" The Relative Contribution of Attitudes towards Blended Learning and Need for Knowledge in Predicting University Engagement among Education Faculty Students"

The current study aimed at identifying the correlation between attitudes towards blended learning and its factors, need for knowledge and its factors, and university engagement and its factors at the faculty of education, Fayoum University. Besides, It aimed at knowing the relative contribution of both the attitudes towards blended learning and the need for knowledge in Predicting University Engagement among (209) students from the faculty of Education, Fayoum university. The researcher prepared and administered Three scales to obtain study data are: attitudes towards blended learning, need for knowledge, and university engagement after verifying their validity and reliability. To verify the hypotheses of the study, the researcher used the descriptive approach and employed the appropriate statistical techniques, including Pearson's correlation coefficient and the multiple regression Analysis.

The results of the study revealed the following:

1). There is a positive, statistically significant relationship between the need for knowledge and its dimensions (cognitive effort, and cognitive confidence) and between university engagement and its dimensions (cognitive, social, academic and emotional).

2).There is a positive, statistically significant relationship between the attitudes towards blended learning and its dimensions (facilitating blended learning, enjoying blended

learning) and university engagement and its dimensions (cognitive, social, academic and emotional).

3) There is a positive, statistically significant relationship at the level (0.05) between (the feasibility of blended learning as a dimension of the attitudes towards blended learning) and the total degree of university engagement and cognitive engagement only.

4) There is no statistically significant relationship between (the feasibility of blended learning as a dimension of the attitudes towards blended learning) and social, emotional and academic engagement.

5) Students' attitudes toward blended learning and their need for knowledge contribute statistically in predicting university engagement; Where the dimensions of these variables that contribute in a statistically significant way in predicting university engagement is (60.7%) of the total variance, as follows:

a) Facilitating blended learning (as one of the dimensions of the attitudes towards blended learning) significantly attributed in predicting university engagement and its dimensions (cognitive, academic and social) only.

b) The enjoyment of learning (as one of the dimensions of the attitudes towards blended learning) contributes significantly in predicting university engagement and its dimensions (emotional and social) only.

C) The cognitive effort (as one of the dimensions of the need for knowledge) contributes significantly in predicting university engagement and its dimensions (cognitive and academic) only.

D) Cognitive confidence (as one of the dimensions of the need for knowledge) contributes significantly in predicting university engagement and its dimensions (cognitive, social, and emotional) only.

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عنوان البحث:	تحليل المسار متعدد المجموعات بين الاستثارات النفسية الفائقة والأسلوب الإبداعى وكفاءة التمثيل المعرفى للمعلومات عبر عينات من طلاب الجامعة
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ملخص البحث الثاني باللغة العربية والانجليزية

أولا: ملخص البحث باللغة العربية: