

## **The Effectiveness of Applying the Blended Learning Strategy (Mixture) to Learning the Cognitive and Physical Aspects and Skill for Some (Team Games)**

**\*Dr/ Souzan Badran Muhammad Suleiman**

### **Introduction and research**

#### **problem:**

Education is the mainstay and infrastructure in the face of the difficulties, challenges and requirements of the times, and looking at education in general we find that it requires changing, developing and adjusting the goals and curricula and attention to choosing more positive methods and techniques through which we can transform scientific facts into practice and behavior to achieve the quality of education and access to globalization so institutions seek Educational and pedagogical to create modern methods and strategies for education that build on education technology and be more positive.

The aim is to involve the learner in the educational process and be more active and positive, and the main reason for changing the methods and forms of learning is the progress of science.

Physical education plays an important and essential role

in the progress of countries, as it has become an indicator that indicates the progress and development of any country, so scientists have paid attention and followed modern scientific methods in all different physical games in general, and group games in particular and are among the games that need a number of players and be Their goal is one is to joint win and advance over the opposing team, and they make their decisions collectively.

Collective games also help in decision-making and work in a team spirit. They also work on developing mental and psychological capabilities, stimulating memory and improving social communication.

Embedded learning is one of the methods that does not depend on the principle of the effectiveness of teaching, but depends on the ease of communicating the information to the learners to improve performance, to achieve the desired goals of the educational process. The combined learning is called several

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\* Assistant Professor, Department of Curricula, Teaching and Training Methods, and Physical Movement Sciences- College of Physical Education - Sadat City University.

names such as mixing learning, mix learning, dual learning, and integrated learning, and these names came as a result of differences of views on the concept and nature of learning, but all agree that combined learning blends and confuses traditional learning with e-learning according to the requirements of the educational situation, and on this basis the researcher adopted the name of blended learning.

Electronic education is characterized by the ease of modifying and updating the information provided, which increases the possibility of exchanging experiences and views between the student and the teacher, as it overcomes the increase of female learners and the lack of provision of classrooms, and provides the student with continuous feedback during learning periods, with the diversity of different learning sources, at any time according to the capabilities. The student depends on multimedia in preparing the educational material, and reducing administrative burdens through electronic means in communicating information and homework to the student with multiple methods and evaluation of the performance of the students. (19: 32-31)

Abdullah Al-Mousa also believes that "e-learning is a method of education through which modern means of communication are used from networks, computers and multimedia, for example graphics, image and sound, means of communication, electronic libraries and knowledge educational portals, whether used in the classroom or remotely. (14: 226)

Blended learning is a complement to traditional learning methods, and some educators see it as an alternative to e-learning and in fact it is a form of e-learning development into interdependent programs, where technology provides learners with a set of alternatives that attract them more with learning. (19: 6)S

Blended learning is mixing two elements (traditional and electronic learning) together in the lesson to achieve the desired goals from it, and here we see that the usual traditional learning is for the teacher to prepare the classroom for female learners, and the teacher here represents the role of the director of the educational situation, and the direct educational interaction between the teacher and the

learner takes place, while We know e-learning is learning using modern technologies to develop and improve different learning resources, which is based on reformulating content based on theories of learning using multiple electronic media to achieve the desired goals.

Blended learning is also a modern strategy in education, as it gradually replaces instead of e-learning at different stages of education, and Hassan Ali Salama (2005) sees 12 that blended learning is the scientific alternative and acceptable logic of e-learning as it achieves the highest return, the lowest cost, and more Types of methods developed.

Alexander & Helen (2004) (32) considers it a method of learning that mixes the traditional method of the teacher with e-learning, visual means, illustrations and the internet, to improve the learning process.

We also find that the basic elements of mixture learning are readily available to everyone as they require teacher planning for lesson activities with interaction and flexibility between learners such as cooperative work,

linked to individual learning activities to take into account individual differences and learning growth when the learner, and all activities develop thinking skills, and we do not forget the need for continuous evaluation of the learner's performance to stimulate motivation And breaking the rigidity of the lesson, and here the teacher can choose the appropriate assessment tools for it, whether traditional or electronic, as it depends on the available electronic sources and the number of learners.

Through the work of the researcher, a faculty member in the College of Education and coordinator of activities for the female students section of the Faculty of Medicine, Jazan University, I noticed a change in the Saudi society's view of the practice of women's sport and the extent of its importance for all members of society because it is a lifestyle and a lifestyle, not just exercises that are practiced for a period and then stop, but it has a major impact on The health, physical, psychological and social health of women in particular, after a long wait and patience, the Vision 2030 came to open the way for them to achieve a

greater dream, reaching the sports arena and participating in international forums.

Thus, Saudi women were able to rise to the throne of sports, and achieve what they aspire to play all their games while maintaining its specificity, and with the pace accelerating to achieve the 2030 vision, the women's sports authority accelerated the preparation of female teachers to supervise the activity share approved by the Ministry of Education, so Saudi universities were required to prepare female teachers as soon as possible to meet the needs of female teachers, so the Ministry of Higher Education approved the Higher Diploma of Physical Education in universities Saudi Arabia in the second semester of the academic year (2018-2019) graduates of physiotherapists and female education teachers A family with conditions for applying for a higher diploma in physical education selected (40) female students from Jazan University.

The researcher taught female students in some higher diploma courses for physical education, and through the performance of female students in the group games course, the

researcher noticed the poor absorption of female students to learn in the cognitive and skill aspects of group games during lectures, and the researcher attributed this weakness to lack of their study of this field and also to the method of learning, and based on the principle of development

Through the method and method, the researcher developed a strategy for using two distinct methods of learning, one of which follows traditional learning and the other follows learning technology, so the researcher chose a mixture learning strategy based on (traditional method - electronic learning) as one of the modern technological technologies through some social networking sites (WhatsApp), educational sites and images And videos that provide them with knowledge and information, which may enhance the learning process outside the lecture time and raise their motivations towards learning and encourage them to communicate and respond during the traditional learning in the lecture, in order to improve the performance level of female students' learning in

the cognitive and skill aspects of group games.

### **Research objectives:**

The research aims at the effectiveness of applying a mixture learning strategy (traditional method - e-learning) to learn the cognitive and skill aspects of some (group games) for higher diploma students in physical education at Jazan University.

### **Research hypotheses:**

- 1- There are statistically significant differences between the average levels of pre measurement and the average of post-measurement scores in the cognitive aspects of some group games for higher diploma students in physical education at Jazan University in favor of post-measurement.
- 2- There are statistically significant differences between the average levels of pre measurement and the average of post-measurement scores in the physical aspects of some group games for higher diploma students in physical education at Jazan University in favor of post-measurement.
- 3- There are statistically significant differences between the average levels of pre

measurement and the average of post-measurement scores in the skill aspects of some group games for higher diploma students in physical education at Jazan University in favor of post-measurement.

### **Search procedures:**

#### **First: Research Methodology:**

The researcher used the experimental approach with one experimental group.

#### **Second: The research community and sample:**

The research community included students of the Higher Diploma for Physical Education at the Faculty of Education, University of Jazan, Kingdom of Saudi Arabia, during the academic year (2018/2019) and their number is (40) students. (28) students were chosen for the experimental basic sample, and (3) students who were not organized and did not complete the study were excluded, so the number of the core sample reached (25) students, and a number of (12) students were used to conduct scientific transactions for the variables under discussion, and this is shown in Table (1).

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

research community		Exploratory sample		Excluded pupils		Experimental core sample	
Number	%	Number	%	Number	%	number	%
٤٠	%١٠٠	١٢	%٣٠	٣	%٧,٥	٢٥	٦٢,٥ %

Harmonization was the variables under performed among the members investigation. of the research community in

**Table (2)**  
**Arithmetic mean, standard deviation, and torsion coefficient of the variables in question N = 37**

	The tests used	Unit	Average	Mediator	standard deviation	Coefficient of torsion	Flatness coefficient
Anthropometric, physical and skill variables	Age	Month	31.35	32.00	2.83	-0.63	0.02
	Height	Cm	65.35	66.00	4.34	-0.04	-0.94
	Weight	Kg	160.16	160.00	3.00	-0.04	-0.95
	IQ	Degree	70.89	70.00	12.56	0.11	-0.54
Muscular ability	Sargent Vaulting Test	Cm	15.6730	16.0000	1.32867	-.024	-.791
Arms capacity	Throwing a medical ball 1,50	M	3.8424	3.7500	.45508	.627	.376
The speed is 20 meters	Running 20 meters	S	7.0108	6.9900	.48846	.388	-.304
Responsiveness	Nelson	S	3.8276	3.7100	.44664	.975	-.133
Agility	Zigzag running	S	9.4138	9.6000	.71047	-.301	-.582
Accuracy	Throwing tennis balls	Degree	5.6216	6.0000	1.51568	-.170	-.893
Compatibility	Interfering circles	Degree	6.4324	7.0000	1.60798	-.252	-.871
Forward flexibility	Bend the stem in front of the bottom	Cm	7.6930	8.0000	1.10370	-.442	.211
Rear flexibility	Extend the torso back	Cm	12.0541	11.5000	1.46071	.421	.118
The muscular strength of the arms	Modified push-ups exercise for girls	No.	4.4054	4.0000	1.40356	.045	-.941
Volleyball skills	Jump serve	Degree	5.16	5.00	1.44	0.40	-0.08
	Under hand serve	Degree	2.51	2.00	1.12	0.09	-1.36
	Send the ball down	Degree	4.22	4.00	1.20	0.26	-1.19
	Send the ball up	Degree	2.3514	2.0000	.85687	.072	-.546
Basketball skills	Feint / Flip Flap	Degree	18.30	18.00	1.68	1.02	1.61
	Lay-up-shot	Degree	3.95	4.00	0.88	0.11	-0.42
	Set shot	Degree	2.92	3.00	1.04	-0.15	-0.90

	Chest pass	Degree	2.2703	2.0000	.73214	-.477	-.955
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It is clear from Table (2) that the coefficient of torsion of the group of female students in the examinations under

discussion has been limited between (+3, -3), indicating a moderate repetitive distribution.

**Table (3)**

**Arithmetic mean, standard deviation, and torsion coefficient of the research community in a cognitive test N = 37**

Variables		Measure unit	M	E	Coefficient of convolution
Axes of cognitive test	History	Degree	3.24	1.12	1.64
	Law	Degree	3.89	1.73	0.72
	Information and concepts Forbasic skills	Degree	4.84	1.32	-0.22

It is clear from Table (3) that the convolution coefficients of the research community in the variables under discussion have been limited Between (+, - 3), which indicates that the research population is a natural equinox in the variables under study

### **Third: Data collection methods and tools- :**

**The researcher used to collect data and information related to this research on the following means and tools:**

#### **1- References and studies related to the research:**

References and studies related to the subject of this research were reviewed (1), (2), (3), (8) (11), (12), (13), (19), (28), (29), (32) ) In order to use

them to support the search results.

2- The devices and tools used in the research:

- A rest-meter device to measure height in centimeters and weight in kilograms.

- wooden bench .
- Chairs
- Stop Watch .

Chalk

- Smooth wall.

Medical balls

- flying balls

Cones.

- A tape measure of the distance in meters.

- tennis card.

- Sticky tape.

- PC.

- Display screens.

- flying balls

#### **3- Personal Interview:**

Several personal interviews were conducted with a group of (3) experts in the field of teaching methods, and the team games field (3) experts, Attachment (1) to solicit their opinions on the physical elements of the basic skills under research and the tests that measure them and determine the most appropriate tests. The skill that measures basic skills, the time distribution of the educational unit, and some procedures for building a cognitive test.

#### **- Tests used in the research:**

##### **A-Cognitive Test Attachment (9)**

The researcher prepared and built the cognitive achievement test, where she put (85 words) distributed on (3) axes according to the relative importance of each axis by the rate of:

(١٢) phrase for the axis of history (20) for the axis of law

(٤٨) is a phrase for the basic skills axis

The phrases were presented to the experts, to verify the validity of the test phrases and the extent of their measurement of what they were put in place for, as well as the suitability of the phrases to

the level of the students (under discussion). After the presentation to the experts, they deleted, modified and reworded some phrases where they deleted (5) phrases and modified. Formulating five phrases, and the researcher made the adjustments in light of the experts' opinions on the cognitive test, thus the number of phrases after the amendment became (80) words, and the test was corrected by setting one score for each question to become the final degree of the cognitive test (80) degrees.

The first exploratory study, the researcher applied the test after modifying it from Monday 7/1/2019 until Wednesday corresponding to 9/1/2019 on a sample of (12) students from the same research community but outside the basic sample as an exploratory sample with an important and important goal which is Ensuring clarity of questions and the extent of their understanding, and knowing the validity of the test according to the estimation of the coefficient of ease, difficulty factor and discrimination coefficient of phrases, and by calculating the ease, difficulty and distinction coefficients of cognitive



achievement test questions, it has been proven that the test contains various questions in terms of ease and difficulty to suit different levels of female students ,

As it becomes clear that the test has a distinct strength and thus the test is valid as a tool to assess the cognitive achievement of the content of the educational program.

**- The result of the first exploratory study:**

The result of the exploratory study for applying the cognitive test and knowing the validity of the test according to the estimation of the calculation of the coefficient of ease, the coefficient of difficulty and the coefficient of discrimination, resulted in the clarity of the phrases, their linguistic accuracy, their proper formulation, and the appropriateness of the cognitive test to the level of female students, as the cognitive test questions have strength Excellence is appropriate and accordingly, cognitive test questions can be used as a tool to evaluate the cognitive achievement of the curriculum of the sample in question.

**The second exploratory study:**

The researcher conducted the second exploratory study on Sunday, 13/1/2019 until Monday, 21/1/2019 CE, on a sample of (12) students from the same research community, but outside the basic sample as an exploratory sample with the aim of calculating Scientific coefficients (honesty and consistency) of the cognitive test and the physical and skill tests of the research sample. The results of the survey study resulted in verifying the validity and reliability of the tests used in the research.

In light of the results of the scientific treatments of the cognitive test, the researcher reached to build and prepare the test in its final form, annex (9), and the test became valid for application and measures the cognitive level of students (under research), so that it contains (80) questions distributed and the total score of the test has become ( 80) degree, and the average response time (50)min.

**B - Physical Tests for Team Games (Volleyball and Basketball):** Attachment (4)

Some previous studies and specialized scientific references were examined that

dealt with the physical variables of volleyball and basketball and the tests that measure them (5), (9), (10), (17), (18), (20), (24), (27), (33), (34), (35) and through this the researcher extracted the physical tests attached (4)

**C-basic skills tests (volleyball and basketball) under discussion:** Attachment (6)

The researcher has reviewed many previous studies and scientific references specialized in the field of volleyball and basketball (5), (9), (10), (17), (18), (20), (24), (27), (33), (34), (35) to determine the tests that measure the skill performance of the basic skills under discussion, then were presented to (3) experts in the field of volleyball and in the field of basketball game (3) experts attached (1) to find out The extent of their suitability to measure the skill level of the individuals in the research sample in the basic skills under investigation, and the experts pointed out on the occasion of those tests for the individuals of the research sample.

**Fourth: Steps to implement the educational program using a mixture learning strategy:** Attachment (11)

The researcher reviewed several scientific references and previous studies that dealt with preparing programs using a mixture learning strategy. Through this, the researcher extracted the following principles and steps to prepare the program:

**1 - Defining the goal of the program:**

Its goal is the effectiveness of applying the mixture learning strategy to learning the cognitive and skill aspects of some (group games).

**2 - The foundations of developing the program:** The researcher took into account the following principles when designing the program before it was applied to the research sample, namely: that the content of the program fit with its goals, taking into account the principle of graduation from easy to difficult in learning, that the program is characterized by flexibility, taking into account the individual differences between female students, That the program achieves a sense of suspense and pleasure, taking into account providing the right place.

**3 - The educational design model used in the mixture learning strategy:**

The researcher reviewed some references and studies that used educational design models related to the design of electronic educational programs, including the study model of Shaima Mahmoud Abdel-Ghani Halabya (2013) (16) and Nabil Azmy (2016) (30) And all of them used the Abdul Latif Al-Jazzar model for educational design, and the researcher used this model. This model consists of the following: -

**First: The analysis phase:**  
**This stage includes the following:**

Analysis of each of the program objectives, learners characteristics, educational content analysis, environment analysis.

**Second: The design stage:**  
**The design stage passes the following steps:**

1 - **Defining the elements of the educational content:** The elements of the educational content were defined and are according to the teaching and description of the course, each of the aspects (cognitive, physical, and basic skills under discussion).

2- **Defining the educational activities and the tasks of the male and female researchers:**

- **Educational activities:**

(videos of basic skills, illustrations of arbitration signs, presentations with written texts files on the definition and concept of basic skills, method of performance, educational steps, and legal and common errors of the skills in question).

Physical exercises that include all the physical elements of the basic skills in question.

- **The researcher:**

she explains and performs a sound model for the learned skill after the students view a model for the technical performance of the skill on the mobile phone through the group, and follows the students during the implementation of the skill and provides feedback to the students through follow-up to performance and correcting errors, and this continues until teaching the rest of the skill, and the work of evaluation To perform through some interstitial tests in the form of interesting competitions between female students during the lectures.

- **Female students:** You view a model for technical performance of the skill from a mobile phone, then watch a model for technical performance from the researcher, then apply for skill,

then watch educational steps and exercises, then the application and this continues until teaching the rest of the skill.

**-The educational situation:**

in which the interaction that distinguishes this method from other methods between the male and female students is pursued through the follow-up of the researcher, providing immediate feedback and fixing errors individually or collectively to female students, and there is another interaction between female students each other through the competitions that the researcher performs for all female students during the lectures.

**3- Learning Mode:** Self-learning and participatory learning.

**4- Determine the tool used in applying the educational program:** Since this is a mixture of teaching between two methods, the researcher for the electronic side has created a group on the social networking site WhatsApp and for the traditional side it appears here in the researcher's ability to do the explanation and perform a good and sound model of the learned skill and provide

feedback For female students by correcting errors.

**Third: The development phase:** It includes determining the method of presenting educational content and the method of evaluating students

**Fourth: The implementation phase: It is the stage where the mixture learning strategy is applied and the experiment is applied as follows- :**

After taking absence and after the warm-up and the physical part, the researcher directs the students to hold mobile phones to watch the educational content for a period of (10 s), then the students head to the researcher and see the form and explanation of the technical performance performed by the researcher for a period of (10 s), then the students apply the learned skill, and the researcher's role appears in Follow-up of students when watching educational activities on mobile phones and answering any question and follow-up and provide immediate feedback by fixing errors and access to install performance, and it is possible for any student to go to her mobile phone to view the form again or any training.

**Fifth: The evaluation phase:**

It is the stage in which the effectiveness of the mixture learning strategy is measured and includes the following: pre evaluation, structural evaluation, and post-evaluation.

**Sixth: Adjust the proposed educational program:** by presenting the educational program to a group of gentlemen experts in the field of curricula, teaching methods, the field of volleyball and the field of basketball game attached (1) to ensure the validity of its application (objectives, content, educational activities, evaluation in light of the blended learning method), the researcher made some adjustments according to the opinions of the experts, and thus the educational program became final and applicable (11)

**Seventh: The time plan for the implementation of the program:**

Based on the opinions of the experts in the field of volleyball and the field of basketball and the field of teaching methods, and according to the description of the group games decision, the time period of the program was determined, where the basic experiment was distributed over (12) weeks, and the experiment included (12)

educational units by one educational unit per week, and its time is (120) minutes.

**Eighth: Steps of applying the research:**

**A- Pre measurements:**

The pre measurements were carried out from Wednesday, 23/1/2019 to Thursday, 24/1/2019.

**B - Applying the basic experience:**

The researcher applied the proposed educational program using a mixture learning strategy in the period from Sunday 27/1/2019 to Sunday 14/4/2019.

**B- Dimensional measurements:**

After completing the application of the program, the researcher made the dimensional measurements on Monday 15/4/2019 to Tuesday 16/4/2019.

**Ninth: Statistical Treatments:**

In light of the research objectives and hypotheses, the researcher used the following statistical treatments:

- SMA.
- Mediator.
- The rate of improvement
- Percentage
- Coefficient of ease, difficulty and distinction
- Standard deviation.
- Coefficient of torsion.
- Pearson simple correlation coefficient.
- Flatulence coefficient

-Alpha Cronbach coefficient

**First: Presentation and discussion of the results of the first hypothesis:**

**View and discuss the search results:**

**Table No. (4)**

**An indication of the differences between the pre and post measurements of the research sample in the cognitive test N = 25**

Axes		Pre measurements		Post measurements		T value	% Improvement
		M	E	M	E		
Themes of Test Cognitive	History	3.44	1.29	6.08	1.19	*9.560	76.74%
	Law	3.96	1.86	7.24	1.56	*7.491	82.83%
	Information and concepts for the basic skills	4.84	1.49	8.24	0.97	*9.197	70.25%
	Overall test score	12.24	3.09	21.56	2.60	*14.942	76.14%

Table tops at the significance level 0.05 and freedom degree 24

It is clear from Table (11) that there are statistically significant differences between the pre and post measurements of the research sample in the cognitive test of some (group games) for students of Higher Diploma for Physical Education at Jazan University in favor of post-measurement, as the improvement rates ranged between (70.25% - 82.83%).

The results of Table (11) indicate that there are statistically significant differences between the average degrees of pre-measurement and the average of post-measurement scores in the cognitive test of some (group games) for students of the Higher Diploma of Physical Education at Jazan University in favor of post-measurement, where the calculated value of (T) is

greater than The value of (c) tabular at the level of significance 05, and the researcher returns these differences between the average of pre and post measurement in the cognitive test to the mixture learning strategy that was used with female students, including the diversity of educational activities and the diversity of evaluation methods as it contains many knowledge, concepts and effects so that you can Through which the student deals with (e-learning) and traditional learning and the use of all senses (images, videos, sound effects, information and concepts read or explained) and by repeating them at any time by the student,

It affects cognitive abilities and develops from remembering, understanding,

memorizing and understanding through feedback Continuous that helps in the amendment and correction of mistakes continuously, and also helps the mixture with its new and exciting educational situations, both in self-learning (electronic And me) or traditional learning to break boredom, excitement and fun, and increase the spirit of competition and challenge among students.

Table (11) also indicates that the rates of improvement ranged between the pre and post measurements of students in the cognitive test between (70.25% -82.83%), and this indicates that the mixing learning strategy has a positive impact on the cognitive test of students, which indicates the effectiveness of the learning strategy the mixture.

The results of this study are consistent with the results

of the studies of Ali Muhammad Al Zoghbi (2012 AD) (19), Jamal Al Sharqawi (2012 AD) (11) and Mustafa Ahmed (2014 AD) (29) where the results of these studies confirmed that mixing learning strategy has a positive impact on Female cognitive test.

And thus the validity of the first hypothesis of the research, which states: There are statistically significant differences between the average levels of pre measurement and the average levels of post-measurement in the cognitive aspects of some group games for students of Higher Diploma for Physical Education University of Jazan in favor of post-measurement.

**Second: Presenting and discussing the results of the second hypothesis:**

**Table (٥)**

**An indication of the differences between the pre and post measurements of the research sample in the physical variables N = 25**

Physical variables	Pre measurement		Post measurement		M F	T	% Improvement
	M	E	M	E			
The muscular ability of the feet	15.56	1.39	16.34	1.23	-0.78	*3.40	57.72%
Arms capacity	3.85	0.48	6.58	1.01	-2.72	*11.18	70.67%
Speed is 20 m	7.09	0.50	4.14	0.66	2.92	*15.39	41.55%
Responsiveness	3.82	0.43	2.42	1.18	1.40	*7.00	36.70%
Agility	9.32	0.71	4.87	1.16	4.46	*14.69	47.79%
Accuracy	5.48	1.48	8.24	0.78	-2.76	*9.70	50.36%
Compatibility	6.32	1.68	8.76	0.88	-2.44	*5.97	38.61%
Forward flexibility	7.55	1.22	11.35	3.57	-3.83	*5.30	50.31%
Rear flexibility	11.78	1.45	17.64	2.03	-5.86	*14.71	49.75%

The muscular strength of the arms	4.32	1.38	7.28	2.01	-2.96	*5.39	68.52%
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Table C at the significance level 0.05 and freedom degree 24

It is clear from Table (12) that there are statistically significant differences between the pre and post measurements of the research sample in the physical variables of some (group games) for students of Higher Diploma for Physical Education at Jazan University in favor of post-measurement, as the improvement rates ranged between (36.70% - 70.67%)

The results of Table (5) indicate that there are statistically significant differences between the average levels of pre measurement and the average levels of post-measurement in the physical variables of some (group games) for students of the Higher Diploma of Physical Education at Jazan University in favor of post-measurement, where the calculated value of (T) is greater than The value of the tabular (T) at the level of significance 05, and the researcher returns these differences between the average pre and post measurement in the physical

variables to the mixture learning strategy that was used, so that it included traditional learning with all its tools and e-learning through modern technological technologies through social networking sites (WhatsApp), educational sites, pictures, and videos,

As the researcher attributes these differences to the fact that the mixing learning strategy has a positive impact because it works to create a modern educational environment through traditional learning in which the teacher is the basis of the learning process and is a carrier and codified of the information and the role of students is limited to receiving information The mixture with e-learning, which depends on the collection of the image, sound, sensations and feelings, as it affects the educational situation, and also works to stimulate the Motives for female students and the creation of a spirit of participation and competition to perform the exercises properly and thus this helps to develop the physical variables of female students, and then we can say that the mixing



learning strategy effectively affects female students.

Table (5) also indicates that the rates of improvement ranged between the pre and post measurements of female students in the physical variables, under research between (36.70% - 70.67%) and this indicates that the mixing learning strategy has a positive impact on the female physical variables, which indicates the effectiveness Mixture learning strategy.

The results of this study are consistent with the results of the studies of Ahmed Al-Omari Muhammad (2013 AD) (2) and Marwa Youssef Muhammad (2015 AD) (28) where the results of these studies confirmed that the mixing learning strategy has a

positive impact on the physical variables of female students, and this result is consistent With what was mentioned by Amin Anwar El-Khouly and Dhiaa El-Din Azab (2008 AD) (6)

And thus the validity of the second hypothesis of the research, which states "There are statistically significant differences between the average levels of pre measurement and the average levels of post-measurement in the physical variables of some (group games) for students of Higher Diploma for Physical Education University of Jazan in favor of post-measurement.

**Third: Presenting and discussing the results of the third hypothesis:**

**Table (٦)**

**An indication of the differences between the pre and post measurements of the research sample in skills Basic volleyball  
N=25**

basic skills For volleyball	Post measurement		Pre measurement		M F	T	Improvement %
	M	E	M	E			
Jump serve	5.28	1.51	9.52	2.18	-4.24	*8.69	80.30%
Under hand serve	2.56	1.12	4.28	1.93	-1.72	*5.68	67.19%
Send the ball down	4.16	1.21	7.08	1.44	-2.92	*.95	70.19%

Send the ball up	2.48	.918	4.56	1.12	- 2.080	*7.88	83.87%
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Table tops at the level of significance 0.05 and freedom degree 24

It is clear from Table (6) that there are statistically significant differences between the pre and post measurements of the research sample in the basic skills variable for volleyball in favor of dimensional measurement, as the improvement rates ranged between (67.19%, 83.87%).

**Table (7)**

**An indication of the differences between the pre and post measurements of the research sample in skills Basic basketball  
N=25**

For basketball	Post measurement		Pre measurement		M F	T	Improvement %
	M	E	M	E			
Feint / Flip Flap	18.08	1.58	32.24	2.63	18.080	*23.86	78.32%
Lay-up- shot	3.84	0.85	6.76	2.82	3.840	*5.49	76.04%
Set shot	2.84	1.07	5.12	2.28	2.8400	*5.21	80.28%
Chest pass	2.1600	.74610	3.64	.9073	-1.4800	*6.59	68.52%

Table tops at the level of significance 0.05 and freedom degree 24

It is clear from Table (7) that there are statistically significant differences between the pre and post measurements of the research sample in basketball skills variables in favor of post measurement, as the improvement rates ranged between (68.52%, 80.28%) measurement in some variables of basic skills for volleyball and basic skills for basketball among students of the Higher Diploma of Physical Education University of Jazan in favor of post-measurement, where the value of (C) Calculated is greater than the tabular value of (c) at the level of significance 05, and the researcher returns these differences between the average pre and post measurement in the skill variables to the effectiveness of

The results of Table (6) indicate that there are statistically significant differences between the average levels of pre measurement and the average degrees of dimensional

applying the mixing learning strategy through social networking sites (WhatsApp), educational sites, pictures and videos that made the students apply what They reached new scientific knowledge in a new field different from their specializations, and this led to the discovery of knowledge in a proper scientific way to achieve their desire to integrate in that field, which led to improved performance and reinforcement of the principle of effective participation, as well as their feeling that they need it in their lives, whether for the professional side or the side. Physical.

Table (6) also indicates that the rates of improvement ranged between the pre and post measurements of female students in the basic skills variables of volleyball under discussion between (67.19% - 83.87%) and this indicates that the mixing learning strategy has a positive effect on the basic skills variables of volleyball in Female students of Higher Diploma for Physical Education, which indicates the effectiveness of the mixture learning strategy.

The results of this study are consistent with the results of the studies of Wajihan

Karawiya (2010G) (13), Ahmed Al-Omari (2013G) (2), Basma Mohammed Mubarak (2013G) (8) and Ahmed Al-Sayyed (2015G) (1) and Marwa Youssef (2015G) (28) In the name of Muhammad Muhammad Islem (2017) (7) and Mr. Muhammad Abu Alnur (2018) (3), where she indicated, as the results of these studies confirmed that the mixing learning strategy has a positive impact on the basic skills variables of team games.

The results of Table (7) indicate that there are statistically significant differences between the average levels of pre measurement and the average of post-measurement scores in some variables of the basic skills of basketball for students of Higher Diploma for Physical Education at the University of Jazan in favor of post-measurement, where the calculated value of (t) is greater than the value of (t) Tabularity at the level of significance 05, and the researcher returns these differences between the average pre and post measurement in the variables to the application of the mixture learning strategy through WhatsApp communication sites, pictures and videos have a

significant and clear impact of students through the implementation of skills through the use of technology and the method of explanation and command (traditional) of Through the teacher, he provided an opportunity for female students to interact with each other, with the teacher, and to arouse motivations through the educational methods used, with inquiries on

The difficulties that you face through the teacher, we can say that the mixture learning helps to solve the problems and difficulties faced by the students.

Jadwa (14) also indicates that the rates of improvement ranged between the pre and post measurements of female students in the basic skill variables of basketball, under research between (68.52% - 80.28%) and this indicates that the mixing learning strategy has a positive impact on the basic skills variables of basketball among female students. Higher Diploma of Physical Education which indicates the effectiveness of the mixture learning strategy.

Through the results of the research, he highlighted the importance of using blended

learning because it is more flexible and comprehensive, and it uses electronic learning with all its tools, and improves the effectiveness of learning by providing more harmony and harmony in the program used. Providing access to information easily and conveniently at any time and in facilitating the process of communication between learners, the teacher and the scientific subject, as he cares for the teacher with a course in the educational process, and focuses on the skills, emotional and cognitive levels without influence between them or overlap, and maintains the relationships between the student and the teacher, as the stranger sees Zahir Ismail (2009 AD) (4)

He overcomes social unity and can overcome boredom among female students, as a result of the use of technological means within blended learning.

The results of this study are consistent with the results of the studies of Wajihan Karawiya (2010G) (13), Ahmed Al-Omari (2013G) (2), Basma Mohammed Mubarak (2013G) (8) and Ahmed Al-Sayyed (2015G) (1) and Marwa Youssef (2015G) (28)

Muhammad Muhammad Islem (2017) (7) and Mr. Muhammad Abu Alnur (2018) (3), where she indicated, as the results of these studies confirmed that the mixing learning strategy has a positive impact on the basic skills variables of team games.

And thus the validity of the third hypothesis of the research, which states, "There are statistically significant differences between the average levels of pre measurement and the average levels of post-measurement in the skill aspects of some (group games) for students of Higher Diploma for Physical Education at Jazan University in favor of post-measurement".

### **Conclusions:**

In the light of the research objectives and hypotheses and within the limits of the specific research and based on statistical treatment, the researcher reached to:

- 1- The blended learning method has a positive effect in improving the level of cognitive aspects of some (group games) among higher diploma students for physical education.
- 2- The method of blended learning has a positive effect in improving the level of

cognitive physical aspects of some (group games) among higher diploma students for physical education.

- 3- The method of blended learning has a positive effect in improving the level of basic skills of some (group games) among higher diploma students for physical education.

### **Recommendations:**

In light of the results of the study, it is possible to reach some of the following recommendations:

- 1- Using the blended learning method in learning the basic skills of some (group games) among higher diploma students for physical education.
- 2- Using the blended learning method to improve the cognitive achievement level of some (group games) among higher diploma students for physical education.
- 3- Using the blended learning method to improve the physical aspect of some (group games) among higher diploma students for physical education.
- 4- Taking advantage of the technological capabilities available to female students in the education process.
- 5- Conducting similar research and studies in other courses.

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