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Effectiveness of a Blended Learning on Developing the Skills of Business Administration & Decision-Making among Students of Samtah University College

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ABSTRACT:

The research aimed to identify the effectiveness of blended learning in developing business management skills and decision-making skills. The research relied on the descriptive approach, and the quasi-experimental approach, and the sample consisted of (60) female students and one applied group (pre- and post-test), and the research tools were testing business management skills and decision-making skills. The results showed that there are statistically significant differences at the significance level ($0.01 \geq \alpha$) between the average scores of female students in the pre-and post-applications in favor of the pre-and post-applications of the business management skills test. There are also statistically significant differences at the level of significance ≥ 0.01 between the average scores of female students in the pre-and post-applications of the decision-making skills test in favor of the post-test. It showed the effectiveness of blended learning in developing decision-making and business management skills, with a positive correlation between the scores of female students in the post-test. To test business management skills and decision-making skills. It recommended the development and measurement of business management skills. Moreover, decision-making skills during university courses emphasize the importance of employing blended learning in university education in a way that provides many opportunities and paths, as it is distinguished by its integration and combination of the advantages of traditional and electronic learning. It is also considered an introduction to confronting the problems of traditional and electronic education.

Keywords: Blended Learning, Business Management Skills, Decision-Making Skills

INTRODUCTION

Business management skills are essential for entrepreneurs, especially in the direction and vision of the Kingdom of Saudi Arabia 2030, because of their

important and vital role in managing projects and institutions, as they are linked to a set of skills in planning, implementation and follow-up, and also depend on a set of personal skills in the

ability to influence, persuade and negotiate. With the necessity of having a set of standards represented in productivity and innovation, problem solving, conflict and crisis management, rationalization of expenditures, and sustainable use of available resources, whether material or human.

Business management aims to achieve a set of goals, as it is linked to good planning within the institution or project, enjoying flexibility and efficiency, and good organization within work environments, while studying expectations and challenges, studying the factors affecting them, and the ability to manage crises. Business management skills can be classified into skills. Technical and related to the specialized aspect, communication skills, which enhance communication and transfer of information, directions, opinions, and ideas, and analytical skills, which are related to planning, crisis management, problem solving, and human skills in dealing with others. (ابراهيم، 2019)

In the same vein, (الخياط، 2019) confirms the importance of business administration as a science, and the need to take into account its skills.

(فوده ورضوان، 2020) study indicates that business administration has become one of the main worldwide fields of study nowadays. In effect, attention must be paid to developing at least basic skills in business management including: planning, organizing, directing and controlling. In addition, the personal skills

of the business administrator must be developed, including organizing responsibilities and delegating powers, and the ability to direct, supervise and communicate with others, shows that the vitality of business administration is not confined only to managing the human element, but also the financial and material elements. Business management skills serve as a guarantee for the progress of work within the institution or project according to specific rules aiming at achieving the desired goal.

(الإدارة العامة لتصميم وتطوير المناهج (2009) confirms the importance of developing business management skills. These skills must be an integral part of the manager or leader's personality. Among the most important business management skills are the analytical skills associated with planning, organizing and problem solving, specialized skills associated with cognitive and performance mastery in the main field of work and related areas, the personal skills related to the ability to influence others, communicate with them, listen and perseverance, and the human skills represented in the ability to persuade, negotiate, manage crises, and manage work teams.

As a matter of fact, business management skills and decision-making skills are among the main objectives of learning systems in the twenty-first century. They are directly related to the twenty-first century skills. They are directly related to the personal, social and career life of

students. A great deal of studies such as Oumran, et al., (2021), and Sever & Ersoy, (2019) manifest the importance of continuous development and measurement of such skills among male and female students in higher education. In other words, business management skills are among the basic requirements for project management in various sectors and disciplines. It was noted that there is a large gap between the actual reality, and what is dealt with in the business administration courses in university education theoretically. The results of such gap appear in practical skills, and failure in career when managing projects at different levels. On the other hand, decision-making skills are among the main skills in the twenty-first century skills model in the field of thinking skills, as they depend mainly on higher thinking skills (analysis, synthesis, and problem-solving).

Practically, the study of محمد وآخرون (2021) showed that the shortcomings in the development and measurement of business management skills are resulted from many reasons related to the curriculum or scientific content, teaching strategies, male and female students, lack of motivation, and lack of awareness of the importance of these skills in the twenty-first century

(2016) بخيت confirms that the lack of business management skills is one of the main motives of failure to achieve the desired goals of various projects and business institutions.

From one hand, (Gu, et al., (2020); آل رشود; صيام (2020); نظير (2020) (2018)) showed the scientific and functional importance of developing and measuring decision-making skills. On the other hand, it showed a deficiency in the development of decision-making skills between male and female students in university education and pre-university education. Such deficiency may be attributed to its exclusion from the general and procedural objectives in courses, as well the inconvenience the used teaching strategies to implement such skills. Studies also confirmed the existence of difficulties between male and female students in making a decision even in educational and academic paths, and the difficulty of deciding on many situations, including learning methods, or educational activities in Courses, or methods of evaluating performance within a specific course.

العدواني والغازمي (2018) noted the need for male and female students in university education to develop decision-making skills, as a result of the presence of many shortcomings in their development and measurement. Taking action, and designing discussion sessions that contribute to training in decision-making skills in an integrated manner that achieves the theoretical and practical aspects of those skills.

Primarily, contemporary trends for improving teaching and learning processes and activities vary. Blended learning is among these contemporary

trends, as it represents one of the concepts or educational paths associated with the development of e-learning stages. Many difficulties or challenges related to the field application of e-learning have emerged. Blended learning stems from the fact that students learn more than the integration of teaching and learning approaches. Blended learning is based on the integration between traditional (classroom) learning and e-learning. This is performed through using ICT applications in the traditional educational environment in order to develop the quality of teaching and learning practices, including the elements of educational programs (القرني وعزمي، 2019).

Regarding the relationship between employing blended learning and developing business management skills and decision-making skills, العنبي (2021) showed the effectiveness of integrating e-learning applications, especially those based on the Internet, in developing decision-making skills, and this is attributed to many characteristics, the most important of which is: facilitating many data sources. Information within electronic and traditional educational environments also focuses on a group of elements, the most important of which are: attractiveness, increased attention rate, increased motivation for learning and achievement, with continuous interactive and communicative elements, and unlimited availability for learning, with integration between learning in

cooperative teams, or self-learning according to paths.

Educational assessment of variation among students.

Accordingly, بدوي (2021) confirms the effectiveness of blended learning environments in developing decision-making skills and other variables among students in university education. The study shows that blended learning provides a great opportunity to benefit from all the characteristics and applications of e-learning within classroom learning environments. It also promotes the reduction of problems and difficulties resulting from e-learning completely and independently, or relying on traditional learning. As a result of increased levels of attention and motivation, blended learning based on integrating e-learning applications into traditional learning environments enhances training and constructing skill. Several studies confirm the effectiveness of using blended learning in developing many variables. For example, Fazal, et al., (2020) demonstrates the effectiveness of blended learning as an integrated educational approach for the diversity of its strategies and educational and teaching models, where variation is taken into account according to many variables, including the nature of the educational stage and the academic courses. In addition, Kayalar (2020) shows the effectiveness of blended learning in emergent crises as an appropriate and integrated educational alternative based

on the development of a consensual formula between traditional education and e-learning according to the needs of the target group.

The results of the study (2019) محمد وعبد الله, which aimed to evaluate blended education, also showed the effectiveness of blended education in increasing achievement in academic courses, while building positive attitudes among male and female students. (2020) الحازمي concludes the effectiveness of blended learning as an educational alternative to traditional education, especially in light of various crises. In effect, the study recommends the need to provide the requirements of blended learning, train qualified cadres to work according to blended learning for its suitability as an effective educational system, build community awareness of the importance of blended learning, design programs, curricula and courses according to the blended learning approach, and adopt the blended learning as a basic system of education.

On another plane, (2021) الشمري والسعدي state that the blended learning secures more acceptability among university students in light of the Corona pandemic than traditional education and e-learning. In addition, blended learning is the appropriate and logical alternative or choice for e-learning, as blended learning is characterized by accessibility and application, and being less in economic

cost. Studies have proven that blended learning is more beneficial than traditional education and e-learning.

Accordingly, blended learning helps in developing and measuring business management skills and decision-making skills. In addition, this approach allows learning to benefit from the characteristics of e-learning and its applications, and the characteristics of traditional education. Its use is easier in many traditional or electronic educational environments. Hence, the current study attempts to build a program based on blended learning for developing business management skills and decision-making skills for female students among the university college.

RESEARCH PROBLEM:

The problem of the current research becomes clear through the researcher's work and teaching many of the Home Economics Department's courses and reviewing the plan and descriptions for the courses, in that there is a gap between reality and what is hoped for business management skills in the Home Economics major, as it is not an actual course within the courses of the study plan, and is not included in The content of the courses of the Department of Home Economics at Samtah University College. This prompted the researcher to find out whether female students possessed these skills or not. Among those courses was the residential facilities maintenance course, as it became clear

that there were deficiencies among female students in many skills related to business management, including planning skills, practical, organizational skills, and the ability to negotiate, persuade, and influence others. It was also found that there was a deficiency in the students' decision-making skills, whether in identifying a real-life problem, or a functional problem related to practical life, and how to collect data from different sources to analyze and study the problem, and the difficulty of presenting various ideas, and translating them into alternatives that can be studied and chosen from. The researcher also conducted an exploratory study on business management skills and critical thinking skills, by presenting a short test that included five situations in the residential facilities maintenance course that require female students' skills in business management and decision-making skills, and the test was applied. A sample of (44) female students participated according to their desire in the test, and the following was achieved through the results of the test and a discussion session in groups with the same female students:

Through the results of the test and a discussion session in groups with the same female students, the following the following points are to be considered:

(A) Difficulty in reading real situations, and understanding them deeply that helps in identifying the main problem in the situation accurately. It is noted that

the skill of defining the problem is the first skill towards building decision-making skills.

(B) Offering alternatives to students is performed according to previous experience and not the stage of data collection, which represents a difficulty in constructing alternatives that are coherent and consistent with the problem in the specific situation.

(C) Most of the female students do not have any skills related to business management towards planning a specific work, planning a budget, or doing a situation analysis to do a feasibility study, and their communication skills need more guidance and training. They need more time in training in persuasion skills, negotiation and management of work in teams.

(D) Most of the female students indicated that business management and decision-making skills are not practically practiced within the academic courses, even if they are not studied.

The research problem is represented by a main question: What is the effectiveness of blended learning in developing business management skills and decision-making skills among female university students at Samtah University? Several sub-questions branch out from this question:

1- What are the business management skills that female students at Samtah University College should have?

- 2- - What are the decision-making skills that female students at Samtah University College should have?
- 3- What are the foundations of the proposed program based on blended learning to develop the skills of business administration and decision-making among female students of the University College of Samtah?
- 4- What are the elements of the proposed program (objectives- content and activities - treatments and evaluation methods) based on blended learning to develop business management skills and decision-making among female students of the University College of Samtah?
- 5- What is the effectiveness of the proposed program based on blended learning in developing business management skills for female students of the University College of Samtah?
- 6- What is the effectiveness of the proposed program based on blended learning in developing decision-making skills for female students of the University College of Samtah?
- 7- What is the correlation between the students' scores in the post-application of the business administration skills test, and their scores in the post-application of the decision-making skills test?

THE RESEARCH OBJECTIVES:

The current research aims at the following:

- 1- Determine a list of business management skills that must be

possessed by female students at Samtah University College.

- 2- Determine a list of decision-making skills that must be possessed by female students at Samtah University College
- 3- Preparing a proposed program based on blended learning to develop business management and decision-making skills for among female university college students.
- 4- Investigating the effectiveness of the proposed program based on blended learning in developing business management skills for female university college students.
- 5- Investigating the effectiveness of the proposed program based on blended learning in developing decision-making skills among female university college students.
- 6- Studying the correlation between the students' scores in business management skills and their scores in decision-making skills.

THE RESEARCH IMPORTANCE:

In fact, the theoretical importance of the current research stems from the need to develop business management skills and decision-making skills, as they are among the functional skills of university college students. In addition, the current importance of the research copes with the requirements of life in the twenty-first century such as: the integration between traditional learning and e-learning, and taking advantage of the characteristics of each in achieving the desired educational

goals. The current research is vitally important for:

- 1- The planners of educational and training programs in adopting blended learning as one of the approaches to the development of teaching and educational practices in integration with traditional learning, which is reflected in the quality of learning outcomes at the university college.
- 2- University college students in developing business management and decision-making skills, the essential requirements for future career and professional life.
- 3- The faculty members of the University College in adopting some models of the use of blended learning in developing the quality of teaching and learning practices, and developing many variables.
- 4- Researchers in the same field through the theoretical framework on research variables, including blended learning, business management skills and decision-making skills, in addition to research tools, including a program based on blended learning, a test in business management skills, and a test in decision-making skills.

THE RESEARCH BORDERS:

The current research was confined to the following:

- Objective borders: the decision-making skills were confined to the skills of setting goals and analyzing the problem, identifying alternatives

and solutions, providing justifications for solutions, choosing the alternative, decision-making and follow-up. From one hand, business management skills were limited to technical skills, communication skills, human skills/analytical skills. On the other hand, the blended learning skills were limited to the integration of some traditional learning strategies and e-learning applications.

- Spatial borders are limited to the application of educational tools and data collection tools at the University College in Samtah, Jazan University.
- Time borders: the current research was limited to the application of tools in the basic experiment in the first semester of the academic year 1442/1443 AH.
- Human borders: the current research was limited to a sample of female students of the University College in Samtah University, Jazan.

THE RESEARCH HYPOTHESES:

- 1- There are statistically significant differences at the level ($0.01 \geq \alpha$) between the average scores of female students in the pre -and post-applications in favor of the post-application of the business management skills test.
- 2- There are statistically significant differences at the level ($0.01 \geq \alpha$) between the average scores of female students in the pre- and post-applications in favor of the post-

application of the decision-making skills test.

- 3- There is a positive correlation between the scores of the experimental group students in the post application of the test of business management skills and the test of decision-making skills.

THE RESEARCH TERMINOLOGY:

BUSINESS MANAGEMENT SKILLS:

Melo, et al., (2019) defines it as a set of practices related to analyzing the work system to determine inputs or material resources and human resources with the aim of investing them optimally to achieve the goal of the business organization. This process is linked to a set of skills, the most important of which is the ability to analyze the work environment or system, Distinguishing inputs, processes and outputs, and skill in communicating with others, Business management skills are defined procedurally in the current research as the student's abilities to plan a specific work or a small educational project related to the scientific content of the residential facilities maintenance course, and to manage it successfully through a set of personal, human and communication skills to persuade others to participate in the work and direct them towards achieving a specific goal. These skills are defined Business Administration in the score obtained by the student in the test designed to measure these skills in the current research.

DECISION MAKING SKILLS:

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The decision-making process is defined as a methodology of thinking carried out by the student in order to analyze the situation, identify the main problem, analyze it, and study its causes, proposing of alternative solutions by collecting data and information, choosing the most appropriate alternative through the comparison between the available solutions or alternatives, and following up the implementation of the chosen solution. (2021) جبر

From a different perspective, (2020) نظير defines decision-making skills as a set of skills through which a student can choose a suitable alternative from several available alternatives according to specific criteria.

Procedurally, the researcher defines the decision-making skills as the students' ability to identify the problem during a real educational situation, with data collection and analysis to formulate and identify available alternatives, study and categorize them according to the degree of importance, select the appropriate alternative to solve the problem, and implement the decision and follow up on its application in the field. The skills of decision-making of the student's is determined in light of the grade of the student on the test prepared for measurement in the current research.

BLENDED LEARNING:

(2018) الرحيلي defines it as an integrative educational system that combines the

traditional and centered face-to-face learning modes, with e-learning and web-centered. Specifically, this integration takes place in a manner consistent with the nature of the content and the educational situation, with the requirements of achieving educational goals.

(2019) حواس views it as one of the educational formulas, in which e-learning is combined with traditional (classroom) learning in one educational environment and one educational path, using media centered on the computer and the Internet, in traditional learning environments, including discussions, lectures, presentations and training sessions.

Procedurally, blended learning is an educational approach based on the integration of traditional learning methods and strategies, and e-learning methods and applications within the educational situation, with the purpose of addressing the scientific content and achieving educational goals related to the development of business management skills, and the development of decision-making skills.

BLENDED LEARNING-BASED PROGRAM:

Procedurally, blended learning-based program is defined as a general framework that explains the treatments and activities for developing business management skills and decision-making skills, through the integration of traditional learning with its various strategies and activities, and e-learning,

its applications and programs. Meanwhile, the current program is constructed according to a group of elements including: foundations for building the program, general and procedural objectives of the program, program content and activities, teaching and learning methods, and evaluation methods.

LITERATURE REVIEW:

The current section of the research objective is to describe the research variables, including business management skills and decision-making skills, in order to deduce the methods of their development and measurement. In addition, it aims at describing blended learning in terms of concept, importance, advantages, and methods of employing them in teaching and learning processes, concluding with the foundations of building the proposed program, and identifying its elements.

FIRST: BUSINESS MANAGEMENT SKILLS:

According to the development of theories interpreting the concepts of management and leadership, the term business administration is one of the dynamic concepts characterized by development and comprehensiveness. Its importance and spread increase in light of the digital world of the twenty-first century, the development of the concept of business, the transition from traditional business to entrepreneurship, diverse and gradual projects, and the spread of business projects across the digital world. Business management is linked to leading

the project or institution and directing it in the right path to achieve the goals, with the study of costs and returns, and constantly monitoring threats. These processes require many skills, especially in light of small projects and micro-projects. These skills are related to the same areas of management, personal characteristics, mastery of technical skills, ability to communicate with others and influence them to motivate them and direct their energies and abilities towards productivity and achieving goals with the least time, effort and cost (Williford, et al., 2021.; Oumran, et al., 2021.; Melo, 2019). Alborzkouh, et al., (2015) defines it as the art of achieving goals, that the business management process represents a set of behaviors carried out by the person responsible for managing the business in order to achieve a pre-planned goal. This process is linked to a comprehensive set of processes in the study of the institution, company or the project, analysis of work environments, identification of human elements, levels of competence, and their relationship to the main purpose or objective of the institution, interactions and conflicts and support, along with basic skills in planning, implementation, follow-up and evaluation. It is the process of directing specific inputs to achieve outputs that represent the main goal of project creation.

(2020) فوده ورضوان divide business management skills into two main sections, the basic skills, and the skills

associated with the personality of the business administrator or the so-called personal skills. More precisely, the basic skills include planning, organizing, coordinating, leadership, directing and controlling skills, while personal skills include communication with others, persuasion, and influencing the human elements within the business environment. The study links business management skills and decision-making skills, as employing business skills within the business environment requiring appropriate decision-making skills. In effect, business management skills and decision-making skills must be developed in parallel for the need institution to achieve the desired goals.

On another plane, (2018) عثمان classifies them into three main areas of business management skills: personal skills including: ambition, calculated risk, innovation, and responsibility; management skills including: planning, team management, and quality management; and technical and communication skills including: marketing, negotiation and persuasion. Generally, (2018) محمد وأحمد specified them as a group of basic skills, including responsibility, decision-making, ambition, innovation, and team management.

SECOND, DECISION-MAKING SKILLS:

The decision-making process is one of the processes related to the student's abilities to think at higher levels. In the current section, the concept of decision-making, defining decision-making skills,

identifying its stages, strategies, and the importance of its development and measurement among male and female students are put under scrutiny as follows:

THE CONCEPT OF DECISION MAKING:

The decision-making process is related to the student's ability to choose from among the alternatives, solutions, or ideas presented, taking into account the choice of examples, in order to solve a specific problem facing him. consistent with the specific problem (2020 موسي،).

Also, (2019) التمام defines it as a mental activity performed by male or female students for the purpose of comparing between a set of alternatives or proposed solutions to a specific problem. The comparison process is carried out according to a scientific and logical methodology to choose the most efficient and effective alternatives in achieving the goal and solving the problem. The importance of developing decision-making skills lies in the following:

- Participating in the formulation and selection of solutions to real problems.
- Building the capabilities of male and female students to identify and identify problems.
- Developing discussion skills and present arguments and justifications.
- Increasing levels of self-confidence, independence and responsibility.
- Developing the skills of collecting, organizing and analyzing data.
- Promoting proper logical and scientific thinking skills.

Put another way, (2018) عبد المجيد expounds that the decision includes many processes, including decision-making. That is, decision-making is a process based on mental activity to think about a set of alternatives, and to choose among them, by describing aspects of strengths and weaknesses in each of the available alternatives, and a description of the expected results in the event of a choice for each alternative, followed by the decision-making associated with a specific goal or solving a problem in an ambiguous situation, with the need to follow up and evaluate the decision-implementation processes.

In the same vein, (2018) آل رشود states the student's abilities to act in a specific situation to choose from among the available alternatives, determine the best and most appropriate to solve the situation, anticipate the consequences of each of the available alternatives, go necessarily through a set of stages and processes such as examining the ambiguous situation and defining the problem facing you to an accurate degree, determining the desired goal of studying the problem, collecting data and information from credible and reliable sources, followed by listing all available alternatives according to the outputs of the data collection stage, with the students' ability to arrange these alternatives according to the criterion of importance and priority. For solving the problem, identifying the best alternatives

in preparation for decision-making and implementation seems vital.

(2018) العذواني والغازمي also define it as one of the higher-order thinking processes aimed at identifying a set of alternatives and choosing among them according to preference. The study shows that the decision-making process is a pattern of thinking that is linked to many other types of thinking, especially critical thinking, where the decision-making process needs a deep analysis of the situation or problem, evaluate the situation, evaluate alternatives, and absorb the strengths and weaknesses of each alternative separately. The study manifests that in order to develop decision-making skills, the characteristics of this style of thinking must be understood, as decision-making skills are among the necessary life skills, and applied skills that depend on the applied side in activities and treatments. It is a participatory process that can be implemented easily within cooperative learning groups. A purposeful, planned process that is linked to a clear goal, which is to find a solution to a problem. Plus, it is linked to a specific time available to solve the problem. It is an organized process based on data and information away from confusion and randomness. It is also a process based on differentiation according to dimensions and variables; characterized by progress. It is carried out according to clear and specific stages.

DECISION MAKING SKILLS:

Basically, a plethora of classifications of decision-making skills are existent

according to the goal of the research. Studies vary in determining decision-making skills, as some studies label them skills, while others call them decision-making processes. Differently, some studies call them stages of decision-making. جبر (2021) refers to a set of decision-making skills that must be developed and measured among students, such as: the skills of understanding the ambiguous situation or the proposed problem and analyzing it accurately, generating suggested or possible alternatives to solve the ambiguous situation, evaluating the alternatives that were generated to classify them and determine the extent of their connection to the problem at hand, followed by taking the appropriate solution related to making a decision towards solving the problem.

While (2018) الرحيلي identifies a set of skills, namely: identifying the main problem in the situation, formulating and defining the basic goal of the decision-making process, thinking about the basic requirements necessary for decision-making, seeking help from specialists, and searching for information to generate ideas and alternatives, arranging and categorizing them, then choosing the best alternative among the alternatives proposed in the educational or life situation. Finally, the decision is implemented.

(2019) دراسة محمد agrees with many studies on decision-making skills that there is a need to focus on the factors that affect

the development of decision-making skills, including patterns and levels of thinking among male and female students, the matrix of values governing personality, the tendency to adventure, and self-discipline, educational experiences, the surrounding environment, and underlying motives. These factors must be taken into account in programs for the development and measurement of decision-making skills. Plus, (2020) الدردير وأخرون agrees that the main decision-making skills are related to identifying alternatives and differentiating between them to make a decision on a specific problem. These skills depend on a set of factors required for the development of decision-making skills related to personal factors, study experiences, practical experiences, the ability to direct and advise, and life experiences. These factors affect the processes and stages of decision-making, which should be taken into account when developing and measuring decision-making skills among male and female students.

THE STAGES OF DECISION MAKING:

(2019) التمام identifies a set of sequential stages, namely: detecting and diagnosing the problem, collecting data, information and previous experiences about the problem, identifying available alternatives, studying and examining them, selecting convergent alternatives, determining the best among them, implementing and following up the decision.

Buch, et al., (2021), (2020) موسى, (2019) عبد الرشيد وآخرون agreed on a set of successive stages by which the student must be evaluated to develop decision-making skills, the most important of which are the following:

- Determining the ambiguous situation or the problem to be studied and resolved.
- Examining and analyzing the situation or problem.
- Collecting data and formulating alternatives.
- Studying alternatives and choosing the right alternative.
- Decision making and implementation.
- Following up the decision in the field.

(2021) العنبيي links the stages of decision-making and its skills, as the decision-making process includes a set of stages; each includes many practices and sub-skills. He also links the stages of decision-making and the stages of problem solving, as the decision is taken to solve a specific realistic problem, capable of solution and application. These stages include the following: the first stage is solving the problem and is linked to the student's skills in accurately defining the problem, and distinguishing its causes and manifestations; the second stage is data and information collection, which includes the student's skills in identifying sources associated with available alternatives to solve the problem; the third stage is the formulation and examination of alternatives and evaluation, that is related to the students'

skills in distinguishing alternatives related to the problem, providing justifications for each alternative; the fourth stage is choosing the appropriate alternative to solve the problem. This stage is linked to the student's skills of ordering alternatives by importance, interpreting them, offering pleas, and studying costs and benefits; the fifth stage includes the Implementation of the decision and its realistic follow-up in the practical field, continuous evaluation of the appropriateness of the decision, the validity of the decision-making processes, and their relationship to solving the pre-determined problem.

Accordingly, it is noted that there is a great similarity between decision-making skills and the stages of decision-making processes, due to the fact that decision-making skills must be addressed in an integrated manner. It is not possible to separate each skill separately as in the rest of the higher thinking skills such as creativity, critical thinking and others. These skills are gradual, starting from the ambiguous situation, and ending with developing solutions and following up on their implementation. It is also noted that there is a great agreement between the skills and stages of decision-making and the processes of solving the problem, due to the fact that the main objective of decision-making processes is to seek for solutions to the problem. Skills of decision making differs from problem solving processes in that solving the problem may end up with a single

solution, and problem-solving processes stop when the solution or solutions are presented, while decision-making skills depend on data and information collection and analysis, and the confirmation of the largest number of alternatives. More specifically, the alternatives are not evaluated in light of right/ wrong dichotomy, but according to the idea of benefits and costs. The process of decision making is not confined to choosing the appropriate alternative, but it continues to implement and follow up this alternative, and evaluate it in the field, with the possibility of continuous development and modification.

THIRD: BLENDED LEARNING:

In essence, blended learning is one of the concepts that have emerged with the spread of e-learning. It is one of the approaches that employ e-learning applications in an integrated manner to improve traditional learning, especially when many challenges related to the use of e-learning have appeared wholly in a way that is related to infrastructure and virtual interactions. Blended learning is the educational path based on taking advantage of e-learning within traditional learning environments. It has many names, including blended learning, dual learning, blended education, hybrid learning, integrative learning. The employment of blended learning is a feature in facing the shortcomings of both traditional learning or e-learning. In addition, blended learning can be

defined as an educational approach based on integration or merging between e-learning (information and communication technology), and classroom learning (face-to-face) according to a set of strategies and methods appropriate to the nature of the students or the nature of the study material, and the nature of educational situations (أبو ناجي واخرون, 2019).

Macaruso, et al., (2020) define blended learning as an integrated educational formula based on integrating e-learning applications in traditional education environments to produce new educational environments called blended learning, mixed learning or the integrative formula of learning. The methods of this learning formula vary, as it can be employed according to the capabilities and experiences of the practitioner in the educational situation. In the same vein, Malykhin, et al., (2021) state that blended learning emerged as a gradual change to traditional learning, and its outputs matched both the traditional education and e-learning systems. McKenna, et al., (2020) show that educational outcomes increased in light of the use of blended learning for its integration and diversity, with the possibility of developing it through the use of various strategies continuously. Plus, blended learning can be employed as an educational system per se, consisting of a group of the intertwined elements between traditional education and e-learning. Such intertwined

elements are like: employing e-learning applications in an environment that operates according to face-to-face education, without being restricted by the limitations of traditional educational environments.

(2019) المقدم defines blended learning as an educational approach based on employing innovations in the field of technology and its various applications and integrating them into traditional learning environments, with the aim of addressing academic courses including objectives, scientific content, educational activities, teaching treatments and evaluation methods. The integration process proceeds from availability and quick access for scientific content, with the development of teaching treatments and strategies, and methods of presenting scientific content in order to achieve educational goals or professional development goals.

In light of the aforementioned definitions of blended learning, it is noted that blended learning emphasizes a set of basic points as follows:

- Blended learning is an integrated educational formula between the characteristics of traditional learning and e-learning.
- The concept of blended learning emerged as an intermediate solution as a result of the difficulties of applying e-learning in a comprehensive way.
- The basis of blended learning is to employ and integrate e-learning

applications into classroom learning environments.

- Blended learning can combine live interaction and online interaction.

The paths and levels of employing blended learning can be as follows:

(A) Integrating some learning media, including presentations, infographics, educational videos, and virtual labs into classroom learning environments. This level emphasizes the scientific content, while improving the way it is organized and presented to build motivation among students.

(B) Employing social media applications in classroom learning environments, including e-mail, Twitter, WhatsApp, and Telegram. These applications enhance the possibility of learning continuity outside the boundaries of traditional classroom learning environments, and can also be used to follow up educational activities, course assignments, and home assignments.

(C) Employing educational platforms within classroom learning environments. This application allows the individualization of teaching and self-learning, with the participation of students in planning and designing learning, and participating in educational activities according to their needs and preferred learning styles. This level allows integration between traditional assessment methods, and E-tests as one of the electronic assessment tools.

THE THEORETICAL FOUNDATIONS OF BLENDED LEARNING:

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Blended learning stems from the interpreting theories of both e-learning and traditional learning. Many studies, including (2020) عسيري والعمري, سعيد وآخرون (2021) ،

(2021) فايد وآخرون show that blended learning demonstrates the principles and the applications of many learning theories, including the behavioral theory, cognitive theory, constructivism theory, and communicative/ associative theory. For example, blended learning adopts the thoughts of Behaviorist theory in the necessity of varying the stimuli of learning, the attractiveness of the stimuli, and linking motivation with increasing achievement. It also adopts the ideas and applications of constructivist learning or the constructivist theory in general in that learning is an active social process based on interaction, and revitalization of previous educational experiences. In addition, knowledge must be built by students according to their thinking paths, abilities and tendencies, as it emphasizes the Connectivity Theory, which is the contemporary theory that explains learning in the digital world. It emphasizes the need to build learning societies based on discussion, dialogue, interaction, and continuous learning. That is, learning occurs as a result of multiple patterns of real and virtual interactions.

FEATURES OF BLENDED LEARNING:

The idea of designing blended learning environments, especially in university

education, is based on combining the characteristics of e-learning and the characteristics of traditional learning. Technological and electronic educational paths in a variety of educational environments allow the individualization of teaching and learning on the one hand, and discussions, communication and face-to-face interaction on the other hand. Blended learning does not require a fundamental change in learning environments and educational resources, but is focused on the competence of the teacher or faculty member in employing e-learning applications available in traditional learning environments, with the aim of improving the quality of education (2019، القحطاني).

(2019) المقدم also shows the effectiveness of blended learning and training programs based on blended learning in improving many variables as a result of a set of characteristics, including: Increasing the effectiveness of learning by linking learning inputs to the needs, abilities and learning styles of students, while diversifying learning and knowledge media in a digital way that facilitates accessibility to it. It emphasizes active learning with students by emphasizing the positivity of the student in the educational situation, and promoting active interactions, whether face-to-face or digitally. Such interactions allow students to participate in the educational situations simultaneously. Plus, blended learning promotes the flexibility of learning in terms of learning

paths, and methods of applying the program or course according to the variation among students according to the variables of time and place. Blended learning also allows training in the performance or practical aspect through models and simulations, where many programs that work on building Skills of female students in a blended learning environment.

(2015) أحمد shows that blended learning allows diversifying teaching and learning opportunities, and improving the quality of the educational opportunity, while making it available easily and easily accessible to female students, taking into account the difference in needs, experiences and capabilities. These practices have an effective impact on improving Learning outcomes, and the development of many variables, and the blended learning is based on the attractiveness of learning by providing a variety of educational resources that combine different stimuli. Through the use of many teaching strategies, including educational projects, blended learning emphasizes achieving the joy of learning for the student, with the pleasure of interaction between students with a degree of freedom that allows communication, discussion and the development of many skills, in addition to blended learning increases the formation of positive attitudes towards teaching and learning, And toward school subjects, these advantages may not be applicable in traditional education environments.

The study of (2021) فايد وآخرون expounds that the advantages of blended learning are related to providing educational opportunities that are not restricted to a specific time and place. It also allows the employment of various social media applications in teaching and learning activities. It also provides a diverse educational opportunity that suits the different categories of male and female students in abilities and tendencies. It allows the management of dialogue and discussion to express ideas and opinions, whether in traditional or online learning environments. It also reduces the administrative burdens associated with curricula in the traditional image. It is also characterized by the abundance and diversification of its strategies, where the teaching process can use blended learning according to various formulas and paths that integrate e-learning and traditional learning simultaneously, or alternating between lessons. The characteristics of blended learning are attributed to a group of educational and technical dimensions in the attractiveness of design, diversification of stimuli, diversification of learning opportunities, flexibility, interaction, and continuous assessment.

In conclusion, blended learning allows teachers or faculty members staff to apply e-learning inputs in classroom learning environments without high cost, or requirements related to infrastructure processing and digital infrastructure. The characteristics of blended learning are

evident in enhancing students with a set of attractive educational stimuli that It increases their motivation to learn. It also allows female students to work according to their previous experiences in the scientific content. It allows diversifying teaching and learning strategies. It also allows the transfer of learning from the traditional environment to learning without being bound by the elements of time and place. It provides opportunities to access a variety of educational resources, including digital libraries and educational platforms and discussion forums.

METHODOLOGY AND PROCEDURES OF THE RESEARCH:

The objective of the current section is to clarify the research methodology, and to define the targeted procedures and steps to answer the study questions, including a description of the study's curriculum, describing the stages and processes of building tools for measuring dependent variables, including a test measuring business management skills, a test measuring decision-making skills, identifying the elements of the proposed program, and identifying the basic sample of the study and field application procedures.

THE RESEARCH METHODOLOGY:

The current research depends on the descriptive approach in the treatment of literature review to describe the measurement variables associated with business management skills and decision-making skills, and concludes the elements

of program building according to the models of educational designs presented in the literature. The research depends on the quasi-experimental approach using one single experimental group, pre-applied to measurement tools, followed by exposure to the program based on blended learning. Finally, the group is post-applied to the measurement tools to measure the effectiveness of the program based on blended learning in developing business management skills and decision-making skills among university college students.

THE RESEARCH VARIABLES:

- Independent Variable: The program based on blended learning.
- The two dependent variables: business management skills and decision-making skills.

BUILDING THE TOOLS OF THE RESEARCH:

The current research depends on the achievement test to measure business management skills and decision-making skills. These skills are controlled by the mental aspect, not the performance aspect. the research tools were built according to a set of steps as follows:

1. Business management skills test:

- Objective of the test: The objective of the test is to measure business management skills in general, and each skill separately among university college students, in order to investigate the effectiveness of the proposed educational program based on blended learning in developing business management skills.
- Test content: The test content matrix was built in two main dimensions: the first was linked to the main topics in the content of the course (Residential Facilities Maintenance). This course was chosen because its objectives and scientific content were linked to many problems and life situations related to the lives of female students at the university college, and the second was linked to business management skills, which included technical skills and technical skills. Communication skills, human skills, and analytical skills. The content of the business management skills test can be described according to the following table (1):

Table No. (1) shows the content specifications of the business management skills test

| Skills Topics | Items of business management skills | | | | The sum |
|---------------------------------------|-------------------------------------|----------------------|--------------|-------------------|---------|
| | Technical skills | Communicative skills | Human Skills | Analytical Skills | |
| maintenance of residential facilities | 3 | 3 | 3 | 3 | 10 |
| Renewal of Residential facilities | 2 | 2 | 2 | 2 | 10 |
| Sum of the Test | 5 | 5 | 5 | 5 | 20 |

The test consists of two sections. the first section is linked to the sample data, the

date of application, and instructions for responding to the test. The second

section includes the test vocabulary. The items of the test were written using multiple choice questions (4 choices) in the shape of daily situations link the

content of the course with the skills of business management. An example of business management skills test can be illustrated as in Figure (1):

Figure No (1): shows An example of business management skills test

In a project for the maintenance of facilities in one of the residential buildings, the project manager discussed with the workers a set of items in carpentry and electrical works. The carpentry workers debated about the measurements related to doors and windows. Then, they disagreed with the manager in distinguishing between doors that should be changed, or re-maintained without change, while Electricity workers differed on the type of wires and flashlights that could be installed. Their meeting remained for a long period of time between discussions and struggles about what to do, the necessary materials, the required capabilities, and the financial aspects of workers. After a period of work on the project and approaching implementation, it was found that the carpentry workers changed All doors and windows, without commitment to maintain the appropriate ones, which increased the financial cost, and the failure to comply with the project budget.

(Read the previous situation and answer the following.....)

1. The first question: What is the problem with not distinguishing between the renewal of some facilities and the maintenance of some of them in the specific situation?

- (a) planning
- (b) organizing
- (c) negotiating
- (d) persuasion

2. What is the problem in the difference between the workers and the project manager in the electrical and carpentry work assessments?

- (a) Lack of persuasion skill.
- (B) Deficiencies in the technical / specialized aspect.
- (C) Deficiencies in project budget planning skills.
- (D) Lack of skills to influence the opinions of others.

After formulating the test items, the test was set in a preliminary form. It has been juried by (17) specialists in psychometrics and designing programs and curricula, with the aim of judging the business management skills test in terms of studying the extent to which each item relates to the main skill set for its measurement, and the association of the items with business management skills

and the work as a whole, with the linguistic proofreading of the test vocabulary, especially in the formulation of questions and their suitability for the target age group. The referees' observations were made. Then, the test was prepared in a ready-to-apply form for the exploratory experiment to measure psychometric characteristics, including

measuring the validity and stability of test items.

• THE RESEARCH SURVEY:

The business management skills test and the decision-making skills test were applied to an exploratory sample of 30 students at the eighth level, aiming at verifying the control and legalization of the test and its validity for application. The validity of the test was achieved as follows:

FIRST: MEASURING THE VALIDITY OF THE TEST:

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The internal consistency validity of the business administration skills test was calculated using the Pearson correlation coefficient by calculating the correlation coefficient of the degree of each item with the degree of the dimension to which it belongs, as well as the coefficient of the correlation of the scores of each item to the total score of the test, and Table (2) illustrates this.

Table No (2) shows The validity of the internal consistency of the items of business management skills test correlation coefficients between the item's score, the degree of the dimension to which it belongs, and the total score of the test

| No | Technical Skills | | Communicative skills | | Human skills | | Analytical skills | | | | |
|----|---|-----------------------------------|----------------------|---|-----------------------------------|----|---|-----------------------------------|----|---------|---------|
| | Correlation using the degree of dimension | Correlation using the total score | No | Correlation using the degree of dimension | Correlation using the total score | No | Correlation using the degree of dimension | Correlation using the total score | | | |
| 1 | 0,718** | 0,554** | 6 | 0,854** | 0,71** | 11 | 0,67** | 0,423* | 16 | 0,592** | 0,592** |
| 2 | 0,51** | 0,426* | 7 | 0,75** | 0,70** | 12 | 0,59** | 0,734** | 17 | 0,781** | 0,74** |
| 3 | 0,54** | 0,71** | 8 | 0,412* | 0,60** | 13 | 0,679** | 0,571** | 18 | 0,736** | 0,736** |
| 4 | 0,702** | 0,811** | 9 | 0,775** | 0,78** | 14 | 0,711** | 0,805** | 19 | 0,565** | 0,565** |
| 5 | 0,736** | 0,712** | 10 | 0,883** | 0,462* | 15 | 0,628** | 0,815** | 20 | 0,565** | 0,793** |

It is clear from the results of the previous table (2) that all the vocabulary of the business management skills test have a statistically significant correlation with the degree of the dimension to which it belongs and the total degree of the test, which means that the test has a high degree of internal consistency, which means that the vocabulary participates in the measurement of business management skills. The correlation coefficient of the degree of each

dimension with the total score was also calculated, and Table (3) shows this

Table No (3): shows The relationship of dimensions with the total score of the business administration skills test

| Dimensions | Technical skills | Communicative skills | Human Skills | Analytical skills |
|-------------------------------|------------------|----------------------|--------------|-------------------|
| Correlation in the total test | 0,738** | 0,704** | 0,717** | 0,789** |

It is clear from the previous table that the correlation coefficients between the scores of each dimension and the total

score of the test are significant at the level (0.01), which indicates that the test in general enjoys a high degree of validity and truthfulness of what was designed to measure it.

• SECOND: THE RELIABILITY OF THE BUSINESS MANAGEMENT SKILLS TEST

The reliability of the test was calculated in two ways:

The first method: Cronbach's alpha method for reliability. The reliability was calculated by the alpha-Cronbach method, where the reliability of the sub-dimensions of test was calculated and the reliability of the test as a whole was calculated; Table No. (4) shows the reliability of the test using the Alpha Cronbach method.

Table No (4) shows Cronbach's alpha coefficient for the test dimensions and for the test as a whole

| Dimension | Cronbach's alpha coefficient |
|--|------------------------------|
| Technical skills | 0.717 |
| Communicative skills | 0.723 |
| Human Skills | 0.720 |
| Analytical skills | 0.724 |
| The skills of business management as a whole | 0.722 |

It is clear from the previous table that the test has a high degree of stability.

The second method: the reliability by the split-half method: the test was applied to the exploratory sample and divided into two parts (odd-rank items, even-ranked items). The Pearson correlation coefficient was calculated between the degrees of the two parts and the reliability coefficient was calculated by the methods of Spearman-Brown and

Guttman for the split-half as shown in Table (5) next one:

Table No (5) shows the reliability coefficients of the test by the Split-half - method

| Coefficient | the consistency coefficients by the Split-half method |
|----------------|---|
| Spearman-Brown | 0,778 |
| Guttman | 0,776 |

They are high values that indicate the reliability of the test and its validity for application. According to the validity and reliability of the test items, the test was presented in the final applicable form in the basic experiment in the current study.

2. DECISION-MAKING SKILLS TEST:

- The objective of the test: The objective of the test is to measure decision-making skills in general, and each skill separately among university college students, in order to investigate the effectiveness of the proposed educational program based on blended learning in developing decision-making skills.
- Test content: The test content matrix was built in two main dimensions: the first was related to the main topics in the content of the course (Maintenance of residential facilities), and the second was related to decision-making skills, which included the skills of setting goals and analyzing the presented problem, identifying alternatives and solutions, providing justifications for the proposed solutions, choosing Alternative, decision-making and follow-up. The content of the business management skills test can be

described according to the following table (6):

Table No (6) shows specifications for the content of the decision-making skills test

| Skills | Items of business management skills | | | | The sum |
|---------------------------------------|---|--|--|---|---------|
| | Setting goals and identifying the problem | Identifying the solutions and alternatives | Providing justifications and solutions | Choosing alternatives, decision-making and following-up | |
| Maintenance of residential facilities | 3 | 3 | 3 | 3 | 10 |
| Renewal of Residential facilities | 2 | 2 | 2 | 2 | 10 |
| Sum of the Test | 5 | 5 | 5 | 5 | 20 |

The items of the decision-making skills test were formulated in the same way as indicated in the construction of the previous test. It is based on the formulation of the head of question in the form of a real situation or problem, requiring the student to have the ability to understand and analyze obstacles, while answering the questions formulated in the type of objective questions multiple-choice (Four alternatives). Finally, presenting the test in its initial form to the arbitrators and amending

them in the light of their opinions.

• **FIRST: THE VALIDITY OF THE DECISION-MAKING SKILLS TEST:**

The validity internal consistency of the decision-making skills test was calculated using the Pearson correlation coefficient by calculating the correlation coefficient of the degree of each item with the degree of the dimension to which it belongs, as well as the coefficient of the correlation of the scores of each item to the total score of the test as shown in table (7).

Table No (7) shows The validity of the internal consistency of the decision-making skills test vocabulary Correlation coefficients between the item's score, the degree of the dimension to which it belongs, and the total score of the test

| No | Setting goals and identifying the problem | | Identifying the solutions and alternatives | | Providing justifications and solutions | | Choosing alternatives, decision-making and following-up | | | | |
|----|---|-----------------------------------|--|-----------------------------------|---|-----------------------------------|---|-----------------------------------|----|---------|---------|
| | Correlation using the degree of dimension | Correlation using the total score | Correlation using the degree of dimension | Correlation using the total score | Correlation using the degree of dimension | Correlation using the total score | Correlation using the degree of dimension | Correlation using the total score | | | |
| 1 | 0.470** | 0.631** | 6 | 0.607** | 0.499** | 11 | 0.713** | 0.631** | 16 | 0.611** | 0.548** |
| 2 | 0.683** | 0.651** | 7 | 0.722** | 0.648** | 12 | 0.772** | 0.634** | 17 | 0.588** | 0.463** |
| 3 | 0.531** | 0.375* | 8 | 0.624** | 0.569** | 13 | 0.767** | 0.630** | 18 | 0.660** | 0.708** |
| 4 | 0.567** | 0.663** | 9 | 0.631** | 0.371* | 14 | 0.731** | 0.743** | 19 | 0.555** | 0.351* |
| 5 | 0.480** | 0.499** | 10 | 0.667** | 0.403* | 15 | 0.360* | 0.365* | 20 | 0.713** | 0.631** |

Table (7) illustrates that all the items of the decision-making skills test have a statistically significant correlation with the degree of the dimension to which it belongs and the total degree of the test. Hence, the test has a high degree of internal consistency, which means that

the items of the test participate in the measurement of decision-making skills. Also, the correlation coefficient of the degree of each dimension with the total score was calculated according to Table (8).

Table No (8) shows the relationship of dimensions to the total score of the test decision-making skills

| Dimensions | Setting goals and identifying the problem | Identifying the solutions and alternatives | Providing justifications and solutions | Choosing alternatives, decision-making and following-up |
|-------------------------------|---|--|--|---|
| Correlation in the total test | 0,812** | 0,795** | 0,804** | 0,798** |

According to the previous table, the correlation coefficients between the scores of each dimension and the total score of the test are significant at the level (0.01) indicates that the test in general enjoys a high degree of validity and truthfulness of what was designed to measure it.

• SECOND: THE RELIABILITY OF THE DECISION-MAKING SKILLS TEST

The reliability of the test was calculated in two ways:

- First method: Alpha Cronbach's reliability method. reliability was calculated by Cronbach's alpha method. That is, the reliability of the sub-dimensions of the test was calculated. The reliability of the test as a whole was calculated; Table No. (9) shows the reliability of the test using the Alpha Cronbach method.
- The second method: reliability by the Split- half method.

The test was applied to the exploratory sample and divided into two halves (odd-rank item, even-rank item). Pearson

correlation coefficient was calculated between the scores of the two halves and the reliability coefficient was calculated by the Spearman-Brown and Guttman methods of Split- half method as shown in the following table (10):

Table No (9) shows Cronbach's alpha coefficient for the test dimensions and for the test as a whole

| Dimension | Alpha Cronbach's coefficient |
|---|------------------------------|
| Setting goals and identifying the problem | 0.731 |
| Identifying the solutions and alternatives | 0.736 |
| Providing justifications and solutions | 0.729 |
| Choosing alternatives, decision-making and following-up | 0.735 |
| The skills of decision making as a whole | 0.734 |

In light of the afore-mentioned table, it is clear that the test has a high degree of reliability.

Table (10) shows that the values of the correlation coefficients have a large degree and a positive correlation, which are high values that indicate the

consistency of the test and its validity for application.

Table No (10) shows of the consistency coefficients of the split- half method of the test

| Coefficient | the consistency coefficients by the split - half method |
|----------------|---|
| Spearman-Brown | 0,717 |
| Guttman | 0,720 |

BUILDING THE PROPOSED PROGRAM:

For the end of answering the first question: What are the foundations of the proposed program based on blended learning to develop business management skills and decision-making among female students of the University College of Samtah, and answering the second question: What are the elements of the proposed program (objectives - content and activities - treatments and evaluation methods) based on blended learning to develop skills Business administration and decision-making among female students of the University College in Samtah? Several studies concerned with building educational programs or training programs in general, and educational programs based on blended learning, including فايد و آخرون (2021), (2020) الجبالي, (2018) الرحيلي, Kazakoff, et al., (2018) and (2015) أحمد have been analyzed to extrapolate the foundations and elements of a program based on blended learning to develop business management and decision-making skills. The current study relies on the five-stage design model, which includes analysis, design, development, implementation, and evaluation. The

program was built in the light of a set of successive stages and steps, according to the following:

FIRST: ANALYSIS STAGE:

THIS STAGE INCLUDED THE FOLLOWING:

- Formulating the foundations of building the program:

The current program emerges from a set of foundations, extrapolating from the analysis of literature and previous studies in the field of blended learning, studies related to the development and measurement of both business management skills and decision-making skills, in addition to the nature of the sample represented by university college students, and the nature of the course. The foundations could be defined as follows:

- (A) The program stems from the foundations of blended learning, which emphasizes the integration between e-learning tools and applications and the characteristics of traditional face-to-face learning. The current program integrates some computer and Internet tools and applications, including presentations, the use of infographics, the use of the university's educational platform, the use of the digital library, employing e-mail, discussion forums, and discussion groups via Zoom, or Twitter and WhatsApp applications.
- (B) The current program focuses on designing blended learning environments based on interactive and participatory learning, a high

- degree of freedom and flexibility in teaching and learning paths, and providing scientific content for students to prepare discussion forums and groups.
- (C) The current program focuses on the integration of written texts, images, and illustrations in order to attract and enjoy learning, and increase the levels of attention and motivation of female students participating in the basic research experience.
- (D) The current program focuses on the integration of theory and practice to meet the needs of students in developing business management and decision-making skills, as they are among the functional and essential skills in the digital world, with their link to the skills of the twenty-first century.
- (E) The current program stems from the nature of the dependent variables represented in business management skills and decision-making skills, which are considered mental skills, which require mental activity to produce ideas and alternatives, plan solutions, and make decision. Therefore, the program focused on individual and cooperative activities, digital and traditional, with the aim of activating the experiences of former students, and enhancing them in producing and building knowledge and skills.
- (F) The current program focuses on linking business management skills, decision-making skills, and the scientific content of the residential facilities maintenance course, for university college students in the Department of Home Economics, through preparing activities and practical exercises, through which it is possible to discover the extent to which students acquire skills of dependent variables targeted.
- (G) The program proceeds from the fact that the development of business skills is a purposeful process that must be consistent with the characteristics of university college students in previous experiences on business management skills, personal traits, taking into account building students' attitudes, and increasing their motivation through the content of the program and methods of presenting scientific content in an attractive manner that increases of attention levels.
- (H) The program also is based on the factors affecting the development of decision-making skills, especially with regard to refining the experiences of female students at the university college, on the concept of decision, and its importance in academic, career and personal life. It also focuses on practical exercises on decision-making skills to increase the levels of positive participation among female students.

- (I) The program considers diversifying teaching strategies appropriate to blended learning environments, and appropriate for developing business management skills and decision-making skills, especially strategies that increase opportunities for discussion, dialogue, brainstorming and communication communities among students about ideas and main and sub-subjects in the current program content.
- (J) In the design phase of the training sessions, the program focused on diversifying activities and gradual levels of those activities, and their integration to take into account the building of applied theoretical knowledge, with the need to design educational activities in light of the criteria of positive participation for all female students participating in the basic experience of the current study. Designing educational activities with a degree of flexibility that allows students to be aroused at the mental level, and to build different questions to design discussion and dialogue sessions. It is one of the main strategies for developing business management skills and decision-making skills.
- (K) The program also emphasizes the need to diversify the assessment methods appropriate to the blended learning environment, including the need for comprehensive assessment of business management skills,

decision-making skills, and integration between the levels of tribal assessment, the levels of formative assessment and the final assessment.

- Formulating the general objectives of the program:

The objective of the current blended learning program is to:

- (A) Develop business management skills represented in analytical skills, technical skills, personal skills and human skills. In addition, it aims to measure these skills among university college students during the course of housing facility maintenance.
- (B) Develop decision-making skills represented in defining the problem under investigation, collecting and analyzing data and information, identifying and studying alternatives, decision-making, implementation and follow-up in the field. Plus, it aims at measuring these skills among university college students during the course on maintenance of residential facilities.

• **DETERMINE THE SCIENTIFIC CONTENT OF THE PROGRAM:**

To achieve the general objectives of the program, the program included the following main and sub-topics:

- (A) Business management skills: includes the concept of business management, the importance of business management, and business management skills in academic, personal and professional daily life.

- (B) Decision-making skills: include the concept of decision-making, the importance of decision-making, the stages of decision-making, decision-making skills and processes, and the difficulties facing decision-making.
- (C) Applications in the content of the maintenance of residential facilities: include applications on business management skills and decision-making skills.

SECOND: THE DESIGNING STAGE, WHICH INCLUDES THIS STAGE

FORMULATION OF THE PROGRAM PROCEDURAL OBJECTIVES WHICH CAN BE MEASURED & OBSERVED:

By the end of the program, students will be able to:

- ☐ Understand the concept of business management
- ☐ Infer the characteristics of business management.
- ☐ Determine the importance of business management in our lives.
- ☐ Provide some examples of successful business from the community.
- ☐ Know the skill of planning in business management.
- ☐ Deduce the importance of planning skill in business management.
- ☐ Deduce the importance of planning skill in our lives.
- ☐ Know the technical skills in business management.
- ☐ Estimate the technical specialization in business administration.
- ☐ Know the problems facing technical skills in personal and professional life

- ☐ Determine personal communication skills in business management
- ☐ Understand the concept of negotiation and persuasion
- ☐ Deduce the characteristics of successful communication.
- ☐ Know the skills of influencing others.
- ☐ Know the concept of good decision.
- ☐ Understand the concept of decision-making.
- ☐ Deduce the importance of decision-making skill.
- ☐ Determine the characteristics of a good decision.
- ☐ Determine decision-making skills.
- ☐ Identify a problem in an ambiguous situation.
- ☐ Know the sources of data collection.
- ☐ Identify alternatives to a problem at hand.
- ☐ Deduce the criteria for selecting the appropriate alternative.
- ☐ Determine the methods of implementing and following up the decision.
- ☐ Know the stages of decision-making.
- ☐ Identify behaviors in the decision-making stages.
- ☐ Identify the requirements for effective decision-making.
- ☐ Infer the difficulties of making an effective decision.
- ☐ Determine the reasons for the failure to make a decision.
- ☐ Apply business management skills in some activities and applications in the

maintenance or renovation of residential facilities.

☐ Apply decision-making skills in some activities and applications in the maintenance or renovation of residential facilities.

• **DETERMINING THE REQUIREMENTS FOR DESIGNING THE PROGRAM:**

To implement the current program, a list of requirements was identified, related to readiness, including ensuring the training halls, hardware and software, the availability of educational platforms, ensuring the availability of mobile devices with the students to employ some blended learning applications through it, training the students to work in a team, employing some blended learning activities within the traditional classrooms, and preparing worksheets, individual assignments and worksheets in teams of students.

• Defining the Scenario of the work in the program:

The mechanism of work in implementing the current program was determined according to a set of successive steps, as follows:

☐ Directing students before the training session to see the topic of the session,

preparation, and preparation for discussion through the digital library and the educational platform.

☐ A presentation in the classroom on the main concepts in the topic of the session, designing sessions and workshops for group discussion on the main and subsidiary concepts, and the associated knowledge and skills.

☐ Presenting some activities in groups that are implemented and followed up with female students and among female students through social media applications.

☐ Creating a discussion forum for the group of female students to enrich basic concepts and skills and train them.

☐ Sending some questions and exercises to students individually and following them up via e-mail.

THIRD: THE DEVELOPMENT STAGE

In this stage, the paper work of the program are transferred into scenarios and time plans. In addition, the preparation of the program guide, the program's timeline, processing methods and evaluation were under scrutiny. Table (11) shows the timeline of the proposed program based on blended learning as follows:

Table No (11) shows Timeline of the program

| Trainin g day | Training sessions | The main and sub- topics | Procedural Objectives: by the end of the session, which can be measured | Titles of activities and sessions |
|----------------------------|--|--|---|--|
| 1st traini ng day | Preparatio n of the program (One-hour | The objectives of program, acquainting among students, dividing | ☐ Know the objectives of the program ☐ Build working groups in the program | ☐ Student Expectations Activity ☐ Learn together activity ☐ Work Rules Activity |

| Trainin g day | Training sessions | The main and sub- topics | Procedural Objectives: by the end of the session, which can be measured | Titles of activities and sessions |
|-------------------------|---|---|---|--|
| | training) | work among groups, defining styles of learning and the rules of work in the program | <ul style="list-style-type: none"> ☐ Build work rules in the program ☐ Determine how to work according to blended learning. | ☐ How do we learn activity? |
| 1st trainin g day | Preparation of the program (One-hour training) | The objectives of program, acquainting among students, dividing work among groups, defining styles of learning and the rules of work in the program | <ul style="list-style-type: none"> ☐ Know the objectives of the program ☐ Build working groups in the program ☐ Build work rules in the program ☐ Determine how to work according to blended learning. | <ul style="list-style-type: none"> ☐ Student Expectations Activity ☐ Learn together activity ☐ Work Rules Activity ☐ How do we learn activity? |
| | Pre- application of the study tools (one- hour training) | Pre-presentation of the test | <ul style="list-style-type: none"> ☐ Pre-measuring the level of business management skills ☐ Post-measuring the level of decision-making skills | ☐ Applying the tests individually according to the application and response instructions |
| 2nd trainin g day | Business managem ent skills (two-hour session) | The concept and importance of business management | <ul style="list-style-type: none"> ☐ Know the concept of business management ☐ Infer the characteristics of business management. ☐ Determine the importance of business management in our life. ☐ Provide some successful examples of society | <ul style="list-style-type: none"> ☐ How do you run your business? ☐ Why business management in our lives. ☐ Discover some successful experiences in business management. |
| | | Analytical Business management skills | <ul style="list-style-type: none"> ☐ Know the skill of planning in business management. ☐ Deduce the importance of planning skill in business management. ☐ Deduce the importance of planning skill in our lives. | <ul style="list-style-type: none"> ☐ How do you plan your academic life? ☐ How do you plan your future career successfully? ☐ Why are you planning? |
| 3rd trainin g day | | Technical Business management skills | <ul style="list-style-type: none"> ☐ Know the technical skills in business management. ☐ Estimate the technical specialization in business administration. | <ul style="list-style-type: none"> What is the importance of specialization in your career? ☐ What are the criteria for technical proficiency? |

| Training day | Training sessions | The main and sub-topics | Procedural Objectives: by the end of the session, which can be measured | Titles of activities and sessions |
|------------------|---|--|---|---|
| | | | <ul style="list-style-type: none"> ☐ Know the problems facing technical skills in personal and professional life | <ul style="list-style-type: none"> ☐ Professional development in specialization - The art of negotiating with others ☐ Good persuasion skills ☐ Good Communication Skills ☐ Influential personality characteristics. |
| | | Personal, communicative, and managerial business management skills | <ul style="list-style-type: none"> ☐ Determine personal communication skills in business management ☐ Understand the concept of negotiation and persuasion ☐ Understand the concept of marketing skills ☐ Deduce the characteristics of successful communication. ☐ Know the skills of influencing others. | <ul style="list-style-type: none"> ☐ How did you choose your university studies? Is decision-making an important process in our lives? ☐ What are the criteria for a good decision? |
| 3rd training day | Decision making skills (two-hour session) | The concept of decision, decision making, and its importance in our life | <ul style="list-style-type: none"> ☐ Know the concept of good decision. ☐ Understand the concept of decision-making. ☐ Deduce the importance of decision-making skill. ☐ Determine the characteristics of a good decision. | <ul style="list-style-type: none"> ☐ Identify the problem in the presented situation. ☐ How do you collect data? ☐ How are you confused by the alternatives offered? ☐ What happens after the decision is made? |
| | | Skills of decision making | <ul style="list-style-type: none"> ☐ Determine decision-making skills. ☐ Identify a problem in an ambiguous situation. ☐ Know the sources of data collection. ☐ Identify alternatives to a problem at hand. ☐ Deduce the criteria for selecting the appropriate alternative. | <ul style="list-style-type: none"> ☐ What are the stages of decision making? ☐ What are the outcomes of the decision-making stages? |

| Traini ng day | Training sessions | The main and sub- topics | Procedural Objectives: by the end of the session, which can be measured | Titles of activities and sessions |
|-------------------------|--|--|--|---|
| | | | ☑ Determine the methods of implementing and following up the decision. | |
| 4th trainin g day | Decision making skills (two- hour session) | Stages of decision making Requirements and difficulties of decision making | ☑ Know the stages of decision- making. ☑ Identify behaviors in the decision-making stages. ☑ Identify the requirements for effective decision-making. ☑ Infer the difficulties of making an effective decision. ☑ Determine the reasons for the failure to make a decision. | How do you make an effective decision in your life? ☑ What are the reasons for failure to make a decision? |
| 5th trainin g day | Practical applications on business managem ent and decision making (2- hour session) | Applying the course of maintenance of residential facilities | ☑ Apply business management skills in some activities and applications in the maintenance or renovation of residential facilities. ☑ Apply decision-making skills in some activities and applications in the maintenance or renovation of residential facilities. | ☑ A situation in business administration regarding the decision to maintain residential facilities ☑ A decision-making position regarding the maintenance of residential facilities. |
| 6th trainin g day | Evaluation of the program and the post- application of the tools | Evaluation of the program Post-application of the tools | ☑ Determine the benefits of the current program. ☑ Identify the difficult points in the current program. ☑ Post-test application of business management skills ☑ Post-test application of decision-making skills | ☑ What have you benefited from the current program? ☑ What difficulties did you face in the current program? ☑ Apply the tools individually according to the application and response instructions. |

Program implementation methods: The program relied on a set of teaching strategies, including: discussion and dialogue, brainstorming, concept maps, mental maps, cooperative learning, the discussion-based blended learning

strategies, self-learning, and digital learning communities.

- Evaluation methods in the program: In evaluating the skills of female students, the program relied on the following:

(1) Pre-evaluation/ through the pre-application of the measurement test for business management skills, and the pre-application of the test of decision-making skills to diagnose the students' previous experiences.

(2) Formative/constructive evaluation: It was implemented through group work activities, assignments of learning teams, continuous feedback, presentations to students, observing the level of participation and interaction of each student, and some digital questions.

(3) Final evaluation: through the post-application of the test of business management skills, and a post-application of the test of decision-making skills to diagnose the students' previous experiences.

Accordingly, the training sessions guide was prepared, whereby each training session was formulated according to the integration between traditional learning and e-learning, with a set of main elements for each training session as illustrated in table (12):

Table No (12) shows A model for training session

| | |
|------------------------------|---|
| Session title | Decision making skills |
| Objectives of the session | By the end of the session, the students will be able to: <input type="checkbox"/> Determine decision-making skills. <input type="checkbox"/> Identify a problem in an ambiguous situation. <input type="checkbox"/> Know the sources of data collection. <input type="checkbox"/> Identify alternatives to a problem at hand. <input type="checkbox"/> Deduce the criteria for selecting the appropriate alternative. <input type="checkbox"/> Determine the methods of implementing and following up the decision |
| Teaching media | 1- Presentation- Computer- Internet 2- University educational platform 3- the students' paperwork |
| Pre-requisites | - Understanding the concept of decision and the importance of decision making in our life. - using platform or search engines to recognize skills of decision-making |
| Warm up and Preparation | Before the session, the students are directed to the educational platform, the digital library, or search through search engines for decision-making skills. A set of questions are raised to activate previous experiences, as follows: <input type="checkbox"/> What are decision-making skills? What is the concept of the problem? How do you define a problem in an ambiguous situation? |
| Implementation and follow-up | Activity 1: Identify the problem in the following situation: Muhammad wanted to do maintenance work for the plumbing work in his house; he started working immediately, then stopped due to the insufficient budget specified for the maintenance process? <input type="checkbox"/> A brainstorming session is designed about the problem, how to define it, and the importance of accurately defining the problem. <hr/> Activity 2 How do you help Muhammad manage the maintenance work? How do you collect data about the problem in the previous situation? <input type="checkbox"/> Students discuss the importance of data and information, and how to collect data and sources of obtaining accurate information? |

| | |
|---------------|--|
| Session title | Decision making skills |
| | <p>Activity (3) Discuss the alternatives offered to solve Muhammad's problem?</p> <ul style="list-style-type: none"> ☑ Stopping maintenance work ☑ Making a feasibility study ☑ Borrowing to complete maintenance ☑ Dividing the work in stages ☑ Studying priorities in plumbing maintenance ☑ Re-evaluating the current status of plumbing <p>Presentation is given to demonstrate decision making skills.</p> <p>Directing students to the educational platform to benefit from the digital content on decision-making skills.</p> <p>Directing students to create discussion forums to study some life problems according to decision-making skills.</p> |
| Evaluation | <p>Provide feedback to the students about the ideas of the session.</p> <ul style="list-style-type: none"> ☑ Communicate with students through communication applications to discuss decision-making skills. ☑ Sending some questions and exercises and following them up via e-mail. ☑ Directing students to identify and study some problems. |

FOURTH: THE EXPERIMENTATION STAGE

Upon formulating the program in its initial form, it was presented to a group of reviewers to study the link between the program's content and its general and procedural goals, determine the program's suitability in terms of scientific content, the appropriateness of the time specified for the sessions, evaluate of the training session model, evaluate the duration of integration between traditional learning and e-learning, proofread the program, and study its applicability among university college students.

In light of the reviewers' /arbitrators' observations, the program was put into a testable form, that a sample of training sessions was tested on a sample of university college students to study the

extent of their interaction with the program's activities, the extent to which teaching and learning methods are clear, their logical hierarchy, the adequacy of the activities for the specific skills, and the possibility of their implementation. The timing of the training session was appropriate to implement the specific activities. It was noted during the pilot of the program that the time specified for the training session was short in the traditional learning halls.

FIFTH: THE EVALUATION STAGE:

The program was re-presented to the group of arbitrators after its trial to clarify how to work in the program, how to distribute time through traditional learning activities and practices in the classroom, the time available through e-learning applications, review of the

educational activities included in the program, the threat of instructions for implementing activities with students, and clarifying the tasks and roles of the students. In addition, it increases self-learning activities through e-learning applications. In light of the opinions of the arbitrators, the program was formulated in a field applicable form.

THE AUTHENTIC COMMUNITY AND THE SAMPLE OF THE STUDY:

The authentic community in the current study consisted of all students of the University College in the Department of Home Economics at the eighth level, who are studying the course of maintenance of residential facilities. Their number is 60 students, at the University College in Samtah. The study sample consisted of female students who desired to participate in the program while adhering to the rules of the current program. They are committed to attend the two applications, pre and post application for the tests of business management skills and decision-making skills, with commitment and perseverance in the activities of the program, Where it was approved to conduct the research by the Deanship of Scientific Research at Jazan University, and the sample's approval for the experiment was obtained before application and participation.

PROCEDURES OF FIELD APPLICATION:

The basic experiment was carried out in the first semester of the academic year 1442/1443 AH, which lasted for four continuous weeks. It included preliminary

procedures of the field pre-application of the proposed program, followed by the post-application of measurement tools. During the implementation of the current program, a high degree of motivation was observed among students to participate in the program's activities, whether in traditional classrooms, or in electronic applications. It was also noted that there were many discussions and questions about the program's topics, and the students' need for more activities and exercises. Through social media applications, the students' positive attitudes towards learning through blended learning, and the formulation of real-life situations related to their personal and job needs are manifested. Through the analysis of the students' evaluation forms for the program, the students' need for more training and workshops on business management and decision-making skills is clear.

DISCUSSING AND PRESENTING THE RESEARCH RESULTS:.

• HYPOTHESES VALIDITY:

THE FIRST HYPOTHESIS:

The first hypothesis of the research states that: "There are statistically significant differences at the level of significance ($0.01 \geq \alpha$) between the mean scores of the female students of the research sample in the pre and post applications to test business management skills in favor of the post application".

To test the validity of this hypothesis, the research data was described and

summarized by calculating (arithmetic mean, standard deviation, largest degree, least degree) of the research

sample scores in the pre and post applications of business management skills, as shown in table (13)

Table No (13): shows Statistical descriptions of the scores of post and pre application for the test of business management

| Skill | Pre and post application | Number | Arithmetic mean | Standard deviation | Largest score | Least score | Total score |
|---------------------------------------|--------------------------|--------|-----------------|--------------------|---------------|-------------|-------------|
| Technical skills | Post | 62 | 3.92 | 0.84 | 2 | 5 | 5 |
| | Pre | 62 | 2.60 | 1.12 | 1 | 4 | |
| Communicative skills | Post | 62 | 4.16 | 0,71 | 3 | 5 | 5 |
| | Pre | 62 | 2.32 | 1,04 | 1 | 4 | |
| Human skills | Post | 62 | 3.63 | 1,04 | 2 | 5 | 5 |
| | Pre | 62 | 2.71 | 1,12 | 1 | 4 | |
| Analytical skills | Post | 62 | 3.89 | 0,96 | 2 | 5 | 5 |
| | Pre | 62 | 2.68 | 1,11 | 1 | 4 | |
| Business management skills as a whole | Post | 62 | 15.60 | 1,78 | 11 | 18 | 20 |
| | Pre | 62 | 10.31 | 1,55 | 6 | 14 | |

In light of table (13), it is evident that the average degrees of the post application in relation to business management skills amounted to (15.60) out of (20) degrees. This is higher than the arithmetic average of the degrees of the pre-application, which amounted to (10.31) degrees of the final degree with a difference of (5.29) score, which indicates that there is a difference between the average scores of the two applications for testing business management skills as a whole as well as for the sub-skills in favor of the post application as a result of their exposure to experimental treatment (teaching using a program based on blended learning).

It is clear from the previous table that the calculated "T" value (16.63) exceeded the tabular "T" value at the degree of freedom (61) and the level of significance (0.01). in effect, this indicates the

existence of a real difference between the average scores of the two applications in favor of the post application (with the largest average) for the test as a whole and for each sub-skill separately.

Thus, the hypothesis, which states that there is a statistically significant difference at the level ($0.01 \geq \alpha$) between the mean scores of the research sample students who are studying in a program based on integrated learning in both applications, the pre and post applications, to test business management skills as a whole and for the sub-skills in favor of the post application, is acceptable.

More precisely, table (14) states that the value of the Chi square test for the results of the two applications, the pre and post applications of the test of business management skills as a whole is (= 0.82), which means that (82%) of the variance

between the average scores of the two applications is due to the effect of using a program based on blended learning. Also, it is clear that the value of the effect size = 2.13 (exceeded the correct one), which indicates that the level of the effect

is very large. There is an effective High and significant and educationally important impact of using a program based on blended learning in developing business management skills as a whole as well as for the sub-skills separately.

Table No (14) shows results of the "T" test for the difference between the two means of the pre and post applications in business management skills

| Skill | Difference between both means | arithmetic mean | T value | Degree of Freedom | Significance Level | Chi-square η^2 | Effect Size | Level of effectiveness |
|---------------------------------------|-------------------------------|-----------------|---------|-------------------|--------------------|---------------------|-------------|-------------------------------|
| Technical skills | 1,32 | 1.38 | 7,57 | 61 | 0,01 | 0,97 | 0,48 | Significant with great effect |
| Communicative skills | 1,84 | 1.30 | 11,18 | 61 | 0,01 | 1,43 | 0,67 | Significant with great effect |
| Human skills | ,92 | 1.61 | 4,49 | 61 | 0,01 | 0,57 | 0,25 | Significant with great effect |
| Analytical skills | 1.21 | 1.58 | 6,03 | 61 | 0,01 | 0,77 | 0,37 | Significant with great effect |
| Business management skills as a whole | 5,29 | 2,5 | 16,63 | 61 | 0,01 | 2.13 | 0,82 | Significant with great effect |

THE SECOND HYPOTHESIS:

The second hypothesis of the research states that: "There are statistically significant differences at the level of significance ($0.01 \geq \alpha$) between the mean scores of the female students of the research sample in the pre and post applications to test decision-making skills in favor of the post application."

To test the validity of this hypothesis, the research data were described and summarized by calculating (arithmetic mean, standard deviation, largest degree, smallest degree) of the research sample scores in the pre and post

applications to test decision-making skills, as shown in the following table:

It is clear from the above table that the average degrees of the post application in relation to decision-making skills amounted to (27.37) out of (40) degrees. It is higher than the arithmetic average of the degrees of the pre-application, which reached (21.44) degrees of the final degree with a difference of (5.93) score, which indicates that there is a difference between the mean scores of the two applications for testing decision-making skills as a whole as well as for the sub-skills in favor of the post application as a result of their exposure to experimental

treatment. By representing the degrees of the two applications using the form of bar graphs, it became clear that:

Table No (15): shows Statistical descriptions of the scores of post and pre application for the test of decision making

| Skill | Pre and post application | Number | arithmetic mean | standard deviation | largest score | Least score | Total score |
|--|--------------------------|--------|-----------------|--------------------|---------------|-------------|-------------|
| Setting goals and identifying the problem | Post | 62 | 7,42 | 1,51 | 3 | 10 | 10 |
| | Pre | 62 | 5,21 | 0,98 | 3 | 8 | |
| Identifying the solutions and alternatives | Post | 62 | 6,74 | 1,71 | 3 | 10 | 10 |
| | Pre | 62 | 5,52 | 1,00 | 4 | 8 | |
| Providing justifications and solutions | Post | 62 | 6,37 | 1,50 | 3 | 10 | 10 |
| | Pre | 62 | 5,32 | 1,07 | 3 | 8 | |
| Choosing the alternatives, decision making and follow up | Post | 62 | 6,84 | 1,57 | 3 | 10 | 10 |
| | Pre | 62 | 5,39 | 0,88 | 4 | 8 | |
| Decision making skills as a whole | Post | 62 | 27,37 | 3.41 | 20 | 35 | 40 |
| | Pre | 62 | 21,44 | 1,95 | 18 | 26 | |

Table No (16) Shows the results of the "T" test for the difference between the average scores of the two applications in decision-making skills:

| Skill | Difference between both means | Arith metric mean | T value | Degree of Freedom | Significan ce Level | Chi-square | Effect Size η^2 | Level of effectiveness |
|--|-------------------------------|-------------------|---------|-------------------|---------------------|------------|----------------------|-------------------------------|
| Setting goals and identifying the problem | 2.21 | 2.02 | 8.62 | 61 | 0,01 | 0.55 | 1.10 | Significant with great effect |
| Identifying the solutions and alternatives | 1.23 | 1.97 | 4.90 | 61 | 0,01 | 0.28 | 0.63 | Significant with great effect |
| Providing justifications for solutions | 1.05 | 1.74 | 4.74 | 61 | 0,01 | 0.27 | 0.61 | Significant with great effect |
| Choosing the alternatives, decision making and follow up | 1.45 | 1.74 | 6.56 | 61 | 0,01 | 0.41 | 0.84 | Significant with great effect |
| Decision making skills as a whole | 5.94 | 4.12 | 11.33 | 61 | 0,01 | 0.68 | 1.45 | Significant with great effect |

It is clear from the previous table that the calculated "t" value (11.33) exceeded the tabular "t" value at the degree of freedom (61) and the level of significance (0.01), which indicates the existence of a real difference between the average scores of the two applications in favor of

the post application (with the largest average) for the test as a whole and for each sub-skill separately.

Thus, the hypothesis that states that there is a statistically significant difference at the level ($0.01 \geq \alpha$) between the mean scores of the female students of the

research sample who are studying in a program based on integrated learning in the two applications, the pre and post applications, was accepted in terms of the test of the decision-making skills as a whole and the sub-skills in favor of the post application.

That is, a program based on blended learning contributes to the development of decision-making skills among students. Therefore, the statistical significance tests must be followed by some procedures to understand the significance of the statistically significant results and to determine the importance of the results and the effect size test (D). It is clear from Table (16) that the value of the Chi square test for the results of the two applications, the pre and post applications to test decision-making skills as a whole (= 0.68), which means that (68%) of the discrepancy between the average scores of the two applications is due to the effect of using a program based on blended learning. In addition, the table shows that the value of the effect size = 1.45

(exceeded the correct one), which indicates that the level of the effect is very large. Plus, there is high effectiveness and a significant and educationally important impact of using a program based on blended learning in developing skills Decision making as a whole as well as for the sub-skills separately.

THE THIRD HYPOTHESIS:

The third hypothesis of the research states:

There is a positive correlation between the scores of the experimental group students in the post-application of business management skills test and decision-making skills test.

To verify the hypothesis, the Pearson correlation coefficient was calculated between the research variables, and a matrix of correlation coefficients was built between the sample scores on the business management skills test with its sub-skills and the sample scores on the decision-making skills test with its sub-skills as revealed in table (17).

Table No (17) shows matrix of correlation coefficients (Pearson) between the sample scores in the two tests

| Dimension | Setting goals and identifying the problem | Identifying the solutions and alternatives | Providing justifications for solutions | Choosing the alternatives, decision making and follow up | Decision making skills as a whole |
|---------------------------------------|---|--|--|--|-----------------------------------|
| Technical skills | 0.613** | 0.621** | 0.718** | 0.567** | 0.614** |
| Communicative Skills | 0.523** | 0.656** | 0.669** | 0.613** | 0.622** |
| Human skills | 0.548** | 0.609** | 0.643** | 0.619** | 0.696** |
| Analytical skills | 0.660** | 0.703** | 0.515** | 0.628** | 0.652** |
| Business management skills as a whole | 0.669** | 0.684** | 0.742** | 0.708** | 0.701** |

In light of table (17), it is evident that:
- There is a positive correlation

statistically significant at the 0.01 level between business management skills as a

whole and decision-making skills as a whole.

- There is a positive correlation statistically significant at the 0.01 level between each sub-skill of business management skills and the sub-skills of decision-making.

In order to verify the educational significance of the result and its practical significance, the coefficient of determination r^2 was calculated. The coefficient of determination of the relationship between business management skills and decision-making skills equals 0.49, which means that 49% of the variance in the sample scores in decision-making skills can be explained by its association with the change in the level of business management skills among the research sample. This confirms the educational importance and practical significance of the positive correlation between the research variables.

DISCUSSION:

The objective of the current study is to answer the first question: What are the foundations of the proposed program based on blended learning to develop business management skills and decision-making among female students of Samtah University College, and to answer the second question: What are the elements of the proposed program (objectives - content and activities - treatments and evaluation methods) based on blended learning to develop business management skills and decision

making skills among female university students at university of Samtah? Through analysis of previous literature, the program was built according to a specific design model based on blended learning, including the general foundations and objectives, procedural goals, and the scientific content of the program related to business management skills and decision-making skills. In addition, the program is linked to realistic applications in the course of maintenance of housing facilities. The program also included methods of processing and implementing scientific content, and methods of evaluating the performance of students before, during and after the implementation of the program.

Plus, the study also aimed to answer the third question: What is the effectiveness of the proposed program based on blended learning in developing business management skills for female students of Samtah University College? The results of the research show that "there are statistically significant differences at the level of significance ($0.01 \geq \alpha$) between the mean scores of the female students of the research sample in the pre and post-applications on the test of business management skills in favor of the post application." The results of the research also manifest the effectiveness of the program based on blended learning in developing business management skills in general, and for each skill separately.

The research also aimed to answer the fourth question: What is the effectiveness of the proposed program based on blended learning in developing decision-making skills among female students of the University College in Samtah, and the results of the research showed that there were statistically significant differences at the level of significance ($0.01 \geq \alpha$) between the mean scores of the female students in the research sample. In the pre and post applications to test decision-making skills in favor of the post-application." It also showed the effectiveness of the program based on blended learning in developing decision-making skills in general, and for each skill separately.

The research also aimed to answer the fifth question: What is the correlation between the students' scores in the post-application of the business management skills test, and their scores in the post-application of the decision-making skills test? The results of the research showed that there was a positive correlation between the scores of the experimental group students in the post-application of the test of business management skills and the test of decision-making skills." The results also manifested the educational importance of the relationship between the development of business management skills and decision-making skills during the program based on blended learning.

Hence, the findings of the current research are fairly reasonable, consistent

with the findings of previous studies on the effectiveness of programs based on blended learning. In addition, the results of the current research are attributed to the integration between e-learning and traditional learning, taking advantage of the advantages of each educational style within blended learning environments, linking the current program to meet the needs of university college students in the personal, academic and functional fields. Plus, the program includes realistic activities. It focuses on the elements of the attractiveness of the educational environment for female students, and raising the levels of motivation and attention during the practice and implementation of educational activities. The employment of some social communication applications in the educational environment based on Blended learning increases levels of interaction and participation among students. The current program focuses on both the theoretical and practical aspects to increase learning opportunities and training in business management and decision-making skills.

The results of the current research coincide with the results of عيسى وخليفه (2018), which confirmed the effectiveness of the planned programs that are directly related to the development and measurement of decision-making skills. The study goes in line with (موسي 2020) that the diversification of scientific content, partnership and cooperation

among students, and the incorporation of modern digital methods and tools in the content, treatments and educational activities. In addition, the study is consistent with the results of (2021) جبر, which showed that programs that are based on taking into account the characteristics, nature and needs of students, the development of levels Motivation, which emphasizes the reality of the scientific content, has a significant impact on many variables, including decision-making skills.

It also agrees with (2021) العنبي in the effectiveness of employing e-learning applications in multiple paths, including blended learning using educational platforms, or second-generation applications, and social media applications in developing decision-making skills, due to the fact that they focus on diversifying Learning and its path, tools and resources, which enhance the processes of developing and measuring the conceptual, skill and emotional aspects, education and learning.

It also goes in line with the results of the study of (2019) أبو ناجي وآخرون, and the study of (2019) المقدم, which showed the effectiveness of blended learning, that allows the development of a method of content processing, and the employment of e-learning applications in the traditional classroom learning environment, and the integration of texts and images, and the use of movement and educational videos. More specifically,

blended learning allows the employment of self-learning, through social networking applications, Google applications, digital presentations and exhibitions, and interactive digital educational resources. Blended learning also emphasizes the interactive element, and encourages the processes of building digital or traditional learning communities.

In conclusion, there is a possibility of designing educational programs based on blended learning on the one hand, and the importance of developing and measuring business management skills, and decision-making skills on the other hand. The current study also showed the effectiveness of blended learning in developing business management skills and developing decision-making skills among university college students.

RESEARCH RECOMMENDATIONS:

The Research recommends the following:

☐ It is necessary to employ blended learning in university education, as it provides many educational opportunities and paths. It is also characterized by integration and combination of the advantages of traditional and electronic learning, and is considered an entry point to confront the problems of traditional and electronic learning.

☐ Training university staff members on various paths and strategies for employing blended learning according to many variables, including the nature of the courses, their objectives, and the

nature of the target groups of male and female students.

☐ The necessity of integrating the theoretical and practical aspects in the courses related to the development of business management skills and decision-making skills.

☐ Focusing on training and simulation on the targeted skills, as it provides more opportunities for acquiring and mastering mental and performance skills.

☐ The need to include educational activities based on blended learning in university curricula to develop and measure business management skills and decision-making skills for male and female students.

THE RESEARCH SUGGESTIONS:

the following are the suggestions of the research:

☐ Evaluating the level of business management skills and decision-making skills among students in university education.

☐ Studying the needs of female students in the university in light of the use of blended learning paths in the academic curricula.

☐ Studying the needs of university staff members in light of the requirements for diversifying learning paths using blended learning.

☐ Studying the effectiveness of educational programs based on blended learning in developing other variables, including academic achievement, thinking, attitudes, and twenty-first century skills.

☐ Designing training programs based on the skills of the twenty-first century, and investigating their effectiveness in developing business management skills and decision-making skills among university college students.

☐ Evaluating the courses of the home economics program in light of the requirements for developing business management skills and decision-making skills from the viewpoint of university faculty members.

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التعليمية الرقمية وأثره في تنمية مهارات تطوير البرمجيات التعليمية واتخاذ القرار والكفاءة الذاتية لدى طلاب تكنولوجيا التعليم. تكنولوجيا التعليم: الجمعية المصرية لتكنولوجيا التعليم، مج30، ع10، 144-15.

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فاعلية التعليم المدمج في تنمية مهارات إدارة الأعمال واتخاذ القرار لدى طالبات الكلية الجامعية بصامطة

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| الملخص العربي: هدف البحث إلى التعرف على مدى فاعلية التعليم المدمج في تنمية مهارات إدارة الأعمال ومهارات اتخاذ القرار، واعتمد البحث على المنهج الوصفي والمنهج شبه التجريبي، وتكونت العينة من (60) طالبة، مجموعة واحدة تطبيقية (قبلية وبعدي)، وكانت أدوات البحث اختبار مهارات إدارة الأعمال، ومهارات اتخاذ القرار، وبينت النتائج أن هناك فروق ذات دلالة إحصائية عند مستوى الدلالة ($\alpha \leq 0.01$) بين متوسط درجات الطالبات في التطبيقين القبلي والبعدي لصالح التطبيقين القبلي والبعدي. التطبيق البعدي لاختبار مهارات إدارة الأعمال، كما "توجد فروق ذات دلالة إحصائية عند مستوى الدلالة $0.01 \leq$ بين متوسط درجات الطالبات في التطبيقين القبلي والبعدي" البعدي لاختبار مهارات اتخاذ القرار لصالح التطبيق البعدي، وأظهر فاعلية التعليم المدمج في تنمية مهارات اتخاذ القرار وإدارة الأعمال، مع وجود علاقة ارتباطية موجبة بين درجات الطالبات في الاختبار البعدي لاختبار مهارات إدارة الأعمال واختبار مهارات اتخاذ القرار. وأوصت بضرورة تطوير وقياس مهارات إدارة الأعمال. ومهارات اتخاذ القرار خلال المقررات الجامعية، والتأكيد على أهمية توظيف التعلم المدمج في التعليم الجامعي بما يتيح العديد من الفرص والمسارات، حيث يتميز بتكامله وجمعه بين مميزات التعلم التقليدي والإلكتروني. كما يعتبر مدخلاً لمواجهة مشكلات التعليم التقليدي والإلكتروني. | نوع المقالة بحوث أصلية |
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الكلمات الكاشفة: التعليم المدمج، مهارات إدارة الأعمال، مهارات اتخاذ القرار