample of Thai high school students.

*8.2 The second dimension: Evaluation*
Determining the degree of the assessment field while employing school administration skills to improve the effectiveness of education in blended learning settings among teachers in the Al-Muttal Primary Schools of the Karak governorate.

Table 3. Means, standard deviations, level of validation, level of student interaction.

| Number | Dimension | Mean | STD | Rank | verification level |
|---|---|---|---|---|---|
| 7 | I take into account the individual differences of students when evaluating students using blended learning. | 4.43 | 0.88 | 2 | Good |
| 8 | Choose the methods and activities that contribute to achieving blended learning | 4.02 | 0.90 | 5 | Good |
| 9 | Blended learning corrects students' mistakes and improves the learning process. | 4.50 | 0.89 | 1 | Good |
| 10 | Blended learning helps the use of the appropriate assessment according to the students' levels. | 4.19 | 0.88 | 3 | Good |
| 11 | I make use of situational analysis to improve student learning. | 4.07 | 0.91 | 4 | Good |
| 12 | I choose methods that increase the role of the student. | 3.96 | 0.86 | 6 | Good |
| | Total score | 4.12 | 063 | | Good |

It is clear from the table that the level of school management skills to raise the efficiency of education in blended learning environments among the teachers of the Al-Muttal Primary Schools in Karak Governorate in the field of the evaluation was good, where the arithmetic mean (4.12) and standard deviation (063, and the dimension values ranged from 3.96 to 4.42,Paragraph No. (9) which states that "Blended learning corrects students' mistakes and improves the learning process." ranked first, with an arithmetic mean (4.50) and a standard deviation (.89), with a good score, and Paragraph No. (7) which states: "I take into account the individual differences of students when evaluating students using blended learning, "in the second rank, with an arithmetic mean (4.43) and a standard deviation (0.88), with a good score, and in the third rank, Paragraph No. (10), which states: "Blended learning helps the use of the appropriate assessment according to the students'" With an arithmetic mean (4.19) and a deviation Normative (.92), with a good score as well. Paragraph No. (12) came in the last rank, which states: "I choose methods that increase the role of the student." With an arithmetic mean (3.96) and a standard deviation (0.86), with a good score.

## 9. Conclusion

Blended learning is quickly becoming the road of choice, even though most businesses have not totally abandoned traditional methods in favor of online learning. To guarantee that the organization will pound.

Blended learning is supplemented by human interaction and various forms of media are the perfect blended learning program. It does this by employing appropriate learning approaches that are tailored to the individual's preferred mode of learning, which in turn leads to an improvement in the achievement of learning objectives. In the context of education, this term refers to a program that mixes traditional in-class instruction with learning conducted online. Learners can attain their full potential when traditional learning strategies, such as face-to-face instruction, are blended with online learning strategies. Because the requirements and preferences of each individual learner are unique, this lesson gives students more leeway to progress through the material at their own pace.

Because this method of education is most effective for businesses, it has recently emerged as a popular topic of discussion in the corporate sector. Because firms need to select "suitable" content for in-person online training combined with times for virtual classes and in-person sessions, developing a blended learning strategy is a time-consuming process. Blended learning is also known as "hybrid learning."

Blended learning is useful for both training employees and instructing students since it has the potential to improve the quality of instruction.

## 10. Recommendations

The current study recommends taking advantage of the blended learning principle in the school stages due to its importance in the learning of students at this age stage, as well as conducting additional studies on samples and other directorates in Jordan.

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