

The Effect of Using the Blended Learning in the Achievement of the 6th grade Students and their attitude towards that .

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Abstract

This study aims at investigating the impact of using the Blended Learning strategy on the achievement of the 6th grade students in mathematics and their attitudes towards it in Hebron.

The study sample consisted of (132) students from the 6th grade who are from the schools in the center of Hebron in Palestine for the academic year 2018/2019. They were chosen in a planned manner. They were set in four divisions, two of them were controlled and the number of students in each division was 33 students. The study used the experimental and semi-experimental way to suit the study objectives. In order to achieve its objectives, the study tools were prepared: the educational material and the test. For collection, and a measure of trends , And the tools were validated. The tools were applied to the study groups (control and experimental) before and after treatment. The researcher used different statistical methods, such as arithmetical averages, standard deviations and ANCOVA analysis.

The study came out with results that were significant differences between the average achievement of students due to the method of teaching and the benefit of the experimental method. There are statistically significant differences between the average achievement of students due to the level of achievement and the average level. There are no statistically significant differences between students' For sex. There were statistically significant differences between the average of students in the achievement due to the interaction between the sex group, the group, the level of achievement, the level of achievement and gender. There were no statistically significant differences between the students' achievement averages due to the interaction between the group and gender and the level of achievement.

There were no statistically significant differences between the mean of students' attitudes due to the method of teaching and the experimental method. There were no statistically significant differences between the average of the students' attitudes due to the level of achievement. There were no statistically significant differences between the mean of the students' attitudes due to the interaction between the group and the achievement level. Statistically significant differences between students' attitudes toward mathematics due to interaction between group and gender, achievement level, sex, group, gender and level of achievement.

In light of these results, the researcher recommended to employ the blended learning strategy in the teaching of mathematics and to conduct similar studies in other classes and other subjects.