

Blended Learning Adoption and Students' Satisfaction: Evidence from Rajarata University of Sri Lanka

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Abstract

This study examines the adoption of blended learning (BL) and its impact on student satisfaction, drawing empirical evidence from Rajarata University of Sri Lanka. As an instructional approach that combines traditional face-to-face teaching with digital learning environments, BL is increasingly prominent in global higher education. However, in the Sri Lankan context, despite its potential; significant resistance among undergraduates remains a barrier to effective implementation. The research evaluates the influence of four critical factors; Personalized Learning Climate, Perceived Quality, Prior Learning Experience, and Perceived Value on student satisfaction with BL. A quantitative research design was employed using a structured questionnaire administered to a sample of 366 undergraduates selected through cluster sampling. The data were analyzed using SPSS with descriptive statistics, correlation, and regression analysis to examine relationships among variables. Findings reveal that all four factors significantly impact student satisfaction, with Personalized Learning Climate and Perceived Quality exerting the strongest positive effects. The study highlights the urgent need for improving digital infrastructure, enriching learning environments, and increasing awareness of BL's benefits among students. It contributes to the existing body of knowledge by offering context-specific empirical insights into factors influencing student satisfaction in blended learning environments within Sri Lankan state universities, an area with limited prior research.

Keywords: blended learning, learning environment, perceived quality, student satisfaction, undergraduates