

The Readiness of the Faculty of Arts at The University of Jordan in Teaching Blended Learning during Covid-19 Pandemic from Students' Perspectives

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Abstract

This study aims at unravelling the readiness in teaching blended learning in the Faculty of Arts at the University of Jordan during Covid-19 pandemic from students' perspectives. After assuring the validity and reliability of the instrument, it has been applied. Such instrument is pertained to the readiness in teaching blended learning. It consists of (46) items that are distributed to five fields, namely, university infrastructure, technological infrastructure, a faculty member, students, and educational content. The sample contains (216) students who are randomly chosen. The findings reveal that the readiness level in teaching blended learning in the Faculty of Arts at the University of Jordan is high. The first field (university infrastructure) occupies the first rank with the very high level, followed by the fourth field (students) with a high level, subsequent by the third field (a faculty member) that occupies the third rank with a high level. The fifth level (the educational content) occupies the fourth rank with a high level, whereas the second field (technological infrastructure) occupies the fifth rank with an average level. The findings of the study revealed that there are no statistical significant differences at the statistical significance level ($\alpha=0.05$) among the means of assessments of the subjects of the study concerning the instrument's paragraphs related to the readiness of teaching blended learning as a whole. Each of its field is attributed to the gender variable.

Keywords: teaching readiness, blended learning, students, the University of Jordan.

1- Introduction

The twenty-first century is witnessing rapid technological developments which, in turn, were reflected in the educational institutions system. The traditional teaching style no longer meets the aspirations. Therefore, such institutions constantly seek to rethink of their plans and programs, search for modern teaching methods and strategies, and verify the possibility of using and experimenting them in order to reshape the cognitive structure of students, stimulating their thinking, and developing their own abilities. Many universities in the world have adopted the idea of teaching based on blended learning. The Ministry of Higher Education in Jordan urged Jordanian universities to use this type of education, but many faculty members did not adopt this idea due to their weak technological expertise, on the other hand, many of them taught theoretical courses with only (30%), which is the limit allowed for teaching such courses, without thinking about teaching practical courses. With the advent of Covid-19 pandemic, the use of e-learning and blended learning has become necessary in various educational institutions around the world.

Regardless the fact that Jordanian universities have made great achievements in teaching arts at the end of 20th century and the beginning of the twenty-first century on many

levels, the prevailing teaching model is the traditional teaching method. Owing to the researcher's experience in using and experimenting with teaching strategies and developing arts teaching. For deepening, developing and introducing reform and improving the teaching process and meeting the needs of students, the blended teaching strategy meets the needs of technological development and traditional education alike, through employing the strengths and advantages of both methods in teaching both theoretical and practical arts courses, and developing students' capabilities and qualifying them in proportion to the requirements of labor markets. It is expected that blended teaching as a teaching strategy in the short term will be adopted in many local and international universities due to its effectiveness, and accordingly since the experience of blended teaching in art colleges in Jordan is still in its infancy, it was necessary to know the extent of the readiness of the Faculty of Arts at the University of Jordan to teach the blended learning strategy in order to identify the needs and monitor them to reach the highest degree of effectiveness in presenting learning that facilitates the teaching process, its quality and availability, and qualifying a competitor in the field of specialization.

1.1 Questions of the Study

The study raises the following queries:

- What is the level of readiness for teaching blended learning at the Faculty of Arts at the University of Jordan from the students' perspectives?
- Are there statistically significant differences at the level of statistical significance ($\alpha = 0.05$) between the means of the estimates of students on the items of the study instrument related to the readiness of teaching blended learning as a whole and each of its fields due to the gender variable?

1.2 Purpose of the Study

The objectives of the current study are represented in identifying the readiness of teaching blended learning at the Faculty of Arts at the University of Jordan.

2. Review of Related Literature

2.1 Theoretical Framework

The use of technology in education is an urgent necessity because of its role in raising the effectiveness of teaching practices and developing them to advance and improve the educational

process in a better way (Singh, 2011; AlAtoum, 2021), and given that students nowadays have the ability to deal with technology and its tools, which facilitates their employment in the educational process as it suits their needs and requirements (Al Atoum&Alsaggar, 2019). In the light of the shortcomings of e-learning (online) in activating the aspects of direct human interaction between the two sides of the educational process between students and teachers (AlAtoum, 2021), blended learning combined e-learning in its various forms with traditional learning that depends on direct interaction (Garrison & Vaughan, 2008; Harvey 2003). Blended learning is a strategy in which e-learning and traditional learning are integrated in one system, where it is possible to employ e-learning tools based on Internet networks or computers, and to employ the traditional classroom and its various activities such as lectures, laboratories, and so forth.

Blended learning is characterized by its flexibility and the integration of information and communication technology into training programs to reach the quality of education, access opportunities, and improve educational processes (Solera et al., 2017), which helps to formulate educational programs that take into account individual differences between students and achieve distinct learning in return (Bersin and Associates, 2003). Also, Social and Behavior Change Communication (2014) adds that blended learning is one of the important methods that is being used increasingly, as this term is used to describe a group of multiple learning

media and learning environments. It is an important and effective strategy to strengthen programs through existing materials and different methods, and reducing the costs of education that is carried out face-to-face.

Blended learning approach is more beneficial for students who are skilled in the use of computer programs and its applications. It adds new insights concerning students' preferences for learning in collaborative environments for knowledge exchange (Kavitha and Jaisingh, 2018). E-learning system includes five basic components according to (Carman, 2002) that are represented in Live events, Self-Paced Learning, Collaboration, Assessment, Performance Support Materials. Besides, Stacker and Horn (2012) identified three blended learning models. First, the alternation model: which is based on dividing and distributing learning on several stations and activities that students use to enhance their skills on the topic of the lesson, such as the station rotation model, lab rotation model, the individual rotation model, and the flipped classroom model. Second, Flexible model: in which students receive their learning mainly via the Internet. If students need clarification or explanation, they will use face-to-face learning. Third, Self-integration model: in which the student is free to register one or more of the prescribed courses to study via the Internet, while the rest of the courses are taught by using the traditional method.

2.2 Previous Studies:

Many studies have examined the advantages of blended learning and taking advantage of technological progress in designing and implementing the educational material, thus raising the quality of the educational process, flexibility in meeting the needs of students and providing appropriate learning patterns for all learners of different levels, age groups and times (Krause, 2007). It provides different ways of learning that depend on the capabilities of students, and it is suitable for learning environments in which there are no fully electronic environments (Khamis, 2003). Also, it facilitates the process of accessing scientific content at any time by expanding the educational material and exploring many available and diverse resources via the Internet, which helps to use technology positively (Edkeedek, 2011).

Several studies (Makhdoom, Khoshhal, Algaidi, Heissam&Zolaly, 2013) stressed the importance of blended learning and its role in improving the educational process as opposed to traditional teaching methods, which confirmed that blended learning helps to acquire knowledge more and better, in addition to the skills of taking decisions and attitudes, problem-solving ability, and skills in the field of specialization. Along similar lines,

Yailmaz and Orhan (2010) showed the effectiveness of blended learning in improving the performance of students and teachers in the practical side rather than the theoretical side in skills training. Additionally, Fleischmann (2020) indicated that blended learning experience is considered effective in designing field.

Other studies (Zhang & Hun, 2012) related to students' attitudes towards blended learning showed that students' attitudes toward blended learning were positive and preferred it more than traditional learning, as it stimulated their interest towards the educational material better, enhanced independent and cooperative learning and their self-confidence, developed their own abilities, and enhanced their academic achievement. Moreover, Farajallah (2018) concluded that the use of the blended learning strategy contributed to increasing students' achievement. Similarly, Diabat (2013) found that blended learning is effective and students' attitudes were positive towards it. However, Alvarez (2005) confirmed that diversifying the strategies Integrated teaching leads to increase the students' academic performance and enhance their attitudes towards study.

On the other hand, Delacey and Leonard (2002) reported that there are many problems facing blended learning that are represented in the

level of competence and skills of students who learned electronically. In the same line, Shaaban (2018) stated that there are obstacles that obstruct the students such as the limited use of blended learning in postgraduate studies. In the same vein, Al-Jasser study (2018) found many difficulties and obstacles that limit the use of blended learning.

3.2 The Use of Blended Learning in Faculties of Arts

Since the emergence of blended learning and its use in many international universities and in different specializations, we find through the nature of the art education major regarding its both theoretical and practical aspects, and its need for practical applications, practices, and direct guidance by faculty members, the use of this style of teaching is more appropriate and effective than other teaching methods. Where it was used in Jordanian universities to a limited extent, it relied on the personal experiences and judgments of faculty members, but the spread of Covid-19 in taking precautions by distancing helped expedite and even impose its use in the teaching process at the end of the second semester of the academic year 2019/2020 AD, thus, distance learning i.e. (online) was imposed. Followed in the summer semester, the adoption of distance learning for university, college, and departmental elective and

compulsory theoretical courses. As for the practical specialization courses, they were taught according to blended learning with the proportion of (50%).

Teaching art courses is one of the difficult and complex tasks, where many human variables overlap, such as the teachers in terms of their abilities, possibilities, artistic orientations, personal traits, and their abilities to employ all of them in educational situations, as well as students and their social and cultural backgrounds, artistic abilities, individual differences, and their preferences and attitudes. In addition to the educational material and its theoretical or practical nature, its requirements and methods of presentation, and the use of teaching strategies commensurate and its nature, in addition to the infrastructure of technical laboratories and their readiness to keep pace with developments in the field of specialization, along with other overlapping factors.

The blended learning strategy is one of the flexible teaching strategies, as it includes the use of traditional and modern teaching strategies that are well known and multiple that can be used and employed on a daily basis in classrooms and technical ceremonies. It also includes e-learning and the use of modern technology.

As many arts courses have become used, or even directly dependent on them, using many computer-based design programs, the theoretical aspect of teaching arts needs technological or classroom requirements. However, the difficulty lies in the practical courses, and how to implement them on the ground, as they depend on building different technical skills according to the scientific material and the exact specialization, which can be taught through the help of other teaching strategies, giving the students practical assignments at home to implement them, or providing the theoretical aspect online by informing students about the material and skills that must be mastered that depend on the visual aspect such as videos and links, and then they are practically applied in the ceremonies.

3. Procedures of the Study

3.1 Methodology

The study used the descriptive approach

3.1.3 Instruments

The questionnaire was designed by reviewing literature and previous studies, such as (Al-Majali, 2019; Shaaban, 2018). The instrument consists of five basic fields and (46) paragraphs. First, university infrastructure. Second, technological infrastructure. Third, faculty

members. Each of the three fields contains (9) paragraphs. Fourth, the students field than contains (11) paragraphs. Fifth, the educational content that contains (8) paragraphs.

3.2.2 The Validity of the Instruments

The study was given to (8) arbitrators from Yarmouk University and the University of Jordan to give their opinions and attitudes towards the instruments' paragraphs and their appropriateness to their fields. The instrument was modified according to their recommendations.

3.3 The Population and Sample of the Study

3.3.1 The Population of the Study

The study population consists of (814) male and female students of the faculty of art according to the official statistics of admission and registration at the University of Jordan.

3.3.2 The Sample of the Study

The sample consisted of (216) male and female students, including (78) male students with the frequency of (36.1%) and (138) female students with the frequency of (63.9%), who studied the summer semester to whom the blended learning strategy was applied.

3.4 The Statistical Criteria for the Instrument (the readiness of teaching blended learning)

To determine the level of readiness for teaching blended learning at the Faculty of Arts at the University of Jordan from the students' perspectives and for each of its fields, the following statistical criteria can be used, namely: 1.00 - less than 1.80 indicates a very low level, 1.80 - less than 2.60 indicates a low level, 2.60 - less than 3.40 indicates an average level, and 3.40 - less than 4.20 indicates a high level, and from 4.20 - 5.00 indicates a very high level.

3.5 Variables of the Study

The study includes the following variables

3.5.1 Independent Variable

Gender variable i.e. males and females

3.5.2 Dependent Variable

3.5.2.1 The level of readiness for teaching blended learning at the Faculty of Arts at the University of Jordan from the students' perspective as a whole

It is represented by the means of the estimates of sample on the items of readiness for teaching blended learning at the Faculty of Arts at the University of Jordan from the students' perspectives.

3.5.2.2 The fields of readiness for teaching blended learning in the Faculty of Arts at the University of Jordan from the students' perspectives

It is represented by the means of the estimates of the sample on the paragraphs of each field of the instrument (university infrastructure, technological infrastructure, faculty member, students, educational content).

3.6 Statistical Treatment

3.6.1 To answer the first question the means and the standard deviations to identify the readiness level of teaching blended learning in the Faculty of Art at the University of Jordan from students' perspectives.

3.6.2 To answer the second question the means and standard deviations of the gender variable, Two Independent Sample t-test was used for two independent groups to identify the statistical significance for the significant differences between the

means regarding the estimates of the sample on the instruments' paragraphs as a whole. Means and standard deviations for the gender variable. One Way MANOVA analysis was used to identify the statistical significance for the significant differences between the means regarding the estimates of the sample for each field of the study.

4. Findings

4.1 Presenting the Findings

The findings of the first question: "What is the readiness level of teaching blended learning in the Faculty of Art at the University of Jordan from students' perspectives?"

The means and standard deviations of the estimates of the sample were calculated on the items of the study instrument for each of the following fields, namely, university infrastructure, technological infrastructure, faculty member, students, and educational content. As illustrated in Table (1) below:

Table (1): means and standard deviations of the estimates of the sample on the paragraphs for each field of the study instrument related to the needs of teaching blended learning are arranged in descending order according to the means

Paragraph No.	Paragraph	Means*	Standard Deviations	Rank	Level
1	The requirements of traditional teaching are	4.46	0.59	1	Very high

Paragraph No.	Paragraph	Means*	Standard Deviations	Rank	Level
	highly provided				
8	The infrastructure is suitable for the effective practice of educational activities	4.46	0.59	2	Very high
7	The halls and the number of students in the lecture are proportional	4.44	0.58	3	Very high
9	References and educational resources are provided in the library	4.44	0.59	4	Very high
2	Adequacy of ceremonies and laboratories to study the specialty	4.43	0.58	5	Very high
3	Appropriate equipment is existed in the theoretical halls	4.42	0.62	6	Very high
4	Adequate number of appropriate stands and tables for studying practical courses	4.42	0.52	7	Very high
6	There are adequate ventilation and	4.21	0.81	8	Very high

Paragraph No.	Paragraph	Means*	Standard Deviations	Rank	Level
	lighting factors in the halls				
5	Academic educational models are adequately available	4.05	0.89	9	High
	First field: university infrastructure:	4.37	0.26		Very high
10	Availability of Data show projectors in classrooms	4.52	0.54	1	Very high
12	Adequacy of computers in laboratories	4.42	0.55	2	Very high
18	The ease of technical support to solve technical problems related to blended learning	3.99	0.65	3	High
17	The university provides several educational platforms	3.18	0.72	4	Medium
13	Maintenance services for equipment are provided on a regular basis	3.10	0.71	5	Medium
14	There is a strong	2.50	0.74	6	Low

Paragraph No.	Paragraph	Means*	Standard Deviations	Rank	Level
	technological infrastructure for blended learning				
16	The Internet covers the needs of blended learning	2.38	0.69	7	Low
15	Internet is available in the university	1.91	0.76	8	Low
11	The availability of smart tablets in classrooms	1.68	0.85	9	Very low
	The second field: technological infrastructure:	3.08	0.25		Medium
20	The faculty members use Data show projectors in teaching	4.54	0.74	1	Very high
19	Faculty members plan for blended learning creatively	4.32	0.72	2	Very high
27	Faculty members evaluate students objectively	4.22	0.74	3	Very high
21	Faculty members use a variety of	4.15	0.80	4	High

Paragraph No.	Paragraph	Means*	Standard Deviations	Rank	Level
	teaching strategies that serve blended learning				
26	The faculty members are keen to follow the attendance of students constantly	4.15	0.86	5	High
25	Faculty members constantly follow the website to respond to students' inquiries	3.88	0.87	6	High
24	Faculty members implement blended learning effectively	3.85	0.91	7	High
22	Faculty members have the modern technology tools	2.42	0.93	8	Low
23	Faculty members use equipment and software effectively	2.36	1.00	9	Low
	Third field: faculty members:	3.77	0.31		Medium

Paragraph No.	Paragraph	Means*	Standard Deviations	Rank	Level
28	Students prefer traditional teaching more than blended learning	4.50	0.75	1	Very high
38	Students prefer to deal with electronic exams	4.34	0.52	2	Very high
36	Blended learning saves time and effort	4.33	0.53	3	Very high
31	Blended learning improves professional skills	4.28	0.57	4	Very high
29	Students have the ability to deal with the computer and the blended learning system	4.26	0.62	5	Very high
32	Blended learning encourages participation in educational learning activities	3.90	0.79	6	High
35	Blended learning improves the students' learning	3.90	0.78	7	High
30	Blended learning helps in achieving	3.82	0.89	8	High

Paragraph No.	Paragraph	Means*	Standard Deviations	Rank	Level
	positive interaction with the teacher and peers				
33	Blended learning helps in building self-confidence	3.64	0.71	9	High
34	Blended learning strengthens human and social relations	3.33	0.67	10	Medium
37	Blended learning delivers justice among students	2.08	0.94	11	Low
	Fourth field: students:	3.85	0.22		High
44	Many duties and requirements for blended learning	4.45	0.54	1	Very high
46	The course material is available online	4.41	0.55	2	Very high
43	The high amount of the required educational material for the course	4.35	0.55	3	Very high
41	The educational material and recorded videos	4.23	0.62	4	Very high

Paragraph No.	Paragraph	Means*	Standard Deviations	Rank	Level
	or their links are sent to the students' website				
42	The ease of comprehending the educational material in blended learning	3.88	0.68	5	High
39	The educational material is provided directly by different applications, such as Zoom or Microsoft Teams, and so forth	2.89	0.62	6	Medium
40	The ease of directing questions during electronic lectures	2.70	0.81	7	Medium
45	References are available electronically on the Internet	2.04	0.90	8	Low
Fifth Domain: Educational Content:		3.62	0.23		High
Items as a whole (the requirements for teaching blended		3.74	0.13		High

Paragraph No.	Paragraph	Means*	Standard Deviations	Rank	Level
learning)					
*Minimum level (1) and Maximum level (5)					

As can be seen from Table (1) above, the level of readiness for teaching blended learning as a whole in the Faculty of Arts at the University of Jordan from the students' perspectives is (high) its means accounted for (3.74) with a standard deviation of (0.13). The first field, university infrastructure, occupied the first rank its means amounted to (4.37) at a (very high) level, followed by the fourth field, students, with means (3.85) at a (high) level. The third field (faculty member) occupied the third rank with means of (3.77) at a high level, followed by the fifth domain (educational content) that occupied the fourth rank with means of (3.62) at a high level, while the second field (technological infrastructure) occupied the fifth rank with means of (3.08) at a medium level.

The findings of the second question: “Are there statistically significant differences at the level of statistical significance ($\alpha = 0.05$) between the arithmetic averages of the estimates of the sample on the items of the study instrument concerning the readiness of teaching blended learning as a whole and each of its fields attributed to the gender variable?”

T-test was applied for two independent groups on the means and standard deviation of the estimates of the sample on the items of the study tool regarding the readiness of teaching blended learning as a whole, according to the gender variable. As indicated in Table (2) below.

Table (2): Results of the T-test for two independent groups of the means of the estimates of the sample on the items of the study instrument regarding the readiness of teaching blended learning as a whole according to the gender variable

Gender	Means	Standard deviation	T value	Degree of freedom	Statistical Significance
Male	3.73	0.13	-1.462	214	0.145
Female	3.75	0.14			

As shown from Table (2), the value of ($t = -1.462$) is in statistical significance (0.145), which is greater than the level of statistical significance ($\alpha = 0.05$); Which indicates that there is no statistically significant difference at the level of statistical significance ($\alpha = 0.05$) between the two means estimates of the sample on the items of the study instrument as a whole related to the readiness of teaching blended learning attributed to the gender variable.

The means and standard deviations of the estimates of the sample on each field of the study instrument regarding the readiness of teaching blended learning, namely, university infrastructure, technological infrastructure, faculty member, students, and educational content were calculated according to the gender variable. As shown in Table (3) below.

Table (3): means and standard deviations of the estimates of the sample on each field of the study instrument related to the readiness of blended learning teaching according to the gender variable

Field	Gender	Means	Standard deviation	Number
University infrastructure	Male	4.35	0.24	78
	Female	4.38	0.27	138
	Total	4.37	0.26	216
Technological infrastructure	Male	3.07	0.28	78
	Female	3.08	0.23	138
	Total	3.08	0.25	216
Faculty member	Male	3.73	0.39	78
	Female	3.79	0.25	138
	Total	3.77	0.31	216
Students	Male	3.84	0.19	78
	Female	3.86	0.23	138
	Total	3.85	0.22	216

Educational content	Male	3.61	0.22	78
	Female	3.63	0.23	138
	Total	3.62	0.23	216

It can be seen from the data in Table (3) that there are significant differences between the means of the estimates of the sample on each field of the study instrument regarding the readiness of teaching blended learning, such as university infrastructure, technological infrastructure, faculty member, students, and educational content. According to the sex variable, and to determine the statistical significance of such significant differences, one way MANOVA was applied. As indicated in Table (4).

Table (4): The findings of the analysis of the MANOVA Multivariate Analysis of Variance of the means of the estimates of the sample on each field of the study instrument related to the readiness of blended learning teaching according to the gender variable

Source of Variance	Field	Sums of squares	Degree of Freedom	Mean squares	F value	Statistical significance
Gender						
Hotelling's Trace=0.984 Statistical significance=0.651	University infrastructure	0.040	1	0.040	0.570	0.451
	Technological infrastructure	0.001	1	0.001	0.018	0.894
	Faculty member	0.204	1	0.204	2.172	0.142
	Students	0.021	1	0.021	0.445	0.506
	Educational content	0.026	1	0.026	0.499	0.481
Error	University infrastructure	14.870	214	0.069		
	Technological infrastructure	12.949	214	0.061		
	Faculty	20.099	214	0.094		

Source of Variance	Field	Sums of squares	Degree of Freedom	Mean squares	F value	Statistical significance
	member					
	Students	10.254	214	0.048		
	Educational content	11.157	214	0.052		
Adjusted total	University infrastructure	14.909	215			
	Technological infrastructure	12.950	215			
	Faculty member	20.303	215			
	Students	10.275	215			
	Educational content	11.183	215			

It is noted from Table (4) that the statistical significance of the Hotelling's Trace test attributed to the gender variable amounted to (0.984), which is greater than the statistical significance level ($\alpha = 0.05$); Which indicates that there is no statistically significant difference at the statistical significance level ($\alpha = 0.05$) between the two means estimates of the study sample on all fields of the study instrument, such as university infrastructure, technological infrastructure, faculty member, students, and educational content is attributed to the gender variable.

4.2 Discussion

The study found that the level of readiness for teaching blended learning at the Faculty of Arts at the University of Jordan from the students' perspectives as a whole was high, as the university infrastructure occupied the first rank with a very high level of readiness, where the requirements of traditional teaching and the infrastructure for practicing learning activities are provided for practicing artistic learning activities in terms of the availability of ceremonies, laboratories, halls, and their equipment, such as stands, tables, educational models. and

educational equipment. Such finding is logical because traditional teaching is the dominant teaching style in teaching visual arts.

As for the field of students, whose readiness was also at a high level, given that the blended teaching style, both traditional and electronic, which is familiar to students, depends on the desire and ability to deal with modern technology, electronic devices and its various programs, which have become the current era tools and reflect different life aspects. Besides, the students' preference for blended learning over traditional ones because it saves time, effort, and money from going to university on a daily basis, and the students' ability to deal with the blended learning system, participate in various educational activities, and learn better. This finding lends tremendous support to Kavitha & Jaisingh (2018) regarding students' preferences of blended learning for sharing knowledge.

Followed by the readiness of the faculty member achieved a high level since most faculty members master the traditional part of blended learning through their good planning process, following up students' attendance, diversifying teaching strategies, answering students' questions and inquiries, and so forth. However, there is a weakness in using modern technology, programs and devices

with high skills for some students as opposed to others occupied the third rank.

Subsequent by The readiness and availability of educational content, which achieved high level because electronic courses and educational content are highly available. Nevertheless, the large number of duties in blended learning, particularly electronic ones, the high amount of the educational material, the difficulty of asking questions during electronic lectures, the difficulty of obtaining electronic references, and the possibility of free access to them occupied the fourth rank.

Ultimately, the technological infrastructure occupied the last rank with a medium level which means that the readiness of the technological infrastructure for teaching blended learning at the Faculty of Arts is still fragile, given the considerable pressure on the E-learning website in which lectures are presented through approved Zoom & Microsoft teams applications that are monitored by the university occupied the fifth rank.

This leads to internet disruption, which results in poor audio and video, and delays students from joining the electronic classroom, where the technological infrastructure needs to be strengthened by providing multiple

educational platforms and servers that support the university's website. Also, strong internet networks inside and outside the university, and this was confirmed by many studies in the presence of many problems facing blended learning, such as (Delacey & Leonard, 2002; Shaaban, 2018; Al-Jasser, 2018).

The current study also shows that there is no statistically significant difference in the estimates of gender on all fields of the study instrument, and this may be due to the fact that the nature of the conditions is similar for both genders in terms of difficulties and the nature of readiness.

4.3 Conclusion

Based on the foregoing, the study concludes the necessity for teaching blended learning at the Faculty of Arts at the University of Jordan that is represented in the technological aspect on more than one level. It is necessary to work on holding training courses and workshops for faculty members and students to train them on blended learning, especially in using information technology and programs to develop skills and build experiences in such field.

Additionally, the necessity to work on educational content, especially in providing free electronic references,

through cooperation between all universities that fall under higher education domain to find a national electronic system that provides such electronic references in more than one language for specialization to increase and provide electronic content for students. Moreover, subscribing in global databases, and the electronic infrastructure. Regardless the consolidation of the university, there are still obstacles concerning the poor internet for many students who live in places far from the capital. Finally, the experience of the current study is considered as an important basis for an effective and advanced integrated learning that achieves the desired goals. The current reality should be reviewed and evaluated based on the findings of the current study in several axes and fields.

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