

Impact of Blended Learning Adoption on Students' Academic Performance: The Moderating Role of Parental Involvement

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Abstract

The increasing adoption of blended learning approaches in education has transformed traditional teaching methods and carries significant implications for students' academic performance, particularly at the senior secondary school level. In Western Province, Sri Lanka, a limited number have examined the impact of blended learning on academic performance and the role of parental involvement in this relationship. This study investigates how four core elements of blended learning, namely, technology, didactics, student engagement, and curriculum design, affect student performance, while also assessing the moderating effect of parental involvement. A quantitative, explanatory research design with a deductive approach was used, collecting data from a sample of 383 senior secondary school students through convenience sampling using structured questionnaires. Demographic profiling, reliability and validity tests, correlation, multiple regression, and moderating effect analysis were conducted using SPSS. The findings reveal that all four dimensions of blended learning are positively associated with academic performance. Additionally, parental involvement significantly and positively moderates these relationships, with students receiving higher parental support benefiting more from blended learning environments. The study confirms all proposed hypotheses and emphasises the combined importance of innovative instructional strategies and supportive home environments. These findings provide valuable insights for educators to improve teaching practices, for parents to strengthen their involvement, and for policymakers to support effective learning strategies.

Keywords: academic performance, blended learning, parental involvement, senior secondary school students, Western province