

# OBSTACLES OF THE APPLICATION OF BLENDED LEARNING IN THE SECONDARY STAGE IN KUWAIT FROM THE POINT OF VIEW OF TEACHERS

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**ABSTRACT\_** *The aim of this research is to identify the obstacles of the application of blended learning in the secondary stage in Mubarak Al-Kabeer Governorate in Kuwait for the academic year 2015-2016. The aim of this research is to reveal the statistical significance of the differences in the responses of the teachers due to the variables of specialization and experience. The research community consisted of secondary stage teachers in all majors in Mubarak Al-Kabeer Governorate. A random sample of 60 teachers was selected. The research was based on a questionnaire designed by the researcher for this purpose. It consisted of (32) items. The data were analyzed descriptively using the statistical package software Of Social Sciences (SPSS). The results of the research were the most prominent: - One of the most important obstacles related to the teachers is the large number of technical and administrative works entrusted to the teacher, and the length of time and effort spent in planning and preparation for blended learning. - One of the most important obstacles related to female students is the bad influence of the Internet on the attitudes and beliefs of female students and the lack of self-learning skills among female students. - One of the most prominent educational obstacles is the difficulty of evaluating and measuring the educational level of female students during the implementation of blended learning. - The most important administrative obstacles are the lack of incentives for teachers to implement the blended learning, in addition to the lack of infrastructure that supports blended learning within the classroom. - One of the most important technical obstacles is the lack of electronic courses for school subjects. - There were no statistically significant differences between the averages of the responses of the teachers due to the different specialization. - There are statistically significant differences between the average responses of the sample of the study group on the axis of obstacles related to teachers only, which are related to the difference of experience. This study presented several recommendations, the most important of which is the necessity of conducting a comprehensive assessment of the effectiveness of the blended learning in Kuwait as well as raising the awareness of the community about blended learning.*

**KEY WORDS:** *Blended learning, traditional learning, e-learning.*