Edelweiss Applied Science and Technology
ISSN: 2576-8484
Vol. 8, No. 6, 1029-1043
2024
Publisher: Learning Gate
DOI: 10.55214/25768484.v8i6.2207

The reality of using hybrid learning in the faculty of education for pure sciences from the teaching point of view

Zahraa Hassan Anaya[1]
[1]Faculty of Education for Pure Sciences - Dhi Qar University; zahraahasan.bio@utq.edu.iq (Z.H.A.).

Abstract: The study was aimed at identifying the reality of the use of hybrid education from the point of view of teachers at the Faculty of Education for Pure Sciences at Dhu Qar University. The study used the curriculum. The sample of the research was the teaching and number of the Faculty of Education for Pure Sciences at Dhu Qar University. (101) Teaching and teaching, the research tool was the hybrid learning questionnaire consisting of (40) A paragraph, applied to the sample in 2023, after some adjustments to it by extracting honesty and consistency, and after statistical analyses the results of the research showed: The most important was the presence of a (high) level of teaching staff at the Faculty of Education for Pure Sciences in the use of hybrid learning, and the study concluded a number of recommendations and proposals.

Keywords: *Hybrid education, University teaching.*

1. Introduction

1.1. Search Problem

Today's world is experiencing an explosion of information and rapid technological changes. This has led to the traditional education system facing serious challenges with regard to the need to provide additional and broader educational opportunities. This led to many educational institutions around the world starting to meet this challenge. Through serious consideration of the possibility of developing e-learning management, Learning using Internet networks, smartphones and computers, in telecommunication with students, and employing new means of communication that were not followed in teaching, such as email, social media sites, educational platforms and other multimedia that are online, Given the importance of hybrid learning as a new method of education, the problem of research has emerged, The need for knowledge and evaluation of the effectiveness of hybrid learning by teaching, and the extent to which it achieves education goals, Its ability to provide for students' needs, and to provide a good type of education, to which all sides of the educational process respond and enrich in the educational environment (Zahiri, 2021:170)

In the light of the above, the problem of research has emerged on the nature of teaching methods and methods, And the teaching strategies and models used in teaching, especially, and teaching method is an important part of the teaching process, So she should be given care and attention, and the need to use hybrid learning in teaching has emerged after the world has witnessed developments. The researchers have seen the reality of using hybrid learning at the Faculty of Education for Pure Sciences from a teaching point of view.

1.2. The Importance of Research

The success of education and its conduct depends on the success of the interaction and positive communication. Among its elements, that is, between the student and the teacher, is complete with the extent to which each of them knows their respective roles. This is in order to achieve the planned and

* Correspondence: zahraahasan.bio@utq.edu.iq

prepared goals, which are the key to the success of the education process, Education also focuses on knowledge and information. which has been explored and presented to the learner in ways and methods commensurate with their mental and physical level. (Al Masaudi and Others, 2015: 29-30)

As is known to all that our modern global society, Witnessing a rapid change in all fields, especially in the field of information technology and communications, The evolution and subsequent change in information technology has become a feature of this era, This is reflected in a course of education, from philosophy, goals and curriculum, Where the information technology of computer, Internet and other tools and electronic services developed new quality of education, This is due to the availability of various opportunities for students to interact with, and the available methods for obtaining, storing and retrieving information, As well as transferring information from one place to another simultaneously at different distances, This creates a good learning environment with various means of communication, interaction and access to a lot of information. (Shehat, 2010:71)

Over time and negatives have emerged in e-education, especially from the interaction between the student and the teacher, another pattern has emerged, hybrid education that combines e-education in its various forms with classical education, in which emphasis is placed on the interaction between the student and the teacher (garrison and vaughanm,2008:213)

This importance is a technique that helps solve the problem of crowded auditorium lectures, Through distance education and enabling the training, education and qualification of workers, This contributes to raising the percentage of students and eliminating illiteracy, and helps to meet students' needs. Individuals learn according to their desire, self-speed and opportunity to decide when and where to learn (Abu Labhan, 2013:45)

1.3. Research Objectives: The Research Aims to:

Recognize the reality of using hybrid learning at the Faculty of Education for Pure Sciences from the teaching point of view

1.4. Search Limits: Search Limits are Limited to

Human boundaries: Teaching Faculty of Education for Pure Sciences/Dhi Qar University
Time Limits: School Year 2023-2024
Spatial boundaries: Dhi Qar Governorate/Dhi Qar University/Faculty of Education for Pure Sciences
Objective boundaries: Preparing a hybrid learning tool

1.5. Definition of terms:

Hybrid education: known by both Al-Rimawi (2017): "The use of technology and innovations in combining goals, content, learning resources and activities with ways of communicating information through face-to-face learning and e-learning methods for interaction events between students and the faculty as a teacher and guide for students through updates that do not require specific electronic tools" (Al-Rimawi, 2017:31)

Milheim (2006): "It is learning that blends the characteristics of traditional classroom learning and online learning into an integrated model that benefits from the maximum available techniques" (2006.44, (Milheim)

Procedural definition: It is an educational pattern that is between traditional classroom education, and e-education through various modern learning modes as e-learning platforms, and social media

1.6. Definition of University Teaching

Arafa Mahmoud (2021): Everyone who is scientifically qualified teaches at the faculties of education in Iraqi universities and submits the scientific material with valid bases and modern and varied methods suited to the knowledge aspect of students (Mahmoud, 13:2021)

Edelweiss Applied Science and Technology
ISSN: 2576-8484
Vol. 8, No. 6: 1029-1043, 2024
DOI: 10.55214/25768484.v8i6.2207

2. Theoretical Background

Hybrid education is not new, the idea of combining or confusing technology and education is an old idea, starting from confusing oral words and writing on stones, down to e-learning, and now the Internet is confused with technological media, where it is used in classrooms. (Ahmed, 2011:47)

Hybrid learning is not new. It has old roots, mostly referring to mixing learning methods and strategies with diverse means. And it may vary very greatly, because the occurrence of learning through it depends on a variety of elements, For example, experience, students, learning goals, and sources mean there is not a single strategy to mix. (Abu Musa and Al-Saud, 2012:5)

Hybrid education is one of the patterns of e-learning, which has emerged using it in recent years and is between traditional and e-learning. It is one of the patterns of learning in education that emphasized research and studies in providing an effective and good educational environment and improving the level of learning and achieving positive trends for students (Dziuban et, 2017)

Hybrid education is the latest way of life education, self-education, collaboration, communication and evaluation Performance support materials that help improve the retention of education and the retention of knowledge and skills
(Zemk,2002;34) (Carman ,2002;88)

2.1. Hybrid Education Elements

Hybrid education consists of a set of elements which are

- Traditional Classes
- Virtual Classes
- Traditional face-to-face orientation and guidance
- Interactive Video Email
- Multimedia
- Web Conversations (Alhassan, 2013:64)

2.2. Hybrid Education Features

Hybrid education is characterized by many benefits by observing outputs and outputs.

- Enriching Human Knowledge
- Educational Product Quality
- Multiple means of knowledge
- Availability of practice and training in the educational environment and credibility of evaluation (Alsaid., 2018:26)

Table 1.
Previous studies.

Al-Sabaie and Al-Qabati Study (2020)

Ali Rasam and Al Qabati Ali Abdullah	**Researcher**
Recognize the reality of using integrated education from the point of view of Arabic teachers and teachers in teaching primary students	Title of the study
Recognize the reality of using integrated education from the point of view of Arabic teachers and teachers in teaching primary students	Study objective
250 teachers	Sample size
T-test and Pearson coefficient	Statistoical means
The degree of reality of integrated education is moderate and as the impediments to highly integrated learning came and the results showed no differences between teachers' responses to reality and learning impediments depending on the gender variable	Results

Edelweiss Applied Science and Technology
ISSN: 2576-8484
Vol. 8, No. 6: 1029-1043, 2024
DOI: 10.55214/25768484.v8i6.2207

Al-Anzi Study (2019)

Abdulla shaatit	**Researcher**
Reality Recognition Use	Title of the study
Recognize the fact that Kuwait's secondary teachers use integrated learning from the point of view of teachers and managers	Study objective
250 teacher's	Sample size
T-test and Pearson coefficient	Statistoical means
The degree of reality of integrated education is medium and the study found no statistically significant differences in the responses of the study sample to the reality of the use of secondary teachers in Kuwait from the point of view of teachers and directors	Results

Foreign Studies

Study (Erdem & Kibar, 2014)

(Erdem &Kibar)	**Researcher**
Students' opinions on Facebook on the built-in education environment in Turkey	Title of the study
Disclosure of students' opinions on Facebook about the built-in education environment in Turkey	Study objective
The study sample consisted of 40 university students in the fourth year	Sample size
T test, computational medium	Statistical means
Positive views on the use of integrated education and implementation in educational attitudes. The results of the study indicated that Facebook is an appropriate tool for communication and interaction between students in integrated education	Results

Study 2006 (Akoyunlu & Soylu)

Akoyunlu &Soylu	Researcher
Students' views of the Department of Education Technology and Computer Learning on the environment of integrated education and their level of achievement in the design course	Title of the study
Survey of the students of the Department of Education Technology and Computer Learning on the environment of integrated education and their attainment level in the educational design course	Study objective
64 Students	Sample size
Arithmetic Average, Standard Deviation, T Test	Statistical means
The study showed that students enjoyed participation in the integrated education environment and increased their attainment level. The interaction component of the embedded education environment received the highest rating of students, and this result demonstrates the importance of interaction and communication in the learning environment for success.	Results

2.3. Indicators dealing with hybrid education

Objective of the study: The study of Sibaie and Kabatie (2020) aimed at identifying the reality of the use of integrated education from the point of view of Arabic teachers in teaching primary students, as well as the study of Enazi (2006) aimed at identifying the fact that Kuwait high school teachers use integrated learning from the point of view of teachers and managers, Erdem & Kibar, 2014 aimed to

Edelweiss Applied Science and Technology
ISSN: 2576-8484
Vol. 8, No. 6: 1029-1043, 2024
DOI: 10.55214/25768484.v8i6.2207

reveal students' opinions on Facebook about the environment of integrated education in Turkey, either study (2006 (Akoyunlu & Soylu) aimed at surveying students of the Department of Education Technology and Computer Learning about the environment of integrated education and their attainment level in the course of educational design. The current study identifies the reality of the use of hybrid education from the point of view of teachers at Dhu Qar University

2.4. Sample

The sample in the study (Al-Sabaie and Al-Qabati 2020) consisted of 250 teachers. The study (Al-Anazi 2019) consisted of 217. The study (Erdem & Kibar, 2014) consisted of 40 students. The study of Akoyunlu & Soylu2006) consisted of 64 students and students.

2.5. Results

The results of the study (Al-Sebi and Al-Qabati 2020) showed that the degree of the reality of integrated education is medium and as the impediments to highly integrated learning came and the results showed no differences between the responses of teachers to the reality and the impediments of learning depending on the gender, either study (Al-Anzi 2019) The degree of the reality of integrated education is medium. The study found no statistically significant differences in the responses of the study sample to the reality of the use of secondary teachers in Kuwait from the point of view of teachers and managers. (Erdem & Kibar, 2014) There are positive views on the use and implementation of integrated education in educational attitudes. The results of the study also indicated that Facebook is an appropriate tool for communication and interaction between students in integrated education, as well as Akoyunlu & Soylu2006) The study showed that students enjoyed participation in the integrated education environment and increased their attainment level. The interaction component of the embedded education environment received the highest rating of students, and this result demonstrates the importance of interaction and communication in the learning environment for success.

3. Research Methodology and Procedures

This chapter contains a description of the methodology used for research, a description of the research community and its designation, a description of the research community, methods of verification of its veracity and consistency, and procedures for building the research application in order to achieve its objectives.

3.1. First, Research Curriculum: -

The two researchers (The descriptive curriculum as well as the appropriate study curriculum) adopted the correlative relationships between the variables in the description and analysis of the phenomenon considered as helping to demonstrate and interpret the phenomenon as it actually exists.

3.2. Second, The Research Community and Its Appointment

3.2.1. The Research Community.

The current society consists of 126 teaching and teaching from the Faculty of Education of Pure Sciences, University of Dhi Qar.

3.3. Third Research Sample -

The sample consisted of (101) teaching and teaching from the Faculty of Education of Pure Sciences University of Dhi Qar.

3.4. Fourth: Research Tool.

For the purpose of measuring the concept of the hybrid education scale, the researcher reviewed previous studies on the subject according to the pre-prepared cognitive motivation scale. (Gerwan, 2007) Because my size is with the theoretical orientation of the researchers, because it is a newly

Edelweiss Applied Science and Technology
ISSN: 2576-8484
Vol. 8, No. 6: 1029-1043, 2024
DOI: 10.55214/25768484.v8i6.2207

prepared scale and it is suitable for the sample chosen by the scale consists of. (40) Poverty and its alternatives are always triple, sometimes and so on for the flexibility of this method and its grading to a small degree is not sharp in addition to the adoption of this method in many studies and measures and because it does not need much effort in calculating the values and weights of the paragraphs.

3.4.1. Metric CYCO Properties for Scale

3.4.1.1. Apparent honesty.

The best way to investigate the extraction of prima facie truthfulness was to present the measurement paragraphs to a group of experts and arbitrators on their suitability to measure the characteristic to be measured for the purpose of achieving prima facie truthfulness. The researcher presented the measurement research to a number of experts in psychological and educational sciences on the content of the measure between the fact that all its paragraphs had been approved by the arbitrators.

3.4.2. Experts' Opinions

Table 2.
Expert gentlemen's opinions and Loch coefficient of content honesty for the initial image of the scale (n = 8).

Notes	Looch's Coefficient of content honest	Approved experts		Paragraph number	Notes	Looch's Coefficient of content honesty	Approved experts		Paragraph number
		%	Number				%	Number	
	*1.000	100.00	8	21		*1.000	100.00	8	1
Drafting	0.500	75.00	6	22		*1.000	100.00	8	2
	*0.750	87.50	7	23		*0.750	87.50	7	3
	*1.000	100.00	8	24		*1.000	100.00	8	4
	*0.750	87.50	7	25		*0.750	87.50	7	5
	*0.750	87.50	7	26		*0.750	87.50	7	6
	*1.000	100.00	8	27		*0.750	87.50	7	7
	*1.000	100.00	8	28		*1.000	100.00	8	8
	*0.750	87.50	7	29		*1.000	100.00	8	9
	*1.000	100.00	8	30		*1.000	100.00	8	10
	*0.750	87.50	7	31		*1.000	100.00	8	11
	*1.000	100.00	8	32		*0.750	87.50	7	12
	*1.000	100.00	8	33		*0.750	87.50	7	13
	*1.000	100.00	8	34	Drafting	0.500	75.00	6	14
	*1.000	100.00	8	35		*1.000	100.00	8	15
	*1.000	100.00	8	36		*1.000	100.00	8	16
	*0.750	87.50	7	37		*1.000	100.00	8	17
	*0.750	87.50	7	38		*1.000	100.00	8	18
	*0.750	87.50	7	39		*1.000	100.00	8	19
	*1.000	100.00	8	40		*0.750	87.50	7	20

Paragraph Approved: Loch coefficient of honesty DAL content at (n = 8 experts) = 0.750 (Ayre & Scally, 2013, p.85)

It is clear from table (2) that the experts agreed to the preliminary picture of the paragraphs of the scale with the proposal to redraft two paragraphs. The researchers made the necessary adjustments before applying the scale to the sample of rationing to ensure its honesty and consistency, as shown in the following table:

Edelweiss Applied Science and Technology
ISSN: 2576-8484
Vol. 8, No. 6: 1029-1043, 2024
DOI: 10.55214/25768484.v8i6.2207

Table 3.
Amendments made on the views of the experts.

After adjusting		Type of adjusting	Before adjusting	
Paragraph	**Paragraph number**		**Paragraph**	**Paragraph number**
Use various methods to explain lessons by adopting the Internet	14	Drafting	Uses various methods to explain lessons by adopting the Internet	14
Increases my scientific efficiency by using the Internet to teach scientific materials	22		Increases my scientific competence by using the Internet to teach scientific materials	22

Table 4.
Internal consistency of scale (n = 25).

Pearson Correlation Coefficient (R) With Scale	Paragraph number	Pearson Correlation Coefficient (R) With Scale	Paragraph number
*0.551	21	*0.468	1
*0.535	22	*0.753	2
*0.566	23	*0.524	3
*0.416	24	*0.488	4
*0.583	25	*0.542	5
*0.505	26	*0.722	6
*0.428	27	*0.532	7
*0.481	28	*0.423	8
*0.464	29	*0.541	9
*0.432	30	*0.550	10
*0.669	31	*0.623	11
*0.660	32	*0.546	12
*0.577	33	*0.528	13
*0.472	34	*0.536	14
*0.409	35	*0.598	15
*0.483	36	*0.492	16
*0.421	37	*0.634	17
*0.604	38	*0.583	18
*0.514	39	*0.618	19
*0.700	40	*0.465	20

Note: D statistically at 0.05 (T tabular = 0.396)

3.4.3. Internal Consistency

It is clear from Table (4) that the correlations of each paragraph to the total scale are statistically significant indicating the internal consistency of the scale paragraphs, and their validity for final application.

Edelweiss Applied Science and Technology
ISSN: 2576-8484
Vol. 8, No. 6: 1029-1043, 2024
DOI: 10.55214/25768484.v8i6.2207

Table 6.
Believe scale differentiation (N1 = N2 = 7).

Man whitney test							Descriptive statistics				Unit of measure	Variable
Significance (P)	Z	U	Lower quarter		Top quarter		Lower quarter		Top quarter			
			Total grades	Average grades	Total grades	Average grades	Standard deviation	Arithmetic	Standard deviation	Arithmetic average		
0.002	3.134	0.000	28.00	4.00	77.00	11.00	10.406	72.57	3.288	105.86	Degree	Total Scale

Note: D statistically at 0.05 (P < 0.05)

Edelweiss Applied Science and Technology
ISSN: 2576-8484
Vol. 8, No. 6: 1029-1043, 2024
DOI: 10.55214/25768484.v8i6.2207

3.4.4. Sincerity of Differentiation (Peripheral Comparison)

It is clear from Table 5 that the difference between the top quadrant and the statistically lower quadrant D ($p < 0.05$) in the total scale indicates the sincerity of the scale and that it distinguishes between different levels

3.4.5. Consistency:

Stability is one of the characteristics of a good scale because it affects the consistency of the scale in measuring what the scale is supposed to measure with an acceptable degree of accuracy. (Al-Kubaisi, 2010:341)

The two researchers followed the Alfa Kronbach method to calculate the constant factor. The idea of this method, which is consistent with its consistency and the reliability of its results, is based on the calculation of the correlations between the grades of all the measured paragraphs.

3.4.6. Halfway Segmentation

Table 6.
Scale stability in halfway segmentation (n = 25).

0.906	Alpha Kronbach coefficient for the first half
0.892	Alpha Kronbach coefficient for the second half
0.704	Binding coefficient between halves
0.826	Spearman-Brown coefficient
0.824	Jetman Coefficient

Table 6 shows that all halfway stability transactions are statistically acceptable (0.70 and more) (Lance, Butts & Michels, 2006) indicating scale stability

3.4.7. Alpha for Kronbach

Table 7.
Alpha Cronbach self-perception scale Constant (n = 25).

Scale stability factor if paragraph is deleted	Paragraph number	Scale stability factor if paragraph is deleted	Paragraph number	Alpha Cronbach scale fastness coefficient
0.936	21	0.937	1	0.938
0.937	22	0.934	2	
0.936	23	0.937	3	
0.937	24	0.937	4	
0.936	25	0.937	5	
0.937	26	0.935	6	
0.937	27	0.937	7	
0.937	28	0.937	8	
0.937	29	0.937	9	
0.937	30	0.936	10	
0.935	31	0.936	11	
0.936	32	0.937	12	
0.936	33	0.937	13	
0.937	34	0.937	14	
0.937	35	0.936	15	

Edelweiss Applied Science and Technology
ISSN: 2576-8484
Vol. 8, No. 6: 1029-1043, 2024
DOI: 10.55214/25768484.v8i6.2207

0.937	36	0.937	16	
0.937	37	0.936	17	
0.936	38	0.936	18	
0.937	39	0.936	19	
0.935	40	0.937	20	

It is clear from Table 7 that the gauge constant factor is statistically acceptable (0.70 and more) (Lance, Butts & Michels, 2006) and the gauge constant coefficients if the paragraph is deleted are less than the same without the paragraph being deleted, which means that the deletion of any paragraph will negatively affect the gauge's stability, which indicates the scale's stability and poverty.

Standard for determining the level of reality of hybrid learning

Table 8.
Standard for determining the level of reality of hybrid learning.

Level	Percentage of average level	Average
Low	Less than %33.33 %55.57	Less than 1.667
Medium	Less than %55.57 %77.77	1.667 - Less than 2.333
High	%100 - %77.77	3 – 2.333

3.5. Statistical Means

The two researchers relied on all his statistical features of the data collected by his own research on the statistical manuals of social sciences (SPSS) using statistical means

1- The test for a single sample is used to determine the difference between the calculative medium of the scale and the chaotic medium of the individuals of the current search sample.

Pearson correlation coefficient: used to calculate consistency in the retest method.

Factoring factor: a knife used to calculate persistence in the internal derivative method.

3.5.1. Fourth Chapter

This chapter presents and interprets the research's findings in the light of the theoretical framework and compares them with the findings of previous studies, thereby producing responses and recommendations.

4. Presentation and Interpretation of Results

The following are the results of the research obtained by the researcher in the light of the objective objectives will be careful and interpreted according to their sequence.

Edelweiss Applied Science and Technology
ISSN: 2576-8484
Vol. 8, No. 6: 1029-1043, 2024
DOI: 10.55214/25768484.v8i6.2207

Table 9.
Level hybrid learning reality (n = 101).

Paragraph number	Paragraph	Arithmetic average	Standard deviation	% Average	T value	Order	Level
1	Provides a flexible learning environment in time and space	2.327	0.550	77.56	5.973	28	Medium
2	Teaching facilitates the diversity of students' methods and tools	2.416	0.682	80.53	6.126	16	High
3	It is easy for teaching to send and receive duties via email	2.455	0.686	81.85	6.673	12	High
4	Teaching facilitates the distribution of activities between attendance and e-learning	2.307	0.758	76.90	4.068	30	Middle
5	Take account of individual differences between students	2.119	0.778	70.63	1.534	37	Medium
6	Easy to attach educational material to students easily and conveniently	2.356	0.701	78.55	5.109	24	High
7	Contributes to students' interaction with academic content	2.208	0.668	73.60	3.128	34	Medium
8	Saves time and effort for both teacher and student	2.337	0.637	77.89	5.313	27	High
9	Promotes humanities among students and their teachers	2.208	0.725	73.60	2.880	34	Medium
10	The virtual row environment makes retaining information faster than the traditional method	2.238	0.723	74.59	3.302	33	Medium
11	Provides a fun teaching environment	2.089	0.722	69.64	1.240	38	Medium
12	Helps develop the emotional aspect of students	1.941	0.676	64.69	0.884-	40	Medium
13	Enhances students' attitudes towards it and content	2.030	0.714	67.66	0.418	39	Medium
14	Use various methods to explain lessons by adopting the Internet	2.297	0.729	76.57	4.097	31	Medium
15	I set up lessons using power point presentations	2.396	0.708	79.87	5.620	19	High

Edelweiss Applied Science and Technology
ISSN: 2576-8484
Vol. 8, No. 6: 1029-1043, 2024
DOI: 10.55214/25768484.v8i6.2207

16	Helps me to calendar and use test types	2.327	0.736	77.56	4.459	28	Medium
17	Helps me to design and prepare educational activities electronically	2.436	0.607	81.19	7.214	14	High
18	Provides the use of various educational platforms to explain the lecture	2.376	0.630	79.21	6.001	22	High
19	Encourages students to use Internet lessons	2.406	0.635	80.20	6.422	18	High
20	Provides the use of virtual classes in the presentation of lessons to enable the student to attend the lecture when it is not possible to attend directly	2.386	0.565	79.54	6.866	21	High
21	Difficulty communicating with students to use technology devices	2.208	0.653	73.60	3.200	34	Medium
22	Increases my scientific efficiency by using the Internet to teach scientific materials	2.347	0.713	78.22	4.883	25	High
23	Provides the creation of interactive groups for students using apps (WhatsApp, Viber, Tel Cram, and other social media sites)	2.396	0.694	79.87	5.735	19	High
24	Helps students keep information for a long time	2.267	0.691	75.58	3.887	32	Medium
25	Helps students identify their mistakes after the test	2.347	0.591	78.22	5.898	25	High
26	Employs IT applications in different teaching situations	2.475	0.558	82.51	8.552	6	High
27	Provides diverse learning sources	2.624	0.545	87.46	11.502	1	High
28	Use various communication tools and programs to provide video lectures for each subject	2.535	0.593	84.49	9.066	4	High
29	Means employs technology in teaching such as Data Show, LCD device..... etc.	2.416	0.588	80.53	7.111	16	High
30	Nutrition offers an immediate review of the student	2.465	0.558	82.18	8.382	10	High
31	Teaching facilitates the diversity of students' methods and tools	2.554	0.591	85.15	9.425	2	High

Edelweiss Applied Science and Technology
ISSN: 2576-8484
Vol. 8, No. 6: 1029-1043, 2024
DOI: 10.55214/25768484.v8i6.2207

32	2 Communication with students outside the classroom using communication apps	2.515	0.594	83.83	8.718	5	High
33	Students' interaction increases when viewing images of members of certain objects through technological means	2.475	0.610	82.51	7.832	6	High
34	I can print (word) (pdf) files and others	2.545	0.592	84.82	9.244	3	High
35	Use presentations not creating slideshow containing different information and observations	2.465	0.558	82.18	8.382	10	High
36	I can teach using google meeting -zoom-fcc	2.475	0.558	82.51	8.552	6	High
37	Use mobile phone to view the subject	2.446	0.640	81.52	6.997	13	High
38	Use CD-ROMs inside the hall to view some scientific topics	2.366	0.612	78.88	6.016	23	High
39	Exchange dialogues and manage the discussion in a style characterized by simulated teaching	2.436	0.537	81.19	8.154	14	High
40	Use publications to keep students away from electronic boredom	2.475	0.576	82.51	8.291	6	High
	Total Scale	2.362	0.323	78.74	11.345		High

Note: D at 0.05 (v tabular = 1.984).

Edelweiss Applied Science and Technology
ISSN: 2576-8484
Vol. 8, No. 6: 1029-1043, 2024
DOI: 10.55214/25768484.v8i6.2207

It is clear from Table (8) that the calculated "T" values per sample are greater than the tabular value at an indicative level (0.05) indicating a statistical difference between the calculated average and the hypothetical average (2 degrees) for all paragraphs (except paragraphs 5, 11 and 12, 13 where the difference is not statistically D).

It is also clear from Table (9) that the level of hybrid learning reality came with an average of 2.362 and a percentage of 78.74%, a level (high) according to the standard set by the researcher.

Individual No. 27 in the first order came at a high level and individual No. 12 in the last order at a medium level, which shows a high level among faculty members of the Faculty of Education of the University of Dhi Qar in the use of hybrid learning from their point of view, which answers the question of the research objective which stipulates "What is the reality of the use of hybrid learning in the Faculty of Education of Glamorous Sciences from the teaching point of view".

5. Conclusions

There is a high level of use of hybrid learning among faculty preachers of the Faculty of Education for pure sciences, which is answered by the study question, and this result is consistent with the result (Erdem KibarK.2014)

6. Recommendations

1- Work on the use and implementation of hybrid education in educational attitudes within Iraqi universities.

2- The need for universities to take care of the development of decisions and curricula that keep pace with modern technological developments, thereby contributing to the use of hybrid learning.

3- Disseminating the culture of hybrid learning and holding workshops to train students, teachers and all employees of Iraqi universities.

7. References

[1] Abu Musa, Mufeed Ahmed, and Sauce, Samir Abdul Salam, (2012): Combined Education between Traditional and E-Education, Academics for Publishing and Distribution, Jordan

[2] Abu Lahban, Mina (2013): University e-education project in education from a comparative perspective, Reading and Knowledge Magazine, Egypt, (142), (91-112)

[3] Ahmad, Amal Mohammed (2011): The impact of the use of integrated learning in teaching chemistry on the attainment and direction towards it, and the survival of the impact of learning in secondary students, Journal of Scientific Education, vol. 14, No. (3), Egypt

[4] Al-Hassan, Isam Idris Kamtor (2013): The effectiveness of using integrated education on academic achievement in the biology course of students in the second grade of the high schools of Omdurman district and their directions towards it, Journal of Educational and Psychological Research, vol. (10) Issue (36), University of Baghdad

[5] Al-Rimawi, Firas Thrwat (2017): Built-in learning in English, Amjad Publishing & Distribution House, Oman

[6] Al-Sabaie, Ali Rasam and Al-Qabati, Ali Abdullah (2020): The reality of using integrated education from the point of view of Arabic teachers in primary teaching Arab Journal for Scientific Publishing AJSP), p. (21), 553-577

[7] Sfen, Imad Shouki Mallaki (2011): Education and Learning from Stereotypes to Informatics, World of Books, Cairo

[8] Syed, Hiba Mohammed (2018): The effectiveness of using Blended E Iearing E-learning strategies based on FARC model on learning and motivation outcomes, Journal of Faculty of Education, Issue 2, Kafr Sheikh University, Faculty of Education

[9] Shehata, Hassan (2010): E-Education and Brain Liberation New Horizons and Techniques for Education, Arab World House, Cairo

[10] Al-Anzi, Abdullah Shatit (2019): The Reality of Using Second Stage Teachers in Kuwait for Integrated Learning from the Perspective of Teachers and Managers, An Unpublished Master's Thesis, Al-Bayt Saudi University

[11] Mahmoud, Istabraq Mohammed (2021): The difficulties of e-learning in faculties of education from the point of view of teachers and students, an unpublished master's thesis, the Faculty of Education for Humanities Ibn al-Rashid - University of Baghdad
[12] Carman, J. (2002) Blended Learning Design,Five Key Ingredient Knowledge Net,Re- trieved on April,25,2008
[13] Erdm ,M.& Kibar ,P(2014) :Students Opinions on Face book Supported Blended Leaning Environment ,The Turkish On line Journal of Education Technology,13(1)
[14] Osguthorpe, R.T&Graham, C.R.(2003): Blended Learning Environment: Definations and Directions .The Quarterly Review of Distance Education, 4(3), 227- 233.
[15] Zemke, R. (2002): Who Needs Learning Theory Anyway? Training Magazine, Vol.39, No.9

Edelweiss Applied Science and Technology
ISSN: 2576-8484
Vol. 8, No. 6: 1029-1043, 2024
DOI: 10.55214/25768484.v8i6.2207