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The Degree of Employing Blended Learning in the Educational Process in Jordanian Public Schools from the Point of View of Teachers

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Abstract
The study aimed to determine the degree of employing blended learning in the educational process in Jordanian public schools from the point of view of teachers. To achieve this aim, a random sample of 500 teachers from Jordanian public schools for the academic year 2023/2024 was selected. The results of the study indicated that the estimation of the study sample regarding the degree of employing blended learning in the educational process in Jordanian public schools from the point of view of teachers was high, with an average of 4.003. The results also showed no statistically significant differences at the significance level ($\alpha \leq 0.05$) in the degree of employing blended learning in the educational process in Jordanian public schools from the point of view of teachers attributed to the variables of gender and educational qualification. Based on the study results, several recommendations were proposed to enhance the employment of blended learning in the educational process in all schools in the Hashemite Kingdom of Jordan.
Keywords: Blended learning, Jordanian public schools, teachers.
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Introduction

Education, throughout history, has not been immune to any developments witnessed by societies. Technological and technical advancements are among the most significant changes experienced by the world, affecting various fields and sectors, including the education sector. One of the changes that occurred in the education sector is the emergence of e-learning, distance learning, and blended learning.

In light of scientific advancements and information technology, societies now need educational institutions that keep up with modernity and development, capable of providing high levels of educational effectiveness and efficiency. New technologies and approaches have emerged to provide advanced educational opportunities, integrating traditional and modern education, resulting in several positive effects (Lalima & Dangwak, 2017).

Given the challenges posed by the era of information and modern technology, the process of educational development has become urgent. It requires finding new and advanced methods capable of enhancing the use of technology in education, developing teachers' skills, enabling them to employ modern technological applications, improving their teaching practices and outcomes, and generating knowledge in new ways. Therefore, it has become necessary for teachers to use various types of modern technology in various teaching and developmental activities (Al Surur, 2018).

Educational institutions are witnessing fundamental transformations, changes and advancements in information technologies. Many educational institutions have employed these advancements in their technical methods to assist in teaching curricula. Different forms of technology-based education have emerged, tailored to the learners' needs and the nature of the available communication tools. Among these forms is blended learning, which has opened new horizons for learners.

Blended learning is of paramount importance in the field of education. Traditional teaching methods and approaches are no longer able to cope with the developments of the era. It has become necessary to adopt modern technological methods, involving all parties in the educational process through purposeful programs characterized by qualitative performance. This approach deals with technology in a competitive spirit, with multiple sources of learning, reflecting future visions of education. Blended learning, whether partial or comprehensive, requires serious and qualitative teaching that activates the student's role and orientations towards the educational process. The student is no longer a passive recipient of information but an active and experiential participant, utilizing various means of learning and employing a range of scientific skills, such as the skill of using educational technology and critical thinking, under the supervision of a distinguished teaching staff who guide, direct, and evaluate them (Al Dossari, 2020, and Al Wahbi, 2021).

Benson and others. (2017) indicate that the primary goal in the field of education is to achieve better understanding among learners and attain genuine integration, activating the connection between culture, education, and technology to transform education into a more inclusive, just, and powerful field that maximizes

the learner's potential.

Diab & Elgahash (2020) indicate that in order to achieve optimal utilization of technology in the educational learning process during the COVID-19 pandemic, E-Learning has emerged as a vital solution. E-Learning is a term that encompasses the fields of online learning, web-based training, and education using technology. E-learning consists of two main types: synchronous learning and asynchronous learning, both of which share the spatial dimension between the teacher and the learner on one side, and learners with each other on the other side.E-Learning, computer-based learning, remote learning, and online learning are all different and common terms used to describe the concept of electronic learning. The American Society for Training & Development (ASTD), as referenced in Bordoloi et al. (2021), defines E-Learning as "a wide set of applications and processes that utilize electronic media and available tools to deliver professional learning and training." Berg and Simonson (2018) define E-Learning as: "An interactive system linked to the educational learning process, which relies on the presence of a digital environment that presents students with courses and activities through electronic networks and smart devices."

Basilaia and Kvavadze (2020) define E-Learning as: "An organized process aimed at achieving educational outcomes using technological means that provide sound, image, films, and interaction between the learner, content, and educational activities at the appropriate time and place." There are many benefits and advantages that make E-Learning surpass traditional approaches to education. One of the most important benefits is that E-Learning is available to all students at all educational levels, and resources are accessible online, such as e-books and instructional videos for practical lessons, continuously and without being tied to a specific time. Students can learn at their own convenience, allowing them to invest their time, enhance their learning, and acquire new skills and experiences outside the constraints of traditional schools, without any disruptions or barriers. Additionally, E-Learning reduces the costs of establishing new classrooms for creating courses and educational workshops (Yulia, 2020).

Blended learning, which combines traditional and E-Learning, is an advanced educational model that distributes learning in all areas and times, using all possible methods and means. This aligns with the nature and capabilities of learners, contributing to the achievement of the principle of individual differences among learners, allowing them to learn according to their abilities and potentials (Kosar, 2016). Blended learning provides diverse ways of presenting educational situations through various stimuli and responses that consider the individual differences among students and effectively achieve educational objectives. It also facilitates interaction between teachers and students within classrooms, enables students to engage in self-learning, and allows them to join virtual classes through online networks to maximize educational benefits without abandoning physical classrooms or the role of the teacher as a guide and facilitator of the learning process.

Blended learning is also characterized by reducing educational expenses compared to E-Learning alone. It enhances interaction and communication among learners as well as between learners and teachers. It considers the individual differences among students, meets their diverse needs, and develops their self-learning skills. Moreover, blended learning promotes the use of modern technology, thereby improving the quality of the educational process and enriching human knowledge, leading to increased teacher efficiency and improved educational outcomes (Almutawa & Alshammary, 2011).

Based on the aforementioned, blended learning aims primarily to maintain traditional learning systems while incorporating modifications and enhancements with modern technology. This is done to make the education sector vibrant, dynamic, and capable of keeping up with the rapid developments surrounding it, and meeting the increasing needs on the other hand. This is to enhance the educational process for the betterment, and this justified the researcher's undertaking of this study to contribute to the improvement of blended learning in the educational process in schools, aiming to enhance the quality of education and uplift students towards betterment.

Study Problem:

In light of the above, blended learning is considered a requirement of this era, as it combines E-Learning tools with traditional education. Several studies have proven the effectiveness of using integrated education and its role in improving the quality of education. Some studies have also found positive trends towards the use of this type of education. However, there are obstacles that hinder its optimal implementation in schools. Therefore, the current study aims to answer the following questions:

1. To what extent is blended learning employed in the educational process in Jordanian public schools from the perspective of teachers?
2. Are there statistically significant differences at a level of ($\alpha \leq 0.05$) in the degree of employing blended learning in the educational process in Jordanian public schools from the perspective of teachers attributed to the variable of gender?
3. Are there statistically significant differences at a level of ($\alpha \leq 0.05$) in the degree of employing blended learning in the educational process in Jordanian public schools from the perspective of teachers

attributed to the variable of academic qualification?

Importance of the study:

The following entities are expected to benefit from the results of this study:

- Teachers in Jordanian schools and the Ministry of Education, by utilizing the results and recommendations provided by this study to increase the employment of blended learning in Jordanian schools.
- Researchers in general, as it is hoped that the study will stimulate their interest in conducting further research related to the employment of blended learning in the educational process in Jordanian schools.

Objectives of the study:

This study aims to reveal the following points:

1. The degree of employing blended learning in the educational process in Jordanian public schools from the perspective of teachers.
2. The existence of statistically significant differences at a level of ($\alpha \leq 0.05$) in the degree of employing blended learning in the educational process in Jordanian public schools from the perspective of teachers attributed to the variable of gender.
3. Statistically significant differences at a level of ($\alpha \leq 0.05$) in the degree of employing blended learning in the educational process in Jordanian public schools from the perspective of teachers attributed to the variable of academic qualification.

Limits of the study:

The generalization of the study's results is limited by the following factors:

- Human boundaries: The study was limited to teachers in Jordanian public schools in the capital city of Amman.
- Spatial boundaries: Jordanian public schools in the capital city of Amman.
- Temporal boundaries: The period in which the researcher conducted the study, which represents the academic year (2024/2023).

Definition of study terms:

Following is a definition of the terms of the study:

- Blended learning: It refers to the integration of traditional teaching methods and electronic learning in its various forms to assist students in achieving targeted educational outcomes both inside and outside the classroom (Al-Saleh, 2018; Hashem, 2017).
- Operational definition of blended learning: The degree of employing technological applications and e-learning tools such as educational software, smart boards, the internet, and social media, which can be used by teachers in Jordanian public schools inside or outside the classroom.

Previous studies:

The researcher reviewed a set of studies related to the implementation of blended learning in the educational process. Here is a chronological overview of these studies, from the most recent to the oldest:

Abu Rawwag (2023) conducted a study aiming to uncover the attitudes of secondary school teachers towards the use of blended learning in schools in the city of Irbid in the context of the Covid-19 pandemic. The study utilized a descriptive survey method through a questionnaire consisting of 30 items. The study sample included 580 teachers from government and private schools, with 267 male teachers and 313 female teachers, selected through cluster random sampling. The results of the study showed that the attitudes of secondary school teachers towards the use of blended learning in schools in Irbid city during the Covid-19 pandemic were high. The results also indicated no statistically significant differences in the attitudes of secondary school teachers towards the use of blended learning in schools in Irbid city based on gender, but there were statistically significant differences in their attitudes based on the type of school, in favor of private schools.

Fawziya Al-Alemat (2022) conducted a study aiming to examine the extent of using blended learning in government schools in Al-Mafraq governorate from the perspective of history teachers. The study sample consisted of 50 male and female primary stage teachers in Al-Mafraq governorate, selected through a comprehensive census method. A questionnaire consisting of 21 items was distributed as a research tool. The study found that the use of blended learning in government schools in Al-Mafraq governorate from the perspective of history teachers was at a high level (4.06 out of 5). The results also showed no statistically significant differences in the responses of the study sample members towards the use of blended learning in government schools in Al-Mafraq governorate based on variables such as gender, academic qualification, and years of experience, as the significance level was greater than 0.05. Based on the study results, the researcher

recommended that history teachers continue to assign students tasks that require them to search for answers on the Internet and emphasized the importance of providing an electronic specialist in the school to assist teachers in continuously employing blended learning in their classrooms.

Mathayel Al-Shamout (2022) aimed to identify the attitudes of geography teachers towards the use of blended learning strategy and its relationship to the level of implementation from their perspective. The study utilized a descriptive correlational method, and a questionnaire was used as a data collection tool. The first questionnaire aimed to identify the attitudes of geography teachers towards the use of blended learning strategy, while the second questionnaire aimed to determine the level of implementation of blended learning strategy by geography teachers. The study sample consisted of 43 male and female geography teachers selected through convenient sampling. The results of the study indicated that the attitudes of geography teachers towards the use of blended learning strategy were positive. Additionally, the study revealed a high level of implementation of blended learning strategies by geography teachers.

A study" was conducted by Jalad and others. (2021) titled "Integrated Learning: Perspectives of Teachers and Education Supervisors in Qalqilya Directorate The study aimed to explore the reality of integrated learning from the perspective of teachers in the Qalqilya Directorate of Education, considering various variables. It also aimed to identify the challenges of integrated learning as perceived by education supervisors in the same directorate and explore strategies to address these challenges. The study utilized a mixed-methods approach, combining descriptive and qualitative methodologies. The research instrument consisted of a questionnaire with 33 items distributed across four dimensions, which was administered to 143 teachers. Additionally, qualitative interviews were conducted with five education supervisors in the Qalqilya Directorate.

The study results revealed that the overall perception of blended learning among teachers in the Qalqilya Directorate was high, with an average score of 3.84 (75.8%). The dimension of challenges in blended learning obtained the highest average score of 4.31 (86.2%), followed by the dimension of requirements for blended learning with an average score of 3.82 (76.4%). The dimension of understanding the concept of blended learning ranked third with an average score of 3.69 (73.8%), while the importance of implementing blended learning ranked fourth with an average score of 3.55 (71%).

The study also revealed statistically significant differences in the overall perception of blended learning among teachers based on gender, in favor of males, and based on academic qualification, in favor of those with a master's degree. However, no statistically significant differences were found based on years of service or specialization. The qualitative interviews with education supervisors indicated that 80% of the challenges in implementing blended learning were related to the unavailability of computers for teachers and students. Furthermore, 80% of the strategies to address these challenges focused on providing teachers and students with computers and tablets.

Another study conducted by Bordoli et al. (2021) aimed to investigate the attitudes of teachers and learners towards the use of online learning/blended learning in the educational process in India. The study also aimed to explore the prospects and challenges of providing blended learning, especially during and after the COVID-19 pandemic. A structured questionnaire was designed using Google Forms, targeting teachers and students from various Indian universities and colleges regarding their experiences with blended learning. The study sample consisted of 79 teachers and 41 students. The study results indicated positive attitudes among teachers and learners, with the recognition that blended learning could be a solution for education in the 21st century. Unlike traditional education, the extensive use of open educational resources, online training courses, social media, and video conferencing applications during the COVID-19 lockdown opened up opportunities for knowledge-seeking students to receive educational inputs, training, and necessary skills even during the pandemic. This will have a significant impact on the educational process in the future.

Rachman and others (2021) conducted a study aiming to identify the attitudes of teachers and students towards implementing blended learning in English language instruction in secondary schools in the city of Bandung, Indonesia. The study sample consisted of 108 students and 9 English language teachers. The results of the study showed that the main advantage of blended learning, according to the teachers' perspectives, was in terms of materials preparation and media usage (93% of the responses). At the same time, the main advantage according to the students' perspectives was that blended learning in English language instruction could improve their language skills (77% of the responses).

Nouir et al. (2020) conducted a study aimed to investigate the effectiveness of integrated competitive learning in teaching home economics for developing technological innovation and ethical behavior among first-grade secondary school female students. The study adopted a descriptive-analytical and quasi-experimental approach, and the study sample consisted of 64 students divided into two groups: an experimental group consisting of 33 students and a control group consisting of 31 students. The instructional materials used in the study included a teacher's guide for teaching the unit subject according to integrated competitive learning and a student activity booklet. The research instruments included a test of technological innovation skills and an ethical behavior scale. The study tools were applied pre- and post-intervention on both the experimental and

control groups. The control group studied the unit using traditional methods, while the experimental group used integrated competitive learning. The data were analyzed using appropriate statistical procedures. The study results revealed a statistically significant difference between the mean scores of the experimental group and the control group in the post-application of the technological innovation skills test and the ethical behavior scale in favor of the experimental group. Additionally, there was a statistically significant difference in the mean scores of the experimental group in the pre- and post-application for the post-application task. The results also indicated a positive correlation between the growth of technological innovation and ethical behavior after teaching the "Keys of Your Personality" unit according to integrated competitive learning among first-grade secondary school female students (study sample). The study recommended the importance of presenting educational content in the form of tasks and activities that stimulate students' technological innovation skills and contribute to their practice of ethical behavior. It also emphasized the use of integrated competitive learning in teaching home economics at different educational stages and conducting training courses for teachers to train them on the mechanism of working according to integrated competitive learning.

Previous studies have shown researcher interest in studying cooperative learning from various aspects, indicating its importance in bringing about the desired positive change in the educational process. The current study benefited from previous studies in establishing the theoretical framework, constructing its instruments, and discussing its results, making it an extension of previous studies and a valuable addition to scientific research on blended learning.

Method and Procedures:

Study methodology: To achieve the goal of the study, which is to determine the degree of employing blended learning in the educational process in Jordanian public schools from the point of view of teachers, a developmental survey research approach has been adopted.

Study community: The study community consists of all teachers in Jordanian government schools in the Amman Governorate for the academic year (2024/2023), totaling 21,665 male and female teachers. Table (1) illustrates the distribution of study community individuals according to the variable of educational qualification, referring to the website of the Jordanian Ministry of Higher Education and Scientific Research (www.mohe.gov.jo).

Table (1): Distribution of study community individuals according to the variables of educational qualification and gender.

Variable	Categories of the Variable					Total
Educational Qualification	Community College	Bachelor's Degree	Diploma	Master's Degree	Ph.D.	
	1239	18152	1207	232	835	21665
Gender	Male		Female			
	7910		13755			21665

Study Sample: A random sample was selected from the study population using statistical tables (Al-Dhuhayyan, 1999). The study sample consisted of 500 male and female teachers from Jordanian public schools in the capital city of Amman for the academic year 2023/2024. Table 2 illustrates the distribution of the study sample.

Table (2): Distribution of the study sample according to the variables of educational qualification and gender.

Variable	Categories of the Variable					Total
Educational Qualification	Community College	Bachelor's Degree	Diploma	Master's Degree	Ph.D.	
	28	340	47	35	50	500
Gender	Male		Female			
	148		352			

Study Tool

To achieve the objectives of the study, the study instrument was designed by referring to educational literature related to the study topic and by drawing upon relevant surveys from previous studies, such as the study by Glade et al. (2021) and Nour et al. (2020), which explored the use of blended learning in the teaching process. The questionnaire initially consisted of 25 items, divided into two sections: the first section included demographic data, while the second section contained the study variables. The final version of the study questionnaire included 20 items. Each item was assigned a weight based on a five-point Likert scale. The highest response level was assigned a weight of five, indicating "always," while the lowest response level was assigned a weight of one, indicating "never." The following grading scale was used for the purpose of categorizing the means of the study instrument and its domains and items, in order to assess teachers' responses:

The standard for judging the degree of appreciation:
Equation (1-5) ÷ 3 = 1.3 was adopted, and accordingly:
-If the mean value is less than (2.33), then the estimation is low.
-If the mean value is greater or equal to (2.33) and less than (3.67), then the estimate is average.
-If the mean value is greater or equal to (3.67), then the estimation is high.

Validity of the study tool: The initial version of the instrument was presented to 11 expert reviewers who were faculty members in Jordanian universities. This was done to ensure that the instrument measures the intended objective and to evaluate its coherence with the relevant axis, suitability for the study, clarity of items, and linguistic accuracy. Room was provided for any suggested additions or modifications deemed appropriate and necessary to complete the questionnaire. The agreement criterion of at least 9 out of the reviewers was adopted to make any changes to the study instrument. After incorporating the recommended revisions, including the deletion and modification of certain items, five items were eliminated from the study axes. Consequently, the final version of the instrument consisted of 20 items.

Stability of the study tool: The instrument was administered to a survey sample of 30 individuals to determine its reliability. The internal consistency coefficient was calculated using the Cronbach's alpha formula for the study instrument axes. Table (3) illustrates the reliability coefficients as follows:

Table (3): Stability coefficient values

Axis	Stability coefficient
The extent of integrating blended learning in the teaching process in Jordanian government schools from the perspective of teachers.	0.86

According to Table (3), the Stability coefficients values are appropriate for the purposes of the study.

Statistical treatments:
After developing the questionnaire and establishing its validity and reliability, it was distributed to the study sample. Upon completion of data collection and obtaining the necessary information regarding the variables of this study, the data were coded and entered into the computer for statistical analysis. Statistical methods within the Statistical Package for the Social Sciences (SPSS) were utilized. The following statistical procedures were employed:
-Arithmetic means were calculated to determine the importance of the questionnaire items, while standard deviations were used to indicate the degree of dispersion in the responses around the mean.
-Multiple analysis of variance (ANOVA) was conducted to test the presence of statistically significant differences in the responses of the study sample attributed to the variable of "educational qualification" and the variable of "gender" of the respondents.
-The t-test was used to examine the presence of statistically significant differences in the responses of the study sample attributed to the variable of "educational qualification" and the variable of "gender" of the respondents.

Study Results and Discussion:
The aim of the study was to assess the extent of integrating blended learning in the teaching process in Jordanian government schools from the perspective of teachers. In order to facilitate the presentation of the study results, they were divided according to the study questions. The study yielded the following results:

First, the results and discussion of the first question, which states: "What is the extent of integrating blended learning in the teaching process in Jordanian government schools from the perspective of teachers?"

To answer this question, arithmetic means and standard deviations were calculated for the degree of integrating blended learning in the teaching process in Jordanian government schools from the perspective of teachers. Table (4) presents the results as follows:

Table (4): Arithmetic Means and Standard Deviations for the Degree of Integrating blended learning in the Teaching Process in Jordanian Government Schools from the Perspective of Teachers.

No.	Items	Mean	Standard Deviation	Rank	Estimate
8	The teacher uses the internet to access diverse sources of knowledge.	4.34	0.64	1	High
3	The teacher actively uses the computer in the teaching process.	4.33	0.55	2	High
2	The teacher works on transforming the educational content from its traditional form into multimedia-enriched content.	4.31	0.70	3	High
13	The teacher uses interactive videos when explaining some concepts that students find difficult to understand.	4.26	0.65	4	High
18	The teacher asks the students to find solutions to assignments by researching on the internet.	4.15	0.54	5	High
12	The teacher uses a data Show projector.	4.08	0.58	6	High
20	There is an electronic specialist available at the school to assist teachers in integrating blended learning in their classrooms.	4.04	0.63	7	High
1	The teacher uses electronic storage media to store data and information in addition to printed paper resources.	4.02	0.67	8	High
11	The teacher converts the traditional educational content into multimedia-enriched content.	4.01	0.96	9	High
10	The teacher presents the lesson content to the students through websites in addition to the traditional method.	3.98	0.47	10	High
9	The teacher utilizes the smart board in teaching the subjects in addition to the traditional teaching boards.	3.91	0.70	0.11	High
6	The teacher uses e-books as additional sources in the teaching process.	3.84	0.75	12	High
4	The teacher plans the activities related to the subject electronically, involving their students.	3.81	0.81	13	High
14	The teacher uses social media dialogues to enrich their instructional materials.	3.77	1.10	14	High
19	The teacher searches for methods of implementing the necessary software for integrated learning.	3.71	0.54	15	High
17	The teacher presents the activities carried out by their students through the school's electronic page.	3.67	0.67	16	High
16	The teacher distributes the elements of educational content between traditional teaching and online learning to utilize them in the classroom session.	3.51	0.59	17	Medium
5	The teacher achieves the lesson objectives through integrated teaching.	3.48	0.70	18	Medium
15	The teacher enhances the use of integrated teaching to promote collaboration among their fellow teachers of other subjects.	3.46	0.60	19	Medium
7	The use of blended learning by the teacher helps to achieve equity in education.	3.37	1.14	20	Medium
Total		**4.003**	**0.309**	**High**	

It is evident from Table (4) that the degree of integrating integrated education in the teaching process in Jordanian government schools, from the perspective of teachers, is high, with an arithmetic mean of 4.003 and a standard deviation of 0.309. The arithmetic means ranged from 3.37 to 4.34. The statement "Teachers use the internet to access diverse sources of knowledge" received the highest rating, while the statement "The use of blended learning helps to achieve equity in education" received the lowest rating. This result indicates that the degree of integrating integrated education in the teaching process in Jordanian government schools, from the perspective of teachers, is at the desired level. This may be attributed to teachers' awareness of the importance of integrating blended learning in the teaching process in Jordanian government schools to improve the educational process and enhance the quality of educational outcomes by diversifying the use of modern educational technologies. It may also be attributed to the increased availability of modern technology tools. Following the COVID-19 pandemic, teachers activated computerized lessons and homework assignments through e-learning

platforms and mobile applications, alongside traditional face-to-face teaching. The study's results align with the study by Al-Imamat (2022), which found a high degree of integration of blended learning. They also align with the study by Damidi, Qamhawi, and Afifi (2019), which demonstrated that integrated education led to improved student performance compared to traditional education.

Second, the results and discussion of the second question, which states: "Are there statistically significant differences at the level ($\alpha \leq 0.05$) in the extent of integrating blended learning in the teaching process in Jordanian government schools from the perspective of teachers based on the variable of gender?" Arithmetic means and standard deviations were calculated for the extent of integrating blended learning in the teaching process in Jordanian government schools from the perspective of teachers based on the variable of gender. Table (5) presents the results as follows:

Table (5): Independent Samples t-test Results for the Mean Responses of the Study Sample Participants regarding the extent of integrating blended learning in the teaching process in Jordanian government schools from the perspective of teachers based on the variable of gender.

Variable	Type	Number	Mean	Standard Deviation	Degrees of Freedom	T-value	Level of significance
Gender	Male	148	3.93	0.307	1	-0.487	**0.45**
	Female	352	4.08	0.311			

It is evident from the data in the preceding table that there are no statistically significant differences at the ($\alpha \leq 0.05$) level in the mean responses of the study sample participants regarding the extent of integrating blended learning in the teaching process in Jordanian government schools from the perspective of teachers attributed to the variable of gender. The significance value obtained was 0.43, which is greater than 0.05. The researcher attributes this result to the fact that teachers of both genders undergo the same training courses in the field of using teaching strategies, including integrated education strategies. Additionally, this result may be attributed to the similarity of conditions and material resources in government schools, regardless of whether they are male or female schools.

Table (6): Arithmetic Means and Standard Deviations for the Degree of Integrating blended learning in the Teaching Process in Jordanian Government Schools from the Perspective of Teachers based on the variable of educational qualification.

Axis	Educational Qualification Variable	Mean	Standard Deviation
The degree of integration of blended learning in the educational process in Jordanian government schools from the perspective of teachers.	Community College	3.86	0.10
	Bachelor's Degree	4.58	0.12
	Advanced Diploma	3.77	0.10
	Master's Degree	4.17	0.09
	Doctorate Degree	4.83	0.13
	Total	**4.242**	**0.032**

It is evident from Table (6) that there is a noticeable difference in the arithmetic mean values for the degree of integrating blended learning in the teaching process in Jordanian government schools from the perspective of teachers based on the variable of educational qualification. To determine if these differences are statistically significant, a multiple analysis of variance (ANOVA) was conducted, and the results are presented in Table (7).

Table (7): Results of One-Way Analysis of Variance (ANOVA) for the Effect of Educational Qualification on the Degree of Integrating blended learning in the Teaching Process in Jordanian Government Schools from the Perspective of Teachers.

Source of Variation	Source of Variation	Sum of Squares	Degrees of Freedom	Mean Square	F Value	Significance Level
Educational Qualification	**Between Groups**	0.030	4	0.280	12.79	0.313
	Within Groups	0.290	495	0.096		
	Total	0.320	499			

It is evident from Table (7) that there are no statistically significant differences at the ($\alpha \leq 0.05$) level in the mean responses of the study sample participants regarding the degree of integrating blended learning in the teaching process in Jordanian government schools from the perspective of teachers based on the variable of educational qualification. The significance value obtained was 0.313, which is greater than ($\alpha \leq 0.05$). The researcher attributes this result to the fact that teachers from all educational qualifications use integrated education in the same way. They recognize the importance of its implementation in the educational process and its active role in enhancing students' learning and motivation. Therefore, they possess the ability to assess its

effectiveness and hold more positive attitudes towards its use. This result aligns with the study by Al-Radawneh (2020) and differs from the study by Al-Mansoori (2017).

Recommendations:

Based on the current qualitative findings, the study recommends considering the opinions and suggestions of the participants to enhance the experience of blended learning in the teaching process. This type of education has become a reality that keeps pace with scientific and technological advancements. The following recommendations are of utmost importance:

- It is necessary for teachers to distribute the elements of educational content between traditional teaching and E-Learning to effectively integrate them in the classroom.
- Teachers should focus on achieving lesson objectives through blended learning.
- Encouraging teachers to use blended learning to collaborate with their peers from other subjects.
- Activating the use of blended learning by teachers to promote equity in education.
- Facilitating the exchange of educational experiences among teachers, students, and schools within and outside the school environment.

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