

## Impact of Blended Learning on Academic Stress of Undergraduates in Sri Lanka

A.W.R.P. Dilmini<sup>1</sup> and K.M.P.G.A.J. Bandara<sup>2,\*</sup>

*Department of Information Systems, Faculty of Management Studies,  
Rajarata University of Sri Lanka, Mihintale, Sri Lanka<sup>1,2</sup>*

\*Corresponding author: [amithb@mgt.rjt.ac.lk](mailto:amithb@mgt.rjt.ac.lk)

### Abstract

Blended learning, which integrates online lessons with traditional classroom teaching, has become a widely adopted approach in Sri Lankan universities. While it offers benefits such as flexible learning schedules, increased access to educational resources, and opportunities for independent study, it may also contribute to higher levels of academic stress. Challenges such as heavy workloads, technical difficulties, and limited direct interaction with peers and lecturers can negatively affect students' academic experiences. This study explores how blended learning influences the academic stress of undergraduates in state universities in Sri Lanka. Four key factors were analyzed: personalized learning climate, perceived quality, prior learning experience, and perceived value. A quantitative research design was adopted, and data were collected from 384 undergraduates using a structured questionnaire. The responses were analyzed using SPSS software through descriptive statistics, correlation, and regression analysis. The findings indicate that supportive academic guidance and emotional assistance significantly reduce stress levels among students. A positive learning environment and favourable perceptions of the value of blended learning also contribute to lowering academic stress. In contrast, excessive workloads and inadequate interaction were found to increase stress. Prior learning experience showed a moderate impact, suggesting that students with stronger academic backgrounds adapt more effectively to blended learning. Overall, the study emphasizes the importance of developing student-centered support structures in blended learning environments. By fostering a responsive, supportive, and engaging academic culture, universities can help reduce academic stress while enhancing student satisfaction and overall learning outcomes.

*Keywords:* academic stress, personalized learning climate, perceived quality, prior learning experience, perceived value