

## **Reality of the Blended Learning from female students' point of view in Faculty of Physical Education for Girls (a comparative study)**

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### **Introduction and Problem Study:**

The Corona Epidemic has invaded most countries around the world and forced all the educational institutions to shift from Traditional Education, which allows physical convergence, and which constitutes an opportunity for transmission of infection to the E-Learning, where 1.5 billion children and youth in (188) countries around the world have had to stay at home after schools and higher education institutions closed. (2)

E-Learning is a type of learning that has been talked about for a long time and controversy over the need to integrate it into the educational process before the Corona pandemic, but it has become an alternative and an urgent necessity for the continuation of education in Circumstances that require physical distancing and Koumi (2006) believes that E-Learning came as a result of technological developments, especially after The educational process was directly affected by the latest technology that entered the classroom and became an integral part of it. (3)

Faculty of Physical Education for Girls - Helwan University is considered one of the First Pioneering Egyptian Faculties that experienced the Blended Learning during the Corona Crisis, through the integration between the Traditional and the Electronical education in teaching the Four Grades students the Theoretical and Practical Courses, but this system's

effectiveness has not measured yet. Hence the idea of the study came as measuring the effectiveness of the Blended Learning during the spread of the Corona virus from students' point of view who use this system and through the researcher's experience and her work as a Lecturer Dr. in Curriculum and Teaching Methods Department at Faculty of Physical Education for Girls- Helwan University.

The researcher found her ability to take the students' opinion and do a study to evaluate the Blended Learning system by designing an electronic questionnaire, as this research is a serious scientific attempt to find out the advantages and disadvantages of the Blended Learning system used by putting forward a set of Phrases to represent the hypothetical axes indicating the axes of the questionnaire among the students of the study sample.

### **Research Objective:**

Study and Evaluate the Current status of the Blended Learning System at the Faculty of Physical Education for Girls - Helwan University during the Corona Pandemic from the students' point of view.

### **Research Questions:**

1. What are the Advantages of the Blended Learning system from Female Students' Point of View in Teaching the Courses at Faculty of Physical Education for Girls?

2. What are the Disadvantages of the Blended Learning system from Female Students' Point of View in Teaching the Courses at Faculty of Physical Education for Girls?

3. Are there any Differences between the Responses of the Four Grades Students in the Questionnaire to Evaluate the Blended Learning system?

**Previous Studies:**

**First: Previous Studies in Arabic:**

1. Study by “**Noha Mahmoud Muhammad Al-Sawaf**” (2020) (4) entitled “**The Effectiveness of Using Blended Learning on Teaching Triple Jump Competition for First Level Students at Faculty of Physical Education, Menoufia University**”, The aim of the research is to identify the impact of using blended learning on teaching the triple jump competition and the level of knowledge achievement of the competition for the research sample, (47) students divided into (40) students to conduct the basic study and (7) students to conduct the exploratory sample. The data collection tools were using computers and Internet applications such as Microsoft Teams, Google Drive, Google Form and some tools such as measuring tape, cones and divided boxes. The most important results were that the educational program using blended learning led to teach the triple jump competition, the research students acquired the knowledge and information related to the competition.

**Second: Previous Studies in English:**

2. Study by “**Bryan Panzano, Minaz Fazal and others**” (2019) (9) entitled “**Evaluation the impact of the Blended Learning**” This study aimed to investigate whether the blended Learning increases student achievement in the middle level public schools or not. Data was collected by observing (7) schools and (44) classrooms, and the level of implementation of the Blended Learning program was recorded based on the school principal evaluation on a scale of (5) points. Academic progress in evaluating mathematics on average and that blended learning was more effective when it was used by teachers in the right way.

**Research Methodology:** The researcher used the descriptive method of surveying for its relevance to the nature of the research and in order to achieve its goal.

**Research Community:** The research community represents the students of the Faculty of Physical Education for Girls - Helwan University, For the First Semester of the Academic Year 2020/2021.

**Research Sample:** The sample included (700) female students from the four grades at the Faculty, with an average of (150) female students in each grade and the fourth grade with its various specializations (education - training - management).

**Table (1)**  
**Distribution of the research sample**

<b>The research community</b>	<b>First Grade</b>	<b>Second Grade</b>	<b>Third Grade</b>	<b>Fourth Grade</b>	<b>The exploratory sample</b>
700 student	150 student	150 student	150 student	150 student	100 student

It is clear from Table (1) that: The research community reached (700) female students, (150) students from each grade of the four grades and the exploratory sample reached (100) female students, (25) female students from each grade.

**Data collection tools:**

- Analysis the scientific researches that deal with the blended learning and how to evaluate.
- Take the opinion of professors' experts in curriculum and teaching methods specialized to design a questionnaire to evaluate the blended learning.

As a Result of using these tools the researcher designed a questionnaire to take the students' opinion on evaluating the blended learning system at Faculty of Physical Education for Girls - Helwan University, in light of the Corona pandemic, this was done Electronically via Google Form.

**Steps to build the Blended Learning Questionnaire for female students of Faculty of Physical Education:**

**Content analysis:**

After reading and analyzing the content of the previous Arab and foreign studies related to the blended learning during the Corona pandemic specially in the field of physical education to know the advantages and

the disadvantages of this system, it was found out that there is a lack of research and questionnaires.

**Content authenticity:**

- 3 Hypothetical axes were identified and built on the theoretical frameworks, under each, there is number of phases, also the opinion of specialized experts was taken.
- A number of hypothetical phrases which expresses the axes were designed and formulated, included (46) phrases, divided into three axes: the first axis (17) phase, the second axis (14) phrase and the third one (15) phrases, this questionnaire was designed to determine the appropriateness, adequacy of the axes and phrases also, their formulation for the sample under study, So the first image of the questionnaire was prepared. (Attachment 2)
- An expert opinion poll questionnaire was presented to (9) experts from specialized professors in curriculum and teaching methods in physical education field in order to determine the appropriateness of the formulation of phrases and its sufficiency to measure its purpose. (Attachment 1)
- The expert opinion poll resulted in some modifications, additions and deletions, as follows:

- The First axis: consisted of (17) phrases, (6) were deleted, (2) were merged with each other and (1) phrase was paraphrased, to be (10) phrases.
- The Second axis: consisted of (14) phrases, (8) were deleted, (1) was paraphrased, and (4) new phrases were added, to be (10) phrases.
- The Third axis: consisted of (15) phrases, (2) were deleted, (8) were merged with each other and (1) new phrase was added, to make them (10) phrases. (Attachment 3)
- A Fourth axis has been added with new phrases that fit with (10) phrases, bringing the number of axes to Four, the researcher has agreed to an approval rate of 75% or higher to

accept the Statements in the Questionnaire.

- The Final Form of the questionnaire was reached, consists of (39) phrases, divided into: (10) phrases for the First axis, (10) phrases for the Second axis, (9) phrases for the Third axis and (10) phrases for the Fourth axis with a triple estimation scale and apply it on the exploratory research sample to conduct the scientific transactions on. (Attachment 4)

#### **Calculation of the Scientific Transactions of the Questionnaire:**

**First: Calculation of the Validity Coefficient: (internal consistency)**

**Table (2)**  
**Correlation values between the degree of each statement and the axis to which it belongs (n=100)**

No	First Axis: Evaluating Student's Aptitude and her Interactive Learning Skills	Second Axis: Evaluating Teacher's Competence and his Electronic Classroom Management Skills	Third Axis: Evaluating available Capabilities and Resources in the Faculty	Fourth Axis: Comparison between the Traditional Education System and the Blended Learning System within the Corona Pandemic
1	* 0.523	* 0.263	* 0.472	* 0.239
2	* 0.290	* 0.238	* 0.510	* 0.339
3	* 0.262	* 0.400	* 0.291	* 0.418
4	* 0.311	* 0.483	* 0.277	* 0.528
5	* 0.500	* 0.422	* 0.241	* 0.279
6	* 0.482	* 0.278	* 0.444	* 0.293
7	* 0.542	* 0.527	* 0.268	* 0.217
8	* 0.401	* 0.215	* 0.417	* 0.300
9	* 0.297	* 0.493	* 0.299	* 0.471
10	* 0.333	* 0.352	-----	* 0.408

\*(T) value = (0.205)

It is clear from Table (2) that There is a statistically significant correlation between the degree of each statement and the degree of the axis to which it belongs. Thus, all

questionnaire statements were valid and accepted for application.

**Second: Stability Coefficient Calculation:**

**Table (3)**  
**Cronbach's Alpha values to calculate Questionnaire's Stability (n=100)**

Statement	Value
The Correlation Coefficient between the Two Parts	0.8791
Getman Coefficient	0.8600
Alpha Coefficient for the First Part	0.7139
Alpha Coefficient for the Second Part	0.8504

It is clear from Table (3) that the Correlation values between the two parts was (0.8791), which are satisfactory values to accept the reliability of the questionnaire and they are valid for application.

**The Exploratory Study:**

It was applied to a random sample consists of (100) female students from the research community and outside the main sample, they were the students enrolled in the Fourth Grades on the Faculty of Physical Education for Girls - Helwan University for the Academic Year 2020/2021. In order to verify the clarity of the questionnaire statements and its formulation in preparation for the basic experiment, it was applied electronically on 20/1/2021 and the students took enough time to answer the questionnaire statements.

**Exploratory Experiment Objectives':**

- Ensure the Questionnaire's statements clarity.

- Identify problems and difficulties that may appear during the application and try to avoid it.

- Conduct the Scientific Procedures for the questionnaire (honesty - reliability).

**The Main Experiment:**

The Blended Learning Electronical Questionnaire was applied to the research sample between 28/1/2021 to 7/2/2021 in order to obtain data and after applying to the sample, the researcher monitored the students' responses and emptied their grades according to the triple assessment scale for all phrases in preparation for its statistical treatment.

**Statistical Treatment:**

- 1- Pearson Correlation Coefficient
- 2- Alpha Cronbach's Rate
- 3- Frequency and Percentages
- 4- Variance Analysis
- 5- The Significance of the Differences L.S.D

**Table (4)**  
**Sample Responses' Frequency and Percentage to the First axis phrases**  
**"Evaluating Student's Aptitude and her Interactive Learning Skills "**  
**and arrangement (n = 600)**

No	Statements	Agree to		Partly		Disagree Estimated		Score	%	Rank
		Rep.	%	Rep.	%	Rep.	%			
1	I find that the Blended Learning system increases my academic curriculums comprehension and achievement, also increases my opportunities to get new knowledge	250	41.7	241	40.2	109	18.2	1341	74.5	9

**Table (4)**

**Sample Responses' Frequency and Percentage to the First axis phrases  
"Evaluating Student's Aptitude and her Interactive Learning Skills "  
and arrangement (n = 600)**

No	Statements	Agree to		Partly		Disagree Estimated		Score	%	Rank
		Rep.	%	Rep.	%	Rep.	%			
2	Using modern technology in teaching and learning processes provides me with richer content	268	44.7	244	40.7	88	14.7	1380	76.6	7
3	I believe that using the Blended Learning system provides an opportunity to explore myself and work on developing time management skills, which prepares me for a better working life	294	49	210	35	96	16	1398	77.6	5
4	I am able to review the attached files to my lectures content through Microsoft Teams more than once	323	53.8	178	29.7	99	16.5	1424	79.1	2
5	The E-Learning through Microsoft Teams motivates me to prepare well for my studies	252	42	226	37.7	122	20.3	1330	73.8	10
6	I find it easy to use and sign in to Microsoft Teams	324	54	192	32	84	14	1440	80	1
7	I prefer communicating with my professors and colleagues through Microsoft Teams	283	47.2	206	34.3	111	18.5	1372	76.2	8
8	I prefer sending research papers and performing electronic exams according to a specified time by using Microsoft Teams	297	49.5	229	38.2	74	12.3	1423	79	3
9	I am satisfied with my performance in the exams through Microsoft Teams	281	46.8	223	37.2	96	16	1385	76.9	6
10	Transferring the academic content to the virtual world increases creativity and my interaction with the new learning methods presented	294	49	226	37.7	80	13.3	1414	78.5	4

It is clear from table (4) that The percentage of the sample responses to the first axis phrases were varied and ranked in descending order as follows: The first place was occupied by statement No. (6), which states (I find

it easy to use and sign into Microsoft Teams) by (80%), followed by statement No. (4), which states (I am able to review the attached files to my lectures content through Microsoft Teams more than once by (79.1%).

**Table (5)**  
**Sample Responses' Frequency and Percentage to the Second axis phrases**  
**" Evaluating teacher's Competence and his Electronic Classroom Management**  
**Skills " and arrangement (n = 600)**

No	Statements	Agree to		Partly		Disagree Estimated		Score	%	Rank
		Rep.	%	Rep.	%	Rep.	%			
1	There is a flexibility in dealing with professors when suspected symptoms of illness about absence and attendance	310	51.7	224	37.3	66	11	1444	80.2	8
2	Attitudes of professors are positive towards the Blended Learning that they encourage it to achieve the objectives of the educational process under the current circumstances	311	51.8	233	38.8	56	9.3	1455	80.8	6
3	Professors are qualified enough and trained to use Microsoft Teams program and they are fully prepared to answer all my questions	337	56.2	187	31.2	76	12.7	1461	81.1	5
4	Workshops were organized to use Microsoft Teams program by the faculty management and professors	269	44.8	189	31.5	142	23.7	1327	73.7	10
5	There are different evaluation methods for grading students, in addition these methods are clear and announced, whether through Microsoft Teams or the traditional methods	297	49.5	237	39.5	66	11	1431	79.5	9

**Follow Table (5)**  
**Sample Responses' Frequency and Percentage to the Second axis phrases**  
**" Evaluating teacher's Competence and his Electronic Classroom Management**  
**Skills " and arrangement (n = 600)**

No	Statements	Agree to		Partly		Disagree Estimated		Score	%	Rank
		Rep.	%	Rep.	%	Rep.	%			
6	Professors are committed to lecture dates according to the pre-set academic schedule while using Microsoft Teams	358	59.7	198	33	44	7.3	1514	84.1	1
7	Each professor puts the scientific material for his academic course up-to-date through Microsoft Teams program, and thus we guarantee the ease of saving the scientific material	324	54	220	36.7	56	9.3	1468	81.5	4
8	Professors are good at managing virtual lectures and effectively presenting their scientific material	338	56.3	216	36	46	7.7	1492	82.8	3
9	You will be informed by the result of your exam performance that set by the professors through Microsoft Teams program	325	54.2	204	34	71	11.8	1454	80.7	7
10	Professors provide the opportunity for all students to participate in dialogue, using the presentation and answer questions during virtual lectures through Microsoft Teams	345	57.5	212	35.3	43	7.2	1502	83.4	2



It is clear from Table (5) that the percentage of sample responses to the second axis phrases were varied and ranked in descending order as follows: The first rank was occupied by statement No. (6) which states (Professors are committed to lecture dates according to the pre-set academic schedule while using Microsoft Teams)

with a percentage of (84.1%), followed by statement No. (10) which states (Professors provide the opportunity for all students to participate in dialogue, using the presentation and answer questions during virtual lectures through Microsoft Teams) with a percentage of (83.4%).

**Table (6)**  
**Sample Responses' Frequency and Percentage to the Third axis phrases**  
**" Evaluating available Capabilities and Resources in the Faculty "**  
**and arrangement (n = 600)**

No	Statements	Agree to		Partly		Disagree Estimated		Score	%	Rank
		Rep.	%	Rep.	%	Rep.	%			
1	The faculty has internet services that enable me to keep up with modern technology.	209	34.8	184	30.7	207	34.5	1202	66.7	8
2	We use interactive smart boards in theoretical lectures in the faculty's classrooms.	196	32.7	176	29.3	228	38	1168	64.8	9
3	The university email was provided to me at the beginning of the semester and at the beginning of using the Microsoft Teams program	291	48.5	206	34.3	103	17.2	1388	77.1	3
4	The faculty has created its own platform (not Microsoft Teams) to use it during the Blended Learning system	224	37.3	198	33	178	29.7	1246	69.2	6
5	Our faculty took all the services available in Microsoft Teams program	343	57.2	198	33	59	9.8	1484	82.4	1

**Follow Table (6)**  
**Sample Responses' Frequency and Percentage to the Third axis phrases**  
**" Evaluating available Capabilities and Resources in the Faculty "**  
**and arrangement (n = 600)**

No	Statements	Agree to		Partly		Disagree Estimated		Score	%	Rank
		Rep.	%	Rep.	%	Rep.	%			
6	The social distancing were activated during theoretical lectures in the classrooms with the presence of large spaces commensurate with those distances	269	44.8	204	34	127	21.2	1342	74.5	5
7	There are means of communication between female students and professors to transfer knowledge and experiences other than the virtual and actual lectures in the faculty	298	49.7	217	36.2	85	14.2	1413	78.5	2
8	The precautionary measures for wearing masks, using alcohol and disinfectants in general were activated during theoretical and practical lectures at the faculty	284	47.3	209	34.8	107	17.8	1377	76.5	4
9	The faculty stands and sports equipment are sterilized on a daily basis to reduce the spread of infection and diseases	205	34.2	205	34.2	190	31.7	1215	67.5	7

It is clear from Table (6) that the percentage of sample responses to the third axis phrases were varied and ranked in descending order as follows:

The first rank was occupied by statement No. (5), which states (Our faculty took all the services available in Microsoft Teams program) with a

percentage of (82.4%), followed by statement No. (7), which states (There are means of communication between female students and professors to

transfer knowledge and experiences other than the virtual and actual lectures in the faculty) at a rate of (78.5%).

**Table (7)**

**Sample Responses' Frequency and Percentage to the Fourth axis phrases " Comparison between the Traditional Education System and the Blended Learning System within the Corona Pandemic " and arrangement (n = 600)**

No	Statements	Agree to		Partly		Disagree Estimated		Score	%	Rank
		Rep.	%	Rep.	%	Rep.	%			
1	I prefer to study through the Blended Learning system than the traditional education system within the Corona Pandemic	291	48.5	196	32.7	113	18.8	1378	76.5	5
2	I believe that face-to-face learning is more effective than online learning, as the Blended Learning system neglects the pedagogical aspects of the educational process	315	52.5	211	35.2	74	12.3	1441	80	4
3	The Blended Learning system saves my time instead of transitions to and from the faculty	358	59.7	176	29.3	66	11	1492	82.8	1
4	The disadvantages of using the Blended Learning system are more than its advantages	243	40.5	215	35.8	142	23.7	1301	72.2	7
5	I recommend using the Blended Learning system to face the local and global crises	316	52.7	221	36.8	63	10.5	1453	80.7	3
6	I find it very difficult to study via the Internet, as it requires more effort in the technical or technological point than the traditional education system	213	35.5	232	38.7	155	25.8	1258	69.8	10
7	I think that relying on the Blended Learning system is wasting money, time and effort, especially with its relatively large financial cost for its users	223	37.2	213	35.5	164	27.3	1259	69.9	9
8	The Blended Learning system weakens the relationship between me and my professors	233	38.8	206	34.3	161	26.8	1272	70.6	8
9	I do my best presentations through Microsoft Teams lectures than the traditional interventions in faculty halls	253	42.2	237	39.5	110	18.3	1343	74.6	6
10	Distance education provides the opportunity to learn at anytime and anywhere, as it enables me to follow the lectures from anywhere without being restricted to the actual lecture hall	342	57	188	31.3	70	11.7	1472	81.7	2

It is clear from Table (7) that: The percentage of the sample responses varied on the fourth axis phrases, and it was ranked in descending order as follows: The first place was occupied by phrase No. (3), which states (The Blended Learning system saves my time instead of transitions to and from the faculty)

with a percentage of (82.8%), followed by phrase No. (10) which states (Distance education provides the opportunity to learn at anytime and anywhere, as it enables me to follow the lectures from anywhere without being restricted to the actual lecture hall) with a percentage of (81.7%).

**Table (8)**  
**Variance Analysis between the four grades towards their responses**  
**on the questionnaire axes (n = 600)**

Axes	Variance Source	Sum of Squares	H	Mean of Squares	F	Q Significance
Evaluating the student's aptitude and her interactive learning skills	Between grades Inside grades	926.27 18529.64	3 596	308.75 31.09	9.93 *	0,000
Evaluating the teacher's competence and his electronic classroom management skills	Between grades Inside grades	1772.74 14970.74	3 596	590.91 25.11	23.52 *	0,000
Evaluating the available capabilities and resources in the faculty	Between grades Inside grades	1729.12 13934.50	3 596	576.37 23.38	24.65 *	0,000
The Comparison between the Traditional Education System and the Blended Learning System within the Corona Pandemic	Between grades Inside grades	1108.89 10181.50	3 596	369.63 17.08	21.63 *	0,000

\*Indication  $> 0.05$

It is clear from Table (8) that there are statistically significant differences between the four grades towards their responses to the

questionnaire axes and to obtain the significance of the differences, the equation of the least significant difference L.S.D was calculated.

### **Interpret and Results Discussion:**

In light of the purpose, and the questions of the research and within the limits of the sample, the results of the research will be discussed according to its questions:

- To answer the First Question of the research, which states: "**What are the Advantages of the Blended Learning system from Female Students' Point of View in Teaching Courses at Faculty of Physical Education for Girls?**"

It is clear from Table (4) that one of the most important advantages of the blended learning system is how easy it is to use and sign in to Microsoft Teams and the ability to review the attached files repeatedly through the program, also it is clear from Table (5) that the faculty members provide the opportunity for all students to participate, present and answer questions during virtual lectures through the program, and it is clear from Table (6) that the faculty members are using all the services available in the program to transfer knowledge and experiences in addition to virtual and interactive lectures at the faculty, It is also clear from Table (7) that the blended learning system saves time for students instead of going to the faculty and that distance education provides the opportunity to learn at anytime and anywhere, where the student can follow the lectures without being restricted to the actual lecture hall.

The researcher returns the most important advantages of Microsoft Teams program is how easy it is to use, as the interface is similar to all the

online chat applications. also Dealing with the platform is easy and familiar to students, the method of teaching in the classroom makes it suitable for the twenty-first century, which depends on digital, interactive courses, social communication, all this increased the interaction between students.

The main motive of the blended learning is improving the educational experience for students, as face-to-face education is not always the best way. Not all students prefer the traditional lecture format, many students find themselves in the E-Learning. A shy student may not participate at all in classroom discussions, but participates in E-learning experience where she finds the opportunity for more time to think before discussing and answering. (7:757)

Presenting the lectures in the Electronic Form achieves a kind of comfort for the student, who can receive the lectures at home or anywhere else and at any time without having to go early to the faculty lecture hall and she can even review the lectures that were recorded earlier. (5:75)

This result is consistent with what **Najwa Youssef Jamal El-Din (2005) (3)** who indicated that the blended learning helps in preparing female students for work in a society governed by technology. It also works to restore the faculty member's independence and academic freedom, also provides new resources to support the educational process, such as developing learning skills, Independent, individualization of

education and focus on needs' learner. (1:676)

• To answer the Second Question of the research, which states: "**What are the Disadvantages of the Blended Learning system from Female Students' Point of View in Teaching Courses at Faculty of Physical Education for Girls?**"

It is clear from Table (4) that the most important disadvantages of the blended learning system are that the female students aren't familiar with communicating with professors and colleagues using Microsoft Teams Program, it does not contribute significantly to increase the achievement and absorption of academic courses, as they prefer face-to-face interaction, and it is clear from Table (5) That there are no different assessment methods to put grades to students, and that the methods used are not clear to students, unlike through the traditional methods, and that a few workshops were organized to teach them how to use Microsoft Teams program by the Faculty administration and members, also it is clear from Table (6) that the Internet services is not available in the Faculty, which enable students to keep in touch with modern technology and that students do not use interactive smart boards in the lectures held at halls, and it is clear from Table (7) that depending on the Blended Learning system is a waste of money, especially with its relatively large financial cost for its users from students and that they found it very difficult to study via the Internet, as it requires more effort unlike the Traditional Learning system.

The researcher returns the most important disadvantages of Microsoft Teams program is that the student may be distracted during the lecture by being preoccupied with some other applications on her personal device, presence of noise or disturbance in the surrounding environment during the lecture, electricity or internet cuts may reduce her attention, so she could lose the whole or a part of the lecture, the student may not be able to deal with the platform's tools and its various components, which makes her angry and weakens her benefit from the platform. There may be some problems with the voice or internet speed for the faculty member, which ultimately results in a bad sound in the lecture.

Sometimes technology can be difficult to use rather than useful, one of the main issues is knowing how to use the technology effectively, as not all the digital resources are effective and easy to use. This can be a real problem for the faculty members, as blended learning forces them to do extra work, it needs a great preparation, extra work to choose the most appropriate syllabus, put a lot of time and effort into finding the right balance between face-to-face and online education. (11)

The results of this question are similar to the results of **Draissi, Yong, 2020** (6), which revealed that the response to the outbreak of the disease (COVID-19) and the implementation of distance education in Moroccan universities was facing some difficulties and challenges for both the teacher and the students alike. Also agree with the results of (**Atia Mohamed Attia 2020**) (9) that defects

of blended learning system create difficulties in understanding messages, instructions from the first time and there are some faculty members are not trained to deal with computers and smart phones which leads to not taking the system fully advantage.

• To answer the Third Question of the research, which states: "**Are there Differences between the Responses of the Four Grades Students in the Questionnaire to Evaluate the Blended Learning system?**"

It is clear from Table (8) that there are statistically significant differences between the four grades in the responses in favor of the first grade in all questionnaire axes, as it is the most grade that encourages the blended learning use, followed by the fourth grade, then the second and finally the third one. The researcher returns the First Grade's preference to Blended Learning system to the previous experience, as they are the same students who underwent to the tablet educational system in the high school, meaning that they are accustomed to using modern technology in teaching and learning process, in contrast to the third grades' response, who do not encourage the blended learning system use at all, where the students of this grade did not have the experience of using modern technology in teaching physical education courses before, but they went through the traditional education experience, where the meeting is face-to-face with a faculty member, so the third grade does not prefer to use the blended learning system over the traditional one.

### **Conclusions:**

In light of the research objective and within the sample limits and its characteristics and based on the statistical treatment, it was possible to arrive at:

1. The researcher came up with a questionnaire about blended education system evaluation in light of the Corona pandemic for female students of the Faculty of Physical Education for Girls - Helwan University, and the total of its phrases reached (39) phrases, divided into four axes:

- Evaluating the student's aptitude and her interactive learning skills (10) phrases
  - Evaluating the teacher's competence and his electronic classroom management skills (10) phrases
  - Evaluating the available capabilities and resources in the faculty (9) phrases
  - The Comparison between the Traditional Education System and the Blended Learning System within the Corona Pandemic (10) phrases
2. The blended learning system can be used under the conditions of Corona and in other similar circumstances.

### **Recommendations:**

In light of the results and conclusions of the research, the researcher recommends the following:

- 1- Using and Applying the blended learning system evaluation questionnaire in the faculties uses that educational system.
- 2- Providing training courses for the faculty members and students alike, to benefit from the E-learning.

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