

Adoption of Blended Learning among Undergraduates of State Universities in Sri Lanka

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Abstract

Blended Learning (BL), combining face-to-face and online teaching, has become prominent in higher education to enhance flexible learning. Despite its growth, students face challenges with self-regulation and technology use. Most research originates from Western contexts, highlighting limited studies on BL in Asian countries, particularly Sri Lanka. Therefore, the objective of the research is to investigate the adoption of blended learning among undergraduate students in state universities in Sri Lanka. A conceptual framework with Technology Experience, Self-Efficacy, and Student Satisfaction as independent variables and Adoption of Blended Learning as the dependent variable was tested using a quantitative approach. Data from 364 undergraduates across 17 state universities were analyzed using regression and correlation in SPSS 21 based on a 22-item questionnaire. The findings revealed that a significant positive correlation exists among technological experience, self-efficacy, and student satisfaction with blended learning orientation, indicating that students with higher levels of technological proficiency are more likely to embrace blended learning. This result aligns with previous research highlighting the importance of technological infrastructure and student preparedness for the successful adoption of blended learning. They also reveal that issues such as lack of training, digital literacy, and student engagement need to be addressed. The results contribute to the existing literature, and these results will help in future decisions taken by the education policy makers in developing countries. Blended learning practices should be improved to better meet the needs of undergraduates in Sri Lanka.

Keywords: blended learning, distance education, higher education, hybrid learning, IT infrastructure