



***"Attitudes of Female Students of the College of Education for Girls /
Department of Physical Education and Sport Sciences Towards
Blended Education"***

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ABSTRACT

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The research aims to identify:

1- Attitudes of female students of the College of Education for Girls / Department of Physical Education and Sport Sciences towards blended education.

2- Differences in the level of attitudes among female students of the College of Education for Girls / Department of Physical Education and Sport Sciences towards blended learning.

The researchers used the descriptive method and the survey method, and the research sample was selected by the deliberate comprehensive inventory method, where the research sample included (second, third and fourth stage) students of the College of Education for Girls, Department of Physical Education and Sport Sciences, University of Mosul, and the researchers used a questionnaire of attitudes towards blended learning prepared by (Ezzat, 2020), where the questionnaire consists of (34) items distributed over five dimensions (cognitive, educational, social, Emotional, behavioral) and (3, 2, and 1) respectively, and the questionnaire paragraphs were answered according to three alternatives, namely (yes, sometimes, never), and the data were statistically processed using (percentage, mean arithmetic, standard deviation, alpha coefficient, LSD, and one-way analysis of variance) using the statistical program (SPSS) in Data analysis.

The researchers concluded the following:

1. Encouraging teachers to students and raising their awareness of the importance of blended learning in order to develop their positive attitude towards the importance of blended learning in the educational process.

2- Urging professors to research the development of modern teaching methods and methods in order to develop a positive attitude and motivation towards learning.

3- The need to create a learning and motivational environment to increase their positive attitudes towards blended education.

4. Transform the position of the university faculty member from a carrier of knowledge to a mentor and mentor in teaching positions.

1- Introduction to the research

1-1 Introduction and Importance of the Research:

We are now living in an era characterized by tremendous scientific progress, which constitutes a difficult challenge for both the individual and society, and to keep pace with this scientific development, education must prepare a human being who can adapt to the requirements of the present and the future with its pros and cons, and is characterized by an integrated and balanced personality that allows him to interact positively with the environment that surrounds him and its effects. (Mazen, 2002; 1)

Distance education is also one of the concerns that countries around the world have turned to, especially in light of the Corona pandemic, this type of education, which is one of the best successful ways to continue education, as it is directed to the application of blended education, which is characterized by the integration of traditional education and e-learning.

Attitudes are one of the most important topics related to human behavior, as tendency is a tendency to respond in a certain way towards a particular or specific set of stimuli, and it consists of cognitive, emotional, and skill elements, and it may be positive or negative towards practicing various sports skills.

Therefore, trends of all kinds contribute to an effective role in various areas of life if they are positively promoted by addressing negative trends in society, especially among female students, by knowing the importance of integrated education in society and drawing attention to its importance, especially in light of the Corona pandemic, which leads to raising the level of motivation among community members.

Hence, the importance of the research lies in identifying the attitudes of female students of the College of Education for Girls / Department of Physical Education and Sport Sciences towards blended learning.

1-2 Research Problem:

The progress of peoples comes only with the presence of a real educational renaissance, as good education leads to good investment and great renaissance, so the thinking of countries in changing and developing educational systems, and keeping pace with modern development leads to the progress of those countries and the building of a conscious generation that keeps pace with the rapid developments in light of the age of knowledge. (Izzat, 2020, 5)

The use of blended learning has become an imperative as one of the modern educational systems, and it is the most appropriate direction to provide an interactive learning environment that suits the needs of learners in emergencies in light of the global trend towards the adoption of digital tools in higher education around the world, which in turn leads to raising the level of motivation among individuals.

One of the most important indicators of education is to focus on female students and pay attention to their educational, social and psychological needs and requirements, which leads to positive trends towards blended education and thus leads to raising their level of achievement.

Therefore, the research problem lies in identifying the attitudes of female students of the College of Education for Girls / Department of Physical Education and Sport Sciences towards blended learning.

1-3 Research Objectives:

1-3-1 Identify the attitudes of female students of the College of Education for Girls / Department of Physical Education and Sport Sciences towards blended learning.

1.3.2 Identify the differences in the level of attitudes among female students of the College of Education for Girls / Department of Physical Education and Sport Sciences towards blended education.

1-4 Research Hypothesis:

1.4.1 There is a difference in the level of attitudes of female students of the College of Education for Girls/Department of Physical Education and Sport Sciences towards blended education.

1.4.2 There are differences in the level of attitudes of female students of the College of Education for Girls/Department of Physical Education and Sport Sciences towards blended education.

1-5 Research Areas:

1.5.1 Human Field: - Female students of the Faculty of Education for Girls/Department of Physical Education and Sport Sciences, University of Mosul.

1.5.2 Spatial Field: Faculty of Education for Girls / Department of Physical Education and Sport Sciences, University of Mosul

3.5.1 Time Zone: - 20/3/2025 to 20/4/2025

1-6 Research Terms:

1.6.1 Attitude is defined as "the attitude taken by an individual or the response he or she shows to a particular thing, a particular conversation or a particular issue, either by acceptance, rejection or exposedness, as a result of his experience or by virtue of the existence of circumstances or conditions related to that thing, event or issue."

(Shehata & Al-Hajjar, 2003, 16)

1.6.2 Blended Learning: It is defined as "an educational-learning strategy that relies on the integration of modern technologies in education with the traditional methods used by faculty members in providing educational content to create an effective learning environment between the faculty member and the student in order to better achieve the desired educational goals in light of the Corona pandemic." (Izzat, 2020, 5)

2-1 Research Methodology

The researchers used the descriptive method in the survey method because it suits the type of study and its objectives.

3.2 Research Population and Sample

The research population was selected and sampled by the deliberate comprehensive inventory method, where the research sample included (152) female students (second, third and fourth stages) of the College of Education for Girls, Department of Physical Education and Sport Sciences, University of Mosul, and the researchers obtained (132) statistically analyzeable forms, which constitute (86.84%) of the research population as shown in Table (1).

Table (1)

The research community and its sample of female students of the Faculty of Education for Girls / Department of Physical Education and Sport Sciences, University of Mosul

2.3

Students		Variables
Research Sample	Research Community	
85	99	Second Stage/Department of Physical Education and Sport Sciences/College of Education for Girls
24	27	Third Stage/Department of Physical Education and Sport Sciences/College of Education for Girls
23	26	Fourth Stage/ Department of Physical Education and Sport Sciences/ College of Education for Girls
132	152	Total

Research Tool

To achieve the research objective, the researchers used a questionnaire of attitudes towards blended education prepared by (Ezzat, 2020), where the questionnaire consisted of (34) paragraphs distributed over five dimensions (cognitive, educational, social, emotional, and behavioral) with a rate of (3, 2, and 1) respectively, and the questionnaire paragraphs were answered according to three alternatives, namely (yes, sometimes, never), and some minor modifications were made to the questionnaire to suit the current study sample, and then to verify its apparent honesty and consistency as follows:

2.3.1 Apparent Truthfulness

It is one of the types of honesty, and it reflects the extent to which the test paragraphs are consistent with the subject of the test and its concepts according to the definition of the test builder or developer (Al-Nabhan, 2004, 275), and the agreement of the referees is a type of apparent truthfulness, and (Owais) points out that "we can consider the test to be honest after presenting it to a number of specialists and experts in the field that the test is measuring, and if the experts acknowledge that this test measures the behavior that was designed to be measured, the researcher can rely on the judgment of the experts" (Owais, 1999, 55), and this procedure is considered The researchers presented the questionnaire to a number of experts specialized in teaching methods and sports psychology to judge the paragraphs of the scale, and each of them was asked to give their observations on each of the questionnaire paragraphs as valid or invalid in the assigned field, as well as their opinions on the clarity of the paragraphs and their suitability for the sample, as well as the validity of the alternatives*The analysis resulted in the modification of some paragraphs in the questionnaire, and the researchers obtained a percentage ranging between (75-100%) of the experts' agreement for the rest of the paragraphs of the scale, and the amendments were made after the researchers obtained the agreement of (12) experts and (100%), as Bloom indicates that the researcher should obtain a percentage of agreement (75%) or more from the opinions of the arbitrators in this type of honesty (Bloom et al., 1986, 126).

Thus, the final version of the scale was formed, which will be adopted by the researchers in completing their research procedures, which is described in Appendix (1).

2.3.2 Stability of the scale

It is worth mentioning that the Alpha method is of particular importance as it is used to calculate the stability coefficient of essay and objective tests (Al-Nabhan, 2004, 248), and the questionnaire paragraphs whose answer requires choosing from multiple alternatives" (Allam, 2006, 100), as the value of the alpha stability coefficient for the scale of attitudes towards blended learning was (0.85).

Thus, the stability coefficients are considered good, as (Abu Huwaj et al.) indicate that "the correlation coefficient of test stability ranges from 0.70 to 0.90" (Abu Huwaj et al., 2002, 68), as indicated by (Samara et al., 1989, 120) and (Odeh and Al-Khalili, 2000, 146).

2.3.3 Description of the scale in its final form

The questionnaire of attitudes towards blended learning consisted of (34) distributed in five dimensions (cognitive dimension, educational dimension, social dimension, emotional dimension, and behavioral dimension) with a value of (3, 2, and 1) respectively, and the questionnaire paragraphs were answered according to three alternatives, namely (yes, sometimes, never), and the researchers dared to randomly mix the paragraphs of attitudes towards blended education as shown in Table (2).

Table (2)
Sequence of Areas of Trends Towards Blended Learning

Paragraph sequence in scale	Number of paragraphs	Dimensions
1 6 11 16 21 26 31 33 34	9	Cognitive Dimension
2 7 12 17 22 27 32	7	Educational Dimension
3 8 13 18 23 28	6	Social Dimension
4 9 14 19 24 29	6	Emotional Dimension
5 10 15 20 25 30	6	Behavioral Dimension

Thus, the scale in its final form is ready to be applied to the research sample as described in Appendix (1).

2.4 Statistical Methods

- Percentage.
 - Arithmetic mean.
 - Standard deviation.
 - Alpha coefficient
 - Test (F) Analysis of Variance
 - Least Significant Difference Test (LSD)
- Using SPSS Statistical Software in Data Analysis

3.1 Presentation, analysis and discussion of the results

This chapter includes a presentation and discussion of the results according to the research assumptions as follows:

3.1.1 The first hypothesis: There is a difference in the level of attitudes of female students of the College of Education for Girls/Department of Physical Education and Sport Sciences towards blended education.

Table (3)

The arithmetic averages and standard deviations show the level of attitudes of female students of the College of Education for Girls/Department of Physical Education and Sport Sciences towards blended learning.

Level	Percentage	Standard deviation	Arithmetic mean	Dimensions
medium	68.81	2.29	18.58	Cognitive Dimension
medium	69.76	1.76	14.65	Educational Dimension
medium	69.61	2.05	12.53	Social Dimension
Good	70.61	1.63	12.71	Emotional Dimension
Good	70.16	1.86	12.63	Behavioral Dimension
medium	69.68	5.75	71.08	Total

It can be seen from the extrapolation of the results in Table (4) that there is a discrepancy in the order of the level of dimensions of the Students' Attitudes Scale towards Blended Education, where the order of dimensions (emotional dimension, behavioral dimension, educational dimension, social dimension, cognitive dimension) appeared in arithmetic modes (70.61, 70.16, 69.76, 69.61, 68.81) and standard deviations (1.63, 1.86, 1.76, 2.05, 2.29) respectively and at an average level, and the total arithmetic mean appeared (69.68) with a standard deviation of (5.75) and at an average level.

The researchers believe that the slight variation in the order of the dimensions of the Students' Attitudes Scale towards Blended Learning is due to the convergent vision among female students, so they must feel motivated and reassured when they are asked to use the calculator and the Internet in education without feeling afraid or anxious, as well as they have to control their emotions and be free from the pressure of education problems in the usual way. When using this type of education, it also increases the possibility of communication and exchange of opinions between students and the faculty at any time, provided that it improves the use of the calculator and the Internet by students and faculty, as well as blended education is a good opportunity to improve the level of education and raise the efficiency of academic achievement, which pushes us to reject the alternative hypothesis and accept the null hypothesis.

3.1.2The second hypothesis: There are significant differences in the level of attitudes among female students of the College of Education for Girls/Department of Physical Education and Sport Sciences towards blended education.

Table (5)

Shows the results of the analysis of variance for the level of trends among the students of the College of Education for Girls/Department of Physical Education and Sport Sciences

SIG Value	Calculated value (p)	Average Squares	Degrees of Freedom	Set of Boxes	Source of Contrast	Variables
*0.001	7.634	1847.910	2	3695.820	Between groups	Female Students of

		242.065	129	31226.445	Within Groups	the College of Education for Girls / Department of Physical Education and Sport Sciences
		2089.975	131	34922.265	Total	

* Significant at < error rate (0.05).

Table (5) shows that there are significant differences in the level of attitudes among the students of the College of Education for Girls / Department of Physical Education and Sport Sciences (second, third and fourth) towards blended education, as the significance value was (**0.001**) compared to the approved significance level (0.05). For the purpose of testing the significance of the differences between the mean of the three stages and to determine which of the stages is superior to the other, the least significant difference test (L.S.D) was used and Table (5) shows this.

Table (5)

LSD results show the differences in the level of attitudes of female students of the College of Education for Girls / Department of Physical Education and Sport Sciences towards blended learning

SIG Value	Difference Between Averages	Standard deviation	Arithmetic mean	Number	Ambition Level
0.001	14.498*	5.83- 16.23	102.72-96.34	54- 52	Phase IV - Phase III
0.014	9.326*	5.83-9.36	102.72-80.19	54- 26	Stage IV - Second
0.001	12.49*	16.23-9.36	96.34-80.19	52- 26	Phase III - Second

* Significant at < error rate (0.05).

Table (5) shows:

- There is a significant difference in the level of attitude towards blended education between (Stage IV – Stage III) and in favor of (Stage IV).
- There is a significant difference in the level of the trend towards blended education between (Stage IV - Stage II) and in favor of (Stage IV).
- There is a significant difference in the level of the trend towards blended education between (Phase III - Phase II) and in favor of (Phase II).

The researchers attribute this to the students' desire to acquire knowledge and continue learning, as well as their desire to benefit from the experiences of others and accept their opinions, which increases their motivation to study and carry out their tasks and duties, which supports their high level of achievement.

4.1Conclusions:

- 1- There is little difference in the level of attitudes of female students of the College of Education for Girls/Department of Physical Education and Sport Sciences towards blended education.
2. There are significant differences in the level of attitudes among female students of the College of Education for Girls/Department of Physical Education and Sport Sciences towards blended education.

4.2 Recommendations:

- 1- Encouraging teachers to students and educating them about the importance of blended learning in order to develop their positive attitude towards the importance of blended learning in the educational process.
- 2- Urging professors to research the development of modern teaching methods and methods in order to develop a positive attitude and motivation towards learning.
- 3- The need to create a learning and motivational environment to increase their positive attitudes towards blended education.
4. Transform the position of the university faculty member from a carrier of knowledge to a mentor and mentor in teaching positions.

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Appendix (1)

In the name of God the most Merciful, the most Compassionate

University of Mosul

College of Education for Girls
Department of Physical Education and Sport Sciences

Questionnaire

Dear Students:

absolutely	Sometimes	Yes	Ferry	t
			Blended learning helps accomplish the important required	1
			Blended Learning Helps Students Take Responsibility	2
			Blended learning improves my relationships with friends	3
			Blended learning helps to break free from the stress of education problems	4
			Blended Learning Increases Students' E-Learning Skills	5
			Blended education is a good opportunity to advance the level of higher education and female students	6
			Blended learning helps stimulate learners' motivation	7
			Blended learning helps you interact more effectively with friends	8
			I felt reassured when using blended learning in light of the Corona pandemic	9
			Blended learning facilitates the application of assessment methods	10
			Blended learning is available anytime, anywhere	11
			Blended learning reduces anxiety while learning	12
			Blended learning contributes to improving the social relationships of students and their teachers	13
			I feel motivated when I am asked to use computers and the Internet in education	14
			Blended learning develops my problem-solving abilities	15
			Blended learning is used in various disciplines	16
			Blended learning develops students' self-confidence when used	17
			Blended learning increases the possibility of communication and exchange of opinions between students and faculty	18
			Blended learning makes me happy when I use it	19
			Blended Learning Supports Continuous Self-Learning	20
			Blended learning reduces the economic cost of education	21
			Blended learning develops students' personality	22
			Blended Learning Develops Human Relationships	23
			I can use blended learning without feeling scared or anxious	24
			Blended learning stimulates the acquisition of new information	25
			Blended learning focuses on both cognitive, skillful, and emotional aspects	26
			Blended learning increases my ability to be self-reliant	27
			Blended learning helps collaborative and self-paced learning	28
			Blended learning increases my ability to control my emotions	29

			Blended Learning provides a suitable learning structure for distance learning	30
			Blended learning is one of the modern technologies in education	31
			Blended learning helps develop students' creative skills	32
			Employing blended learning saves time and effort	33
			Blended Learning Helps Raise the Efficiency of Academic Achievement	34

You have before you a set of paragraphs aimed at identifying the "Attitudes of the Students of the College of Education for Girls / Department of Physical Education and Sport Sciences Towards Blended Education", and that each paragraph has several alternatives, choose the appropriate alternatives, taking into account the following:

- 1. Read each paragraph well.**
- 2. Not to leave any paragraph unanswered.**