

[DOI: 10.20472/IAC.2025.065.006](https://doi.org/10.20472/IAC.2025.065.006)

AHMAD RABEE

Educational Sciences Faculty, Jerash University, Jordan

YOUSEF ALJARAIDEH

Educational Sciences Faculty, Jerash University, Jordan

STUDENTS' ATTITUDES TOWARD USING BLENDED LEARNING AS NEW STRATEGY IN HIGHER EDUCATION INSTITUTIONS

Abstract:

This study aimed to identify the students' attitudes toward using blended learning as new strategy in higher education institutions focusing on their point of view. A descriptive approach was utilized in this study. A questionnaire with twenty items was randomly distributed to (50) female and male students from educational sciences faculty at Jerash University. The results of the study showed that the students' attitudes toward using blended learning as new strategy in higher education institutions was high. Moreover, there were no statistically significant differences in students' attitudes toward using blended learning as new strategy in higher education institutions due to variables such as gender and studying year. The study recommended that presenting blended learning in vital way boost students' attitudes toward using blended learning as new strategy at Jerash university.

Keywords:

Attitudes; Blended Learning; Higher Education Institutions

Introduction

In recent years, blended learning become popular strategy among students in higher education institutions, as we know once corona pandemic has been overcome; most universities around the world has shifted to integrate blended learning as useful strategy. There are several reasons caused this alteration such as ease to use, flexibility and accessibility. Blended learning means integrating the advantages of e-learning and conventional learning together. In addition, the e-learning has a numerous advantage like; self-paced learning, self-learning and self-motivation. But effective communication and meet-students' emotional domain considered as main barriers of e-learning. On the other hand, conventional learning did not meet students' individual differences as well as teachers since they are the center of teaching and learning process. Also, students are passive learners despite the obstacles in traditional learning such as concentration on emotional domain and reinforcement of the attitudes and values.

Students' attitudes considered as key indicator to accept or reject new innovations. To accelerate adoption of blended learning, there are certain issues should be taken into consideration. One is the perspective of policymaker at University and the second is the faculty members. Those issues are content design, technological devices and feedback. However, preparing students to use blended learning strategy is the most important phase in blended learning process, so students with positive attitudes toward new innovations could be enhanced by using them in educational context. We **concluded** that replacing students' negative attitudes toward blended learning strategy with positive attitudes is the primary step for actual use.

Falah and Chairuddin (2023) conducted a study to identify students' attitudes toward blended learning. Mix method (questionnaire and interview) was used in this study. The sample of the study consisted (92) students from primary schools in Indonesia. The results revealed that most of students (76.3%) had positive attitudes toward blended learning. In turkey, Korkmaz and Karakus (2009) was conducting study through quasi experimental approach the sample of the study was distributed into two groups: control group with (29) were taught in conventional way, while the experimental group with (28) were taught Geography through a web page. The results showed that using blended learning increase and boost students' attitudes toward learning Geography comparing with traditional way.

Jayaraman et al., (2022) conducted a study titled “secondary school student’s attitude towards blended learning”. The sample consisted of (895) students. The results reported that there were no statically significant differences between two groups using blended learning due to gender variable. Similarly, Birbal et al., (2018) investigated the students’ attitudes toward blended learning. The questionnaire was distributed into (807) students. The results showed that flexibility considered as the most important feature of blended learning as well as there were statistically significant differences in students’ attitude based on gender variable.

Problem Statement

Blended learning is mixing between conventional and online learning which means that blended learning could attract students’ preferences and motivation toward learn delivery content, and it could encourage students to be more engaged in given tasks. But as we know using new strategy is heavily depending on students’ attitude. Moreover, previous studies recommended that higher institutions should adopt blended learning as innovative strategy (Adenekan et al., 2023). Therefore, the current study tries to assess and find out the students’ attitudes toward implementing blended learning.

Research Questions

1. What are the students’ attitudes toward using blended learning as new strategy in higher education institutions from their point of view?
2. Are there statistically significant differences in the students’ attitudes toward using blended learning as new strategy in higher education institutions from their point of view based on gender variable?
3. Are there statistically significant differences in the students’ attitudes toward using blended learning as new strategy in higher education institutions from their point of view based on studying year?

Objectives of Study

1. Identify students’ attitudes toward using blended learning as new strategy in higher education institutions from their point of view.

2. Find out if there are statistically significant differences in the students' attitudes toward using blended learning as new strategy in higher education institutions from their point of view based on gender variable.
3. Find out if there are statistically significant differences in the students' attitudes toward using blended learning as new strategy in higher education institutions from their point of view based on studying year variable.

Methodology

The study implemented a descriptive approach. The questionnaire consisted (15) items was distributed to the sample of the study. The validity and reliability of the questionnaire was verified and checked.

Sampling

The sample of the study consisted of (50) female and male students who are studying master degree in faculty of educational sciences at Jerash University. They are studying in curriculum and instruction specialization. They were chosen randomly.

Results and Discussion

First question: What are the students' attitudes toward using blended learning as new strategy in higher education institutions from their point of view?

To answer first question, mean and standard deviation were used and calculated.

Table 1. Means and standard deviations of the degree of students' attitudes toward using blended learning, ranked in a descending order

N	Item	Mean	Std. Deviation	Degree
1	I like using blended learning	4.96	.28	high
2	I prefer using blended learning	4.88	.32	high
3	I enjoy using blended learning	4.66	.47	high

N	Item	Mean	Std. Deviation	Degree
4	I feel happy when I am using blended learning	4.66	.48	high
5	I am excited to use blended learning	4.64	.48	high
6	I am keen to use blended learning	4.62	.53	high
7	I am enthusiastic to use blended learning	4.58	.49	high
8	I am planning to use blended learning as new teaching and learning strategy	4.56	.50	high
9	I will use blended learning in future	4.54	.50	high
10	I think that blended learning is a good for me	4.54	.50	high
11	I am motivated at using blended learning	4.44	.50	high
12	I am ready to use blended learning	4.34	.47	high
13	Using blended learning save my time	4.32	.96	high
14	Using blended learning improve my academic achievement	4.22	.93	high
15	I have positive attitude toward blended learning	4.20	.92	high
	Attitudes at all	4.54	.40	high

The results showed that the degree of students' attitudes toward using blended learning was high. The researchers refer that most of new generation use new technology in professional way. This indicates that they have positive attitudes toward that technology.

Second question: Are there statistically significant differences in the students' attitudes toward using blended learning as new strategy in higher education institutions from their point of view based on gender variable?

To answer second question t-test was used.

Table 2. t-test results of students' attitudes toward using blended learning due to gender

Gender	N	Mean	Std. Deviation	t	df	Sig. (2-tailed)
Male	21	4.57	.39	.498	48	.621
Female	29	4.51	.41			

The results revealed that there were no statistically significant differences in students' attitudes toward using blended learning due to gender variable which may refer to that both female and male students use, and have positive attitudes toward blended learning in the same way.

Third question: Are there statistically significant differences in the students' attitudes toward using blended learning as new strategy in higher education institutions from their point of view based on studying year?

To answer third question t-test was used.

Table 2. t-test results of students' attitudes toward using blended learning due to studying year

Studying Year	N	Mean	Std. Deviation	t	df	Sig. (2-tailed)
First	19	4.59	.38	.666	48	.509
Second	31	4.50	.43			

The results revealed that there were no statistically significant differences in students' attitudes toward using blended learning on studying year variable which may refer to that blended learning consider a new strategy for both students from first and second year. Thus, their attitudes were similar in general.

Conclusion

To conclude, this study reaffirms that blended learning is a promising strategy that resonates well with students, positioning it as a viable and effective approach for modern higher education institutions. This study aimed to explore the students' attitudes toward the adoption of blended learning as a new educational strategy at Jerash University. Utilizing a descriptive approach, a

questionnaire comprising 15 items was distributed to a randomly selected sample of 50 graduate students from the Faculty of Educational Sciences. The results indicated a high overall positive attitude toward blended learning among the students, suggesting that they are well-prepared to embrace this innovative approach.

Notably, the analysis showed that there are no statistically significant differences in attitudes based on gender or year of study. By implying that, the acceptance of blended learning is uniform across different demographics within the sample. This uniformity underscores the broad appeal and potential effectiveness of blended learning in higher education contexts. Also, the findings align with previous research reported highly positive students' attitudes towards blended learning. This consistency across diverse educational settings highlights the versatility and applicability of blended learning as a pedagogical approach in current learning process implemented in Jerash University.

Finally, considering these positive attitudes outcomes, it is recommended that higher education institutions, particularly Jerash University, should continue to integrate and enhance blended learning methodologies. Doing so, they can enforce the flexibility, accessibility, and technological advantages that blended learning offers. Thus, it will lead to improving educational outcomes and student satisfaction. Future research could explore the long-term impacts of blended learning on academic performance and retention rates. besides, a research can be conducted to investigate potential barriers to reach effective implementation.

References

- Adenekan, Tolulope E. and JATTO, Victor Omeiza, "Attitude of students towards blended learning" (2023). **Library Philosophy and Practice (e-journal)**. 7752. <https://digitalcommons.unl.edu/libphilprac/7752>.
- Falah, I & Chairuddin (2023). Students' attitudes toward blended learning through google classroom in general English course. **Journal of Education, Linguistics, Literature and Language Teaching**, 5(1), 1-9.
- Jayaraman, K., Jayalakshmy, P. M., & Suresh, K. J. (2022). Secondary school student's attitude towards blended learning. **International Journal of Health Sciences**, 6(S2), 7336– 7345. <https://doi.org/10.53730/ijhs.v6nS2.6856>.
- Korkmaz and Karakus (2009). The impact of blended learning model on student attitudes towards geography course and their critical thinking dispositions and levels. **The Turkish Online Journal of Educational Technology**, 8(4), 51-63.