

Assessing blended learning satisfaction across academic years: A study of Social Sciences and Humanities undergraduates at a selected state university in Sri Lanka

R. B. S. S. Rathnamalala¹, P. K. S. Manatunga²

¹*Department of Information Technology, University of Kelaniya, Sri Lanka*

²*The Library, University of Colombo, Sri Lanka*

The evolution of online learning has introduced the Blended Learning (BL) model, which combines online and face-to-face learning. This study examines the BL satisfaction across three academic years of Social Sciences and Humanities (SSH) undergraduates at the selected state university. BL has been newly implemented among the SSH undergraduates in this university in 2022; however, knowledge of its impact on student satisfaction during the adoption and how it affects their learning is insufficient. Therefore, the objective of this study is to measure student satisfaction and identify the diverse needs of learners through blended learning. The study adopted a quantitative research approach with a survey strategy, utilizing a questionnaire as the primary data collection instrument. Stratified sampling technique was applied to select 403 students from a population of 2625 students. Data was analyzed using SPSS v.25. The overall level of satisfaction with BL among the respondents was moderate, with a mean satisfaction score of $M = 3.90$ ($SD = 0.52$). The study assessed the satisfaction level of undergraduates across different academic years and found no significant difference in satisfaction ($F(2) = 0.216, p = 0.806$), indicating that overall satisfaction with BL is consistent and moderate across the first, second, and third years. The results indicate a considerable preference for synchronous, structured platforms like Zoom (75.7%) and Learning Management Systems (60.7%). Poor internet connectivity was the main challenge across all years, followed by technical issues and time management issues highlighting the need for improved infrastructure and technical support to enhance BL experiences. In conclusion, the findings demonstrate that BL has been well accepted by the SSH undergraduates, with consistent satisfaction across years. Effective implementation of BL requires structured online platforms and assistance to improve learning opportunities and address digital imbalances. Future research should explore longitudinal designs to examine changes in satisfaction over time. The findings demonstrate how addressing digital inequalities and strengthening learning support services can help bridge the digital divide. In this way, BL aligns with the broader goal of ensuring equitable and sustainable education for all. Expanding the scope can provide a more comprehensive understanding of BL effectiveness across different academic contexts.

Keywords: *Blended Learning, Student engagement, Learning platforms, Learning resources*