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Hybrid Learning and Its Impact on the Educational Process at Faculty of Tourism and Hotels, Minia University

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Abstract

Hybrid learning is an instructive methodology that joins conventional vis-à-vis training with web based getting the hang of, permitting coordinated and offbeat cooperation and experiences with different members. The point of this exploration looks at the job and adequacy of Hybrid learning inside the Educational Process. The explanation is that Faculty of Tourism and Hotels applied capacities are associated with understudy's complete view of offering Hybrid learning. To accomplish that, this examination utilized a strategy for engaging logical technique by utilizing a survey instrument. The sample consisted of 354 undergraduate students from Minia University's Faculty of Tourism and Hotels in the first semester of the academic year 2020-2021.The results of the tools were analyzed using descriptive statistics, reliability analysis, coefficient analysis, Pearson Correlation analysis, and regression analysis, with the support of SPSS 22.0.

The examination arrived at a few outcomes; there is a positive and huge connection between Students' insight, Benefits of Hybrid learning and Student fulfillment with mixture learning climate. The exploration suggested that Minia University ought to improve the effectiveness of internet learning stages, enhance learning assets precisely and consistently to guarantee instructive quality. Staff of Tourism and Hotels - Minia University ought to create instructing methodologies that suit Hybrid learning.

Keywords: Hybrid Learning, Faculty of Tourism and Hotels, Minia University

1. Introduction

Hybrid learning got prestigious in the mid 2000's and numerous analysts directed examinations to quantify its viability. Hybrid learning in advanced education has been growing dramatically. Half breed schooling gives methods for conveying guidance, which joins on-line and eye to eye, conveyance techniques; notwithstanding, it doesn't supplant eye to eye guidance (Garrison, 2011). Hybrid learning conditions are viewed as a chance to use the capability of inventive advances while protecting fundamental

customs of advanced education, for example, the worth put on eye to eye connection and homeroom instructing (Vaughan, 2007). For example, brings up that the strength of the half breed online model lies in the way that it joins the best attributes of online schooling and the intuitiveness of eye to eye homeroom guidance (Tuckman, 2002). This exploration looks at the job and viability of half and half learning inside the Educational Process at Faculty of Tourism and Hotels, Minia University.

2. Research Problem

The issue of the examination center around the restricted investigations that have connected the hybrid learning with the instructive interaction, which prompted the need to consider the impact of mixture learning on the instructive cycle, and dependent on the abovementioned, the investigation issue is resolved in the accompanying inquiries:

1. What are the prerequisites expected to prepare understudies to coordinate their learning encounters in hybrid learning?
2. What ways does cross breed learning conveyance change understudy learning?
3. Are understudies happy with their crossover figuring out how to a critical degree?
4. Do understudies feel associated with their workforce to a critical degree?
5. Do understudies feel associated with their colleagues to a huge degree?
6. Are students comfortable with the technology utilized in hybrid learning to a significant extent?

3. Research Hypotheses

H1: there a significant correlation between students' perceptions and their students' satisfaction with hybrid learning environment.

H2: there a significant correlation between benefits of hybrid learning and students' satisfaction with hybrid learning environment

4. Research Aims

The point of this examination analyzes the job and viability of hybrid learning inside the Educational Process. To accomplish this point, research endeavors to accomplish the accompanying destinations:

- Identifying hybrid learning concept and characteristics.
- Determining hybrid learning requirements.
- Investigating hybrid learning Opportunities and challenges.
- Examining students' perception of hybrid courses with student learning needs.
- Analyzing student satisfaction in hybrid learning courses as compared to the traditional face-to-face courses.
- Reaching out results and recommendations that would contribute to improving the educational process.

5. Research Significance

This examination tried to investigate whether understudies see that hybrid learning meet their adapting needs for self-rule, self-directedness, significance orientedness, and objective orientedness. Another, more extensive significance of the examination was to realize whether the crossover learning model fulfills understudies.

6. Literature Review

6.1. The Concept of Hybrid Learning

One type of hybrid learning deployment is hybrid online learning. The interface lectures are still given in this prototype, but there is an

activity that uses internet aid to round out the interface lectures. As with E-Learning, hybrid online learning produces a site to handle the learning activity (Huda et al., 2018).As indicated by Allen and Seaman (2013) Hybrid discovering that mixes on the web and eye to eye conveyance. A considerable extent (30% to 79%) of the substance is conveyed on the web and eye to eye gatherings are diminished. Half and half learning itself by is essentially characterized as eye to eye instructing and learning blended in with electronic learning approach (Grgurović, 2011). Mixture learning consolidates up close and personal and internet figuring out how to make a particularly unique connection among speaker and understudies (Doering and Veletsianos, 2008). Steerages (2014) characterized Hybrid learning conditions mix between eye to eye and web based learning encounters. Graham (2006) shows the mixture learning climate is the converging of the conventional up close and personal that has been in presence for quite a long time and disseminated learning conditions that are developing dramatically. Cross breed learning climate involve ―technology encouraged discovering that holds a solid and conscious job for the teacher in the learning interaction (Oliver, 2005). Mixture learning consolidates the conveyance of ―traditional vis-à-vis class exercises (Picciano and Dziuban, 2007). The scientists finish up from the past ideas that Hybrid learning is that type that consolidates instruction in college and e-getting the hang of utilizing correspondence systems Modern like PCs, organizations, media, and the Internet from In request to convey data to students in the quickest time and at the most reduced expense In a manner that empowers the instructive cycle to be overseen, controlled and estimated Evaluating students' presentation.

6.2. Reasons of hybrid learning in Egyptian universities

A few reasons of progress in advanced education have joined and affected the quick development of half and half learning:

According to Betts, Hartman, and Oxholm, (2010) the first of these progressions is the exceptional expansion in on the web and correspondences innovation.

- The second pattern the worldwide factors, for instance scourges and illnesses.
- According to Garrison and Vaughan (2008), the third of these progressions is affecting cross breed writing computer programs is expanded understudy enlistment, while government subsidizing for advanced education has consistently diminished.

6.3. Hybrid learning requirements

Crossover figuring out how to succeed, it needs for the accompanying prerequisites (Adopted by the Authors Based on Estelami (2016) an exploratory investigation of the impacts of online course productivity discernments on understudy assessment of educating (SET) measures):

1. Technical necessities: innovative framework; limit high reach, amazing worker and unique programming like Learning Management System (LMS).
2. Organizational prerequisites: authority/administrative and managerial dependable.
3. Human necessities: Experts who control the entire framework and coaches for understudies and employees on the framework.

6.4. Advantage of Hybrid learning

According to Ilgu& Jahren (2015) the data analysis revealed that hybrid learning gave a relative advantage for the study's participants over other teaching approaches. Free time for

complicated problem solving, flexibility of scheduling, self-paced learning, and increase in students' interaction and participation in the educational process, and improved student empowerment were among the benefits.

6.5. Challenges of Hybrid learning

A few Challenges of hybrid learning (Adopted by the Authors dependent on Hofmann J. (2021) Top 10 Challenges of Blended Learning accessible)

1. The hybrid learning system does not guarantee the ability of the participant (lecturer - student) to properly use technology.
2. The hybrid learning system creates the desire to resist the use of technology and its employment in the educational process.
3. The hybrid education is not at the level of effectiveness or success of traditional education.
4. One of the obstacles of the hybrid education system is the rush to match the hybrid teaching methods to the level of improvement in performance.
5. Elements of hybrid learning aren't proportionate, it is difficult to ensure.

6.6. Mechanisms and procedures of Hybrid learning in Faculty of Tourism and Hotels, Minia University

According to the plan, in the implementation of hybrid learning, the participation rate of both "face-to-face learning" and "e-learning" must be calculated according to the knowledge and skill content to be achieved in the courses for various sectors and faculties, the nature of the courses, the distribution of student numerical density, spatial equipment, technical possibilities and precautionary measures.

Uploading theoretical and practical lectures and lessons on the platform at the time specified for them is the responsibility of the faculty member according to what has been determined from the nature of the course 60% practical and 40% theoretical or vice versa (or the percentage determined for the nature of the faculty and the course), and in light of the general rules and procedures specified by the Supreme Council of Universities The nature of the faculty major and in light of the number of days available.

Elements of the proposed schedule: (Series of weeks/lecture theme or lesson/presentation method (traditional-electronic)/lecture time/lecture date/notes)

7. Research Methodology

The analysts utilized the illustrative scientific methodology, where a poll was arranged and circulated to comfort test of Three hundred and 54 (354) understudies at the Faculty of Tourism and Hotels, Minia University. The measurable examination of the reactions was completed through SPSS v22.

7.1. Data Collection

Information has been gathered through polls that were set up in methodology that is applicable to the circumstance in order to diminish invalid reactions. They were disseminated to understudies at the Faculty of Tourism and Hotels, Minia University.

7.2. Measures

To satisfy the exploration points of looks at the job and viability of cross breed learning inside the Educational Process, understudies' view of crossover courses with understudy adapting needs, understudies' fulfillment in half and half learning courses when contrasted with the customary vis-à-vis courses. To accomplish that, this examination utilized a technique for unmistakable insightful

approach by utilizing a poll apparatus, a study comprised of seven segments was utilized as an information assortment device. The principal area incorporates the segment attributes of respondents (sexual orientation, division of study, current instructive level). The subsequent segment included 2 factors general Characteristics about half and half learning. The third segment included 7 factors addressing Students' Personal Characteristics of Hybrid learning. The fourth area included 8 factors addressing Students' impression of half and half learning. The fifth area included addressing Benefits of crossover learning. The 6th segment included 5 factors addressing Difficulties and obstructions to mixture learning. The seventh segment included 6 factors addressing Student fulfillment with crossover learning climate. The survey things were secured by the Five-Point Likert Scale, "1 = Strongly Disagree (SD)", "2 = Disagree (D)", "3 = Neutral (N)", "4 = Agree (A)", and "5= Strongly Agree (SA)".

7.3. Data Validity and Reliability

7.3.1. Data Validity

To approve the information assortment instrument used in this examination as far as its meaningfulness, configuration, and capacity to quantify the investigations develops; the specialists dispersed the survey instrument to understudies at the Faculty of Tourism and Hotels, Minia University. The survey instrument was then refreshed and refined to mirror the remarks and recommendations got by the space specialists. Also, the specialists showed interest and collaborated with the scientists concerning the survey instrument which adds to its legitimacy.

7.3.2. Data Reliability

The reliability of an instrument is the level of precision and consistency with that it gauges whatever it is estimating (Ary et al., 2002). Prior to continuing with additional examination, the dependability testing was leaded to guarantee reliable estimation across different things in the poll. Surely, the unwavering quality of a measure shows strength and consistency of the instrument. Thusly, this technique decides unwavering quality through looking at the inward consistency of the examination instrument like inquiries (things) in the poll, which are regularly introduced. Cronbach's alpha coefficient gauges this impact and ranges from 0 (no interior consistency) to 1 (greatest inside consistency) (Döckel, 2003). Unwavering quality coefficient of 0.70 or higher is considered "worthy" in most sociology research circumstances (Nunnally, 1978). As portrayed in table (1), the Cronbach's Alpha Reliability was processed for six areas. The tests showed that the Reliability Coefficients for all the segments were equivalent 0.932 and Validity Coefficient for all the areas were equivalent 0.965 which demonstrates that the instrument is dependable for being utilized.

Table (1) Cronbach's Alpha Value for impacting Hybrid Learning on the Educational Process at Faculty of Tourism and Hotels, Minia University

Variables	No. of items	Cronbach's Alpha Value	Validity Coefficient*
General Characteristics about hybrid learning	**2**	**0.891**	**0.944**
tudents' Personal Characteristics of Hybrid learning	**7**	**0.992**	**0.996**
Students' perception of hybrid learning	**8**	**0.963**	**0.981**
Benefits of hybrid learning	**8**	**0.952**	**0.976**
Difficulties and obstacles to hybrid learning	**5**	**0.860**	**0.927**
Student satisfaction with hybrid learning environment	**6**	**0.934**	**0.966**
Total	**36**	**0.932**	**0.965**

*Validity coefficient = √ Reliability coefficient

To quantify the inward consistency and dependability of the investigation's builds. Cronbach's Alpha (α) measure was utilized. The scales' reliabilities were estimated and the Cronbach's Alpha of all scales in Table (1) went from 0.860 to 0.992, and for absolute poll things was (0.932), this demonstrate a satisfactory Cronbach's Alpha incentive for each field, at whatever point Cronbach's Alpha worth is adequate if it's more than (0.7). It is additionally apparent that the legitimacy coefficient is (96.50%) which implies the unwavering quality and legitimacy of the examination test

7.4 Data Analysis

To accomplish the goal of this examination, the scientists utilized the enlightening logical methodology. The scientists rely upon utilizing The Statistical Package for Social Sciences (SPSS) was utilized to deal with information measurably. The treatment incorporated the accompanying measurable strategies:

- Frequencies, Percentages, Means, and Standard Deviation (Std): To portray the qualities of the examination populace of the useful factors, and to decide the reactions of its individuals towards the investigation tomahawks.
- Cronbach's Alpha Test: To compute the steadiness coefficients of the survey, and the coefficient of soundness of every hub of the examination tomahawks.
- Pearson Correlation examination.
- Regression examination

4. Results and Discussion

The following part explains the results concerning the seven dimensions representing of impact Hybrid Learning on the Educational Process at Faculty of Tourism and Hotels, Minia University.

8.1. Sample Characteristics

The sample of the survey covered Faculty of Tourism and Hotels, Minia University.
Which Hybrid Learning is applied? A total of 354 questionnaires were distributed to Three hundred and fifty-four (354) students at the Faculty of Tourism and Hotels, Minia University.

8.2. Descriptive analysis for impacting Hybrid Learning on the Educational Process at Faculty of Tourism and Hotels, Minia University

In this section, the researchers relied mainly on the descriptive analysis to get the means and the standard deviations for the study constructs along with their items. The items were measured using a Likert-type scale as follows.

First Section: Demographic Characteristics of Respondents

The presentation of the research findings begins with a brief demographic profile of respondents in terms of gender, as shown in Figure (1), with male respondents (54.8 %) outnumbering female respondents (45.2 %).

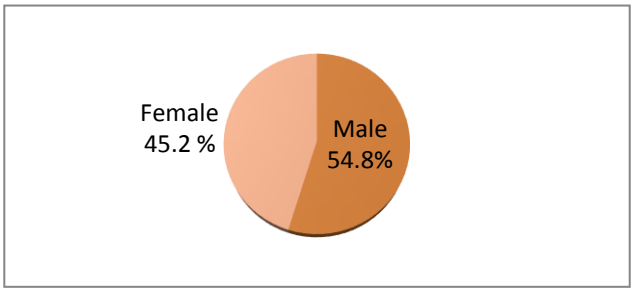

Fig 1: Gender

As depicted in Figure (2) shows the discussion of the research findings begins with a brief demographic profile of respondents in terms of Department of study, the majority of the respondents were Tourism Guidance (44.4 %).

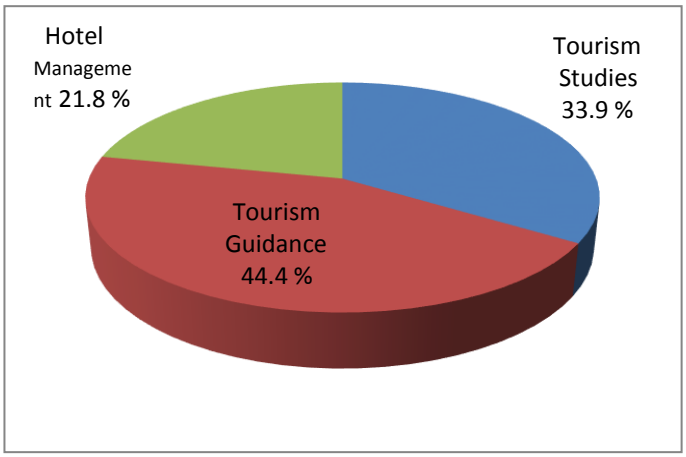

Fig 2: Department of study

As shown in Figure (3) shows the discussion of the research findings begins with a brief demographic profile of respondents in terms of Current educational level, the majority of the respondents were First year (32.5%).

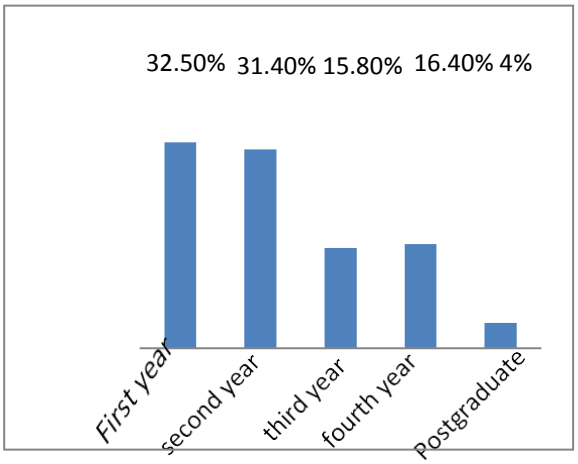

Fig 3: Current educational level

Second Section: General Characteristics about hybrid learning:

The detailed examination of the results presented in Figure (4) reveals the respondents' responses pertaining to describe student ability to learn through the use of learning technologies in your hybrid courses, which use a combination of face- to-face and online interactions. The majority of the student ability to learn through the use of learning technologies in hybrid courses was good (31.60%).

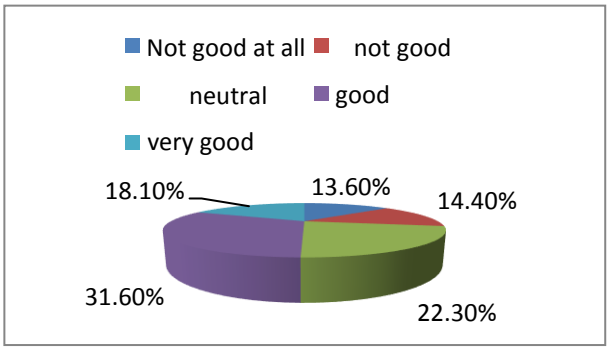

Fig 4: overall describe student ability to learn through the use of learning technologies as they are used in combination with face-to-face interactions in your hybrid courses.

Figure (5) shows benefit each of the following hybrid course components is with regards to student learning experience, where 30.80% of student Beneficiary of hybrid course components.

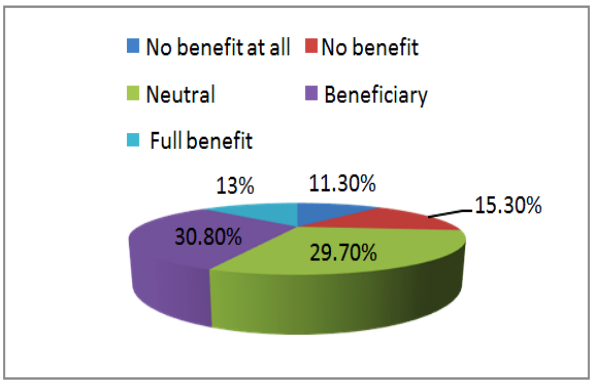

Fig 5: rate how beneficial each of the following hybrid course components are with regards to student learning experience.

The third Section: Students' Personal Characteristics of Hybrid learning

Table (2) Students' Personal Characteristics of Hybrid learning

Variables	SD	D	N	A	SA	Mean	SD	Rank	attitude
I can easily understand new information by reading it on my own.	11.9	22.3	23.2	29.4	13.3	3.10	1.232	5	Moderate
I learn better by listening to the lecture than by reading a textbook on my own.	6.5	8.2	19.2	31.1	35	3.80	1.191	2	High
Sometimes I need help understanding teaching materials.	2.3	5.9	21.2	39.5	31.1	3.91	0.979	1	High
I think I have strong study habits.	3.4	8.2	38.7	35.5	14.4	3.49	0.953	3	High
I feel I have strong time management skills.	7.6	18.6	35.9	24.3	13.6	3.18	1.118	4	Moderate
I find hybrid learning requirements very difficult.	11.6	21.5	31.1	23.2	12.7	3.04	1.192	6	Moderate
I lacked computer skills that were necessary for the hybrid learning	20.6	24	21.5	22.9	11	2.80	1.303	7	Moderate
Total Mean						**3.33**			

The definite assessment of the outcomes introduced in Table (2) uncovers the respondents' reactions relating to Students' Personal Characteristics of Hybrid learning the normal score came about with a mean of 3.33. This demonstrates that larger part of the cases will in general blemish on the center of the scale on a 1 to 5 territory. In any case, a large portion of the things came about with a somewhat higher mean than 3 demonstrating the appropriateness of the respondents on those things, as basic for Students' Personal Characteristics of Hybrid learning. The most elevated mean qualities for Students' Personal Characteristics of Hybrid learning arose for the thing "Here and there I need assistance understanding showing materials" (Mean = 3.91, standard deviation =0.979), trailed by "I learn better by tuning in to the talk than by perusing a course book all alone" (Mean = 3.80, standard deviation =1.191), while, the least mean an incentive for this develop is for "I needed PC abilities that were vital for the half and half learning" (Mean = 2.80, standard deviation =1.303) trailed by "I discover crossover learning necessities exceptionally troublesome" (Mean = 3.04, standard deviation =1.192).

The fourth Section: Students' perception of hybrid learning

Table (3) Students' perception of hybrid learning

Variables	SD	D	N	A	SA	Mean	SD	Rank	Attitude
I feel that hybrid learning encouraged me to have dialogue and discussions.	12.7	26.3	26	21.8	13.3	2.97	1.234	4	Moderate
I learned new ways to apply while studying hybrid learning.	11	21.8	27.1	25.7	14.4	3.11	1.218	1	Moderate
I feel an improvement in academic achievement while I study in hybrid learning system.	13.3	30.2	23.7	19.2	13.6	2.90	1.250	5	Moderate
I see that the hybrid learning system has encouraged me to think and rebuild knowledge.	10.5	25.1	29.1	22.3	13	3.02	1.190	3	Moderate
I believe that hybrid learning has achieved the quality of the educational process.	17.5	28.5	23.4	18.4	12.1	2.79	1.271	6	Moderate
I think hybrid learning is easier than traditional education and meets my expectations.	19.5	29.1	20.1	16.4	15	2.78	1.338	7	Moderate
My overall experience of hybrid learning has been positive.	11.3	20.1	31.1	24	13.6	3.08	1.197	2	Moderate
I would like to learn hybrid learning system continuously.	25.1	24.3	20.3	14.7	15.5	2.71	1.393	8	Moderate
Total Mean						2.92			Moderate

Table (3) presents the methods and standard deviations of Students' impression of half and half realizing, where the methods ran between (3.11-2.71) contrasted and the absolute instrument mean for the field (2.92) the thing "I learned better approaches to apply while examining mixture learning." positioned first with a mean and standard deviation (Mean=3.11, standard deviation = 1.218) contrasted and the all-out instrument mean and the standard deviation. The thing "I might want to learn cross breed learning framework constantly." positioned last arrived at a mean (2.71) and the standard deviation was (1.393) contrasted and the mean and standard deviation of the absolute instrument.

The Fifth Section: Benefits of hybrid learning

Table (4) Benefits of hybrid learning

Variables	SD	D	N	A	SA	Mean	SD	Rank	Attitude
Hybrid learning provides the necessary support for the diversity of education styles for the learner.	8.8	18.6	30.5	28.8	13.3	3.19	1.150	7	Moderate
I think hybrid learning system has led to increased student interaction and participation in the educational process.	11.9	26	25.7	21.5	15	3.02	1.246	8	Moderate
Hybrid learning system helped build innovative students, provide a source of feedback, save time and motivate students.	9.9	23.4	27.1	22.3	17.2	3.14	1.236	6	Moderate
Hybrid learning system helped to increase student learning output and reduce teaching costs.	10.2	18.4	26.8	26.8	17.8	3.23	1.232	5	Moderate
I think that hybrid learning system has led to the student's feeling of increasing classroom space and reducing the number of students in the classroom.	7.6	15.5	24.9	35.6	16.4	3.38	1.155	2	Moderate
Hybrid learning system has increased flexibility in making teaching schedules for students.	8.8	17.2	29.9	26.8	17.2	3.27	1.189	3	Moderate
Hybrid learning system helps in finding integrated evaluation methods for lecturers and students.	7.9	16.9	32.8	27.7	14.7	3.24	1.138	4	Moderate
Hybrid learning system reduces paper and photocopy costs and helps students to obtain educational materials easily.	6.8	12.7	22.6	33.9	24	3.56	1.180	1	high
Total Mean						**3.25**			**Moderate**

Table (4) presents the methods and standard deviations of Benefits of cross breed realizing, where the methods went between (3.56 - 3.02) contrasted and the all-out instrument mean for the field (3.25) the thing "Mixture learning framework lessens paper and copy expenses and encourages understudies to acquire instructive materials effectively" positioned first with a mean and standard deviation (Mean=3.56, standard deviation = 1.180) contrasted and the absolute instrument mean and the standard deviation. The thing "I think cross breed learning framework has prompted expanded understudy connection and cooperation in the instructive cycle" positioned last arrived at a mean (3.02) and the standard deviation was (1.246) contrasted and the mean and standard deviation of the all-out instrument.

The sixth Section: Difficulties and obstacles to hybrid learning

Table (5) Difficulties and obstacles to hybrid learning

Variables	SD	D	N	A	SA	Mean	SD	Rank	Attitude
I think hybrid learning system does not guarantee the ability of the participant (lecturer-student) to use technology properly.	8.5	22.9	26	30.5	12.1	3.16	1.158	3	Moderate
Hybrid learning system creates a desire to resist the use and employment of technology in the educational process.	9.3	24	29.7	29.9	7.1	3.01	1.095	5	Moderate
I think it's a popular idea that hybrid learning is not as effective and successful as traditional education.	8.8	23.7	22.9	29.9	14.7	3.18	1.202	2	Moderate
One of the obstacles of the hybrid learning system is the rush to match the hybrid teaching methods with improved performance.	7.6	15.8	37	33.1	6.5	3.15	1.017	4	Moderate
I find it difficult to ensure that there is a fit between all the elements of hybrid learning.	7.6	17.5	28.2	35.9	10.7	3.25	1.101	1	Moderate
Total Mean						**3.15**			**Moderate**

The nitty gritty assessment of the outcomes introduced in Table (5) uncovers the respondents' reactions relating to Difficulties and snags to mixture learning the normal score came about with a mean of 3.15. This demonstrates that dominant part of the cases will in general blemish on the center of the scale on a 1 to 5 territory. Notwithstanding, the vast majority of the things came about with a somewhat higher mean than 3 showing the appropriateness of the respondents on those things, as basic for Difficulties and impediments to half breed learning. The most elevated mean qualities for Difficulties and obstructions to crossover learning arose for the thing "I think that it's hard to guarantee that there is a fit between all the components of mixture learning" (Mean = 3.25, standard deviation =1.101), trailed by "I believe it's a famous thought that half breed learning isn't pretty much as compelling and effective as customary schooling" (Mean = 3.18, standard deviation =1.202) while, the least mean an incentive for this build is for "Cross breed learning framework makes a craving to oppose the utilization and work of innovation in the instructive cycle" (Mean = 3.01, standard deviation =1.095). Followed by "One of the obstructions of the crossover learning framework is the race to coordinate the half breed showing strategies with improved execution" (Mean = 3.15, standard deviation =1.017).

The seventh Section: Student satisfaction with hybrid learning environment

Table (6) Student satisfaction with hybrid learning environment

Variables	SD	D	N	A	SA	Mean	SD	Rank	Attitude
Hybrid learning environment enabled me to manage my time successfully	12.7	21.8	26	23.4	16.1	3.08	1.266	6	Moderate
Hybrid learning environment enabled me to reduce the lecture time.	7.9	10.7	25.1	34.7	21.5	3.51	1.171	1	high
Hybrid learning system helped me with great flexibility in my interactions with faculty members and my classmates in the lecture.	11.9	21.8	26.3	25.1	15	3.10	1.240	5	Moderate
Hybrid learning system helped me set and plan my own learning pace.	9	19.8	32.2	24.6	14.4	3.16	1.167	4	Moderate
Hybrid learning environment enabled me to learn in a way that suits my own lifestyle.	10.7	19.5	28.8	24	16.9	3.17	1.232	3	Moderate
I am satisfied with the hybrid learning environment that occurred in the Faculty of Tourism and Hotels – Minia University.	15.8	14.1	25.4	23.7	20.9	3.20	1.347	2	Moderate
Total Mean						3.20			Moderate

The itemized assessment of the outcomes introduced in Table (6) uncovers the respondents' reactions relating to Student fulfillment with cross breed learning climate the normal score came about with a mean of 3.20. This demonstrates that dominant part of the cases will in general blemish on the center of the scale on a 1 to 5 territory. Be that as it may, a large portion of the things came about with a marginally higher mean than 3 showing the appropriateness of the respondents on those things, as basic for Student fulfillment with crossover learning climate. The most elevated mean qualities for Student fulfillment with crossover learning climate arose for the thing "Half and half learning climate empowered me to lessen the talk time" (Mean = 3.51, standard deviation =1.171), trailed by "I'm happy with the mixture learning climate that happened in the Faculty of Tourism and Hotels - Minia University" (Mean = 3.20, standard deviation =1.347), while, the least mean an incentive for this build is for "Crossover learning climate empowered me to deal with my time effectively" (Mean = 3.08, standard deviation =1.266) trailed by "Half and half learning framework assisted me with extraordinary adaptability in our cooperation with employees and my cohorts in the talk" (Mean = 3.10, standard deviation =1.240).

Pearson Correlation analysis

Table (7) Pearson Correlation between Students' perception of hybrid learning and Students' satisfaction with hybrid learning environment

Student satisfaction with hybrid learning environment		
Students' perception of hybrid learning	Correlation Coefficient	**.844****
	Sig.	.000

As found in the table (7), there is a positive and huge connection between Students' impression of cross breed learning and Students' fulfillment with half and half learning climate. The estimation of Pearson connection coefficient was (.844**-sig = 0.000). These outcomes showed that there is a solid positive connection Students' impression of cross breed learning and Students' fulfillment with half and half learning climate. This positive relationship demonstrates that as Students' view of cross breed learning expands, Student fulfillment with mixture learning climate increments.

Table (8) Pearson Correlation between Benefits of hybrid learning and Student satisfaction with hybrid learning environment

Student satisfaction with hybrid learning environment		
Benefits of hybrid learning	Correlation Coefficient	**.864****
	Sig.	.000

As seen in the table (8), there is a positive and significant relationship between Benefits of hybrid learning and Student satisfaction with hybrid learning environment. The value of Pearson correlation coefficient was (.864**-sig = 0.000). These results showed that there is a strong positive relation between Benefits of hybrid learning and Student satisfaction with hybrid learning environment. This positive correlation indicates that as Benefits of hybrid learning increases, Student satisfaction with hybrid learning environment increases.

Table (9) Pearson Correlation between Students' perception of hybrid learning and Benefits of hybrid learning

Benefits of hybrid learning		
Students' perception of hybrid learning	Correlation Coefficient	**.882****
	Sig.	.000

As found in the table (10), there is a positive and critical connection between Students' impression of cross breed learning and Benefits of mixture learning. The estimation of Pearson relationship coefficient was (.882**-sig = 0.000). These outcomes showed that there is a solid positive connection between Students' view of half and half learning and Benefits of mixture learning. This positive connection shows that as Students' impression of half breed learning builds, Benefits of cross breed learning increments.

Regression analysis:

Table (10) Simple Linear Regression analysis

	Adjusted R Square	F	Sig.	Results
Impact of Student satisfaction with hybrid learning environment on Students' Personal Characteristics of Hybrid learning	0. 580	22.711	0.000	Accepted
Impact of Student satisfaction with hybrid learning environment on Students' perception of hybrid learning	0.711	68.510	0.000	Accepted
Impact of Student satisfaction with hybrid learning environment on Benefits of hybrid learning	0.746	35.440	0.000	Accepted
Impact of Students' perception of hybrid learning on Benefits of hybrid learning	0.777	29.869	0.000	Accepted
Impact of Student satisfaction with hybrid learning environment on overall describe student ability to learn through the use of learning technologies as they are used in combination with face-to-face interactions in your hybrid courses	0.680	27.222	0.000	Accepted
Impact of Student satisfaction with hybrid learning environment on rate how beneficial each of the following hybrid course components are with regards to student learning experience	**0.502**	**56.829**	**0.000**	**Accepted**

From brings about table (10), Student fulfillment with mixture learning climate influences expanding Students' Personal Characteristics of Hybrid learning by 58% Moreover, The consequences of Simple direct relapse examination shows Student fulfillment with half breed learning climate influences expanding Students' impression of crossover learning with 71.1%, at that point Student fulfillment with mixture learning climate influences expanding Benefits of mixture learning with 74.6%, Students' view of mixture learning influences Benefits of half breed learning with 77.7%, at that point Student fulfillment with cross breed learning climate influences expanding generally depict understudy capacity to learn using learning advancements as they are utilized in mix with vis-à-vis associations in your half breed courses with 68% lastly Student fulfillment with half and half learning climate influences expanding rate how gainful every one of the accompanying crossover course parts are concerning understudy learning experience with 50.2%.

SWOT Analysis hybrid learning environment at faculty of Tourism and Hotels

Strength	Weaknesses
1. Hybrid learning improves student engagement by connecting them in and out of class, allowing them to make meaningful use of study materials, receive immediate results and feedback, and choose their own schedules. 2. Hybrid learning system has led to the student's feeling of increasing classroom space and reducing the number of students in the classroom. 3. Hybrid learning system reduces paper and photocopy costs and helps students to obtain educational materials easily. 4. Hybrid learning system has increased flexibility in making teaching schedules for students. 5. Hybrid learning system helps in finding integrated evaluation methods for lecturers and students. 6. Cost-Effectiveness	1. Hybrid learning, reliant on internet access, costly resources, hardware and software incompatibilities, stressful when given time-limited tasks. 2. Hybrid learning system does not guarantee the ability of the participant (lecturer-student) to use technology properly. 3. Hybrid learning is not as effective and successful as traditional education. 4. The Loss in a Classroom Community
Opportunities	**Threats**
1. Hybrid learning system creates a desire to use and employment of technology in the educational process. 2. Hybrid learning, class schedule flexibility, uniform content reach Internet shorthand. 3. In keeping with university expansion plans and the rising popularity of hybrid learning. 4. The accessible method of learning is less concerned with place. Increasing the reach and mobility of the organization. 5. Providing infrastructure for information and 6. Communication technology.	1. Low Bandwidth and Unstable Internet. 2. Lack of Clear Policies and Legislation Regarding hybrid Learning 3. Hybrid learning system is the rush to match the hybrid teaching methods with improved performance.

5. Summary and Conclusion

- This research aims to examine the role and effectiveness of hybrid learning within the Educational Process, students' perception of hybrid courses with student learning needs, students' satisfaction in hybrid learning courses as compared to the traditional face-to- face courses. Different tests were applied, including reliability test, correlation test, and regression test. The following results were obtained.
- The scales' reliabilities were estimated and the Cronbach's Alpha of all scales went from 0.860 to 0.992, and for all out poll things was (0.932), this show a satisfactory Cronbach's Alpha incentive for each field
- The discoveries from the dispersed surveys uncovered that most of the respondents were male (54.8%), most of the respondents regarding Department of study were Tourism Guidance (44.4 %). most of the respondents regarding Current instructive level were First year (32.5%).
- The discoveries from the conveyed surveys uncovered that understudy capacity to learn using learning advancements in your crossover courses, which utilize a mix of vis-à-vis and online associations was acceptable (31.60%).

- The discoveries from the disseminated surveys uncovered that 30.80% of understudy Beneficiary of mixture course segments.
- The most noteworthy mean qualities for Students' Personal Characteristics of Hybrid learning arose for the thing "Some of the time I need assistance understanding showing materials" (Mean = 3.91, standard deviation =0.979).
- The discoveries from the disseminated surveys uncovered that most noteworthy mean qualities for Students' view of crossover learning arose for the thing "I learned better approaches to apply while considering half breed learning." (Mean=3.11, standard deviation = 1.218).
- The discoveries from the circulated surveys uncovered that most elevated mean qualities for Benefits of half breed learning arose for the thing "Cross breed learning framework decreases paper and copy expenses and encourages understudies to acquire instructive materials effectively" (Mean=3.56, standard deviation = 1.180).
- The discoveries from the dispersed surveys uncovered that most elevated mean qualities for Difficulties and hindrances to cross breed learning arose for the thing "I think that it's hard to guarantee that there is a fit between all the components of mixture learning" (Mean = 3.25, standard deviation =1.101).
- The discoveries from the disseminated polls uncovered that most noteworthy mean qualities for Student fulfillment with mixture learning climate arose for the thing "Half breed learning climate empowered me to lessen the talk time" (Mean = 3.51, standard deviation =1.171).
- There is a positive and critical connection between Students' view of crossover learning and Students' fulfillment with half breed learning climate. The estimation of Pearson relationship coefficient was (.844**-sig = 0.000).
- There is a positive and critical connection between Benefits of cross breed learning and Student fulfillment with mixture learning climate. The estimation of Pearson connection coefficient was (.864**-sig = 0.000).

6. Recommendations

1. Education policymakers in the Ministry of Higher Education and Scientific Research should reassess the experience of hybrid learning before, after and during current crises.
2. Minia University should improve the efficiency of online learning platforms, and enrich learning resources accurately and continuously to ensure educational quality.
3. Minia University should set a timetable for training lecturers and students on how to enter register and use the electronic platforms dedicated to providing educational activities and programs in the hybrid learning system.
4. Faculty of Tourism and Hotels - Minia University should develop teaching strategies that suit hybrid learning.
5. Faculty of Tourism and Hotels - Minia University should motivate students to learn and develop their capacity for self-learning.
6. Faculty of Tourism and Hotels - Minia University should integrate the curriculum objectives with the goals of hybrid education and the activities used in the study plan, tasks and evaluation methods.
7. Faculty of Tourism and Hotels - Minia University should maximize most hybrid classes with a multimedia component.

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