Attitude of Students towards Blended Learning A Survey Study

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Abstract—The present study aimed to examine the attitudes of students toward blended learning in higher education. Specifically, the study sought to assess students' perceptions of the effectiveness, flexibility, interactivity, collaboration, and overall usefulness of blended learning, and to identify areas for improving its implementation in educational institutions. A quantitative research approach employing a descriptive survey design was adopted. The study was conducted using a sample of 80 students, who were selected through the convenience sampling technique. Data were collected using the Attitude of Students towards Blended Learning Questionnaire, comprising demographic items and statements measuring students' attitudes on a five-point Likert scale. The collected data were analysed using descriptive statistics, including frequencies and percentages, to summarize students' responses.

The findings revealed that students generally exhibited a positive attitude toward blended learning. A majority of respondents agreed that blended learning activities were logically organized, interactive, collaborative, and effective in enhancing learning skills, teacher–student interaction, and flexibility in completing academic tasks. Most students also perceived Blackboard as a useful platform for accessing learning materials and supporting independent learning. However, a considerable proportion of respondents expressed neutral opinions regarding the ease of using Blackboard and the clarity of online tasks, indicating the need for further improvements in instructional design and technical support.
The study concludes that blended learning is a well-accepted instructional approach that promotes flexible, engaging, and learner-centered education. The findings suggest that strengthening digital infrastructure, enhancing faculty training, and providing continuous technical support for students can further improve the effectiveness of blended learning in higher education.

Index Terms—Blended Learning, Students' Attitude, Blackboard, Online Learning, Higher Education, Educational Technology, Survey Research.

I. INTRODUCTION

Education has experienced remarkable transformations over the past two decades due to rapid technological advancements and the widespread integration of digital tools into teaching and learning. Traditional classroom-based instruction is increasingly being complemented by technology-supported learning environments, giving rise to innovative pedagogical approaches that enhance students' learning experiences. Among these approaches, blended learning has become one of the most widely adopted instructional models in educational institutions across the globe (Graham, 2019).

The growing popularity of blended learning has been driven by several factors, including increased internet accessibility, widespread use of smartphones and computers, development of learning management systems (LMS), and the increasing demand for flexible learning opportunities. Furthermore, the COVID-19 pandemic dramatically accelerated the adoption of online and blended learning worldwide. Educational institutions were compelled to transition rapidly from conventional classroom instruction to online platforms, highlighting both the opportunities and challenges associated with technology-mediated education (Dhawan, 2020).

Blended learning offers numerous educational advantages. It enables students to learn at their own pace, revisit instructional materials, access diverse multimedia resources, and engage in collaborative online discussions. Teachers can employ various instructional strategies such as flipped classrooms, online assessments, video lectures, virtual laboratories, discussion forums, and digital assignments to improve student engagement and learning outcomes (Garrison & Vaughan, 2008). Research has consistently shown that appropriately designed blended learning environments can improve academic achievement, critical thinking, learner motivation, and student satisfaction (Means et al., 2013).

Despite these advantages, successful implementation of blended learning depends largely on students' attitudes and acceptance of technology. Positive attitudes toward blended learning often result in higher participation, increased motivation, improved academic performance, and greater satisfaction. Conversely, negative attitudes may reduce engagement and hinder effective learning. Several factors influence students' attitudes, including technological competence, internet accessibility, digital literacy, institutional support, teaching quality, self-regulated learning skills, and previous experience with online education (Alammary et al., 2014).

In developing countries, challenges such as inadequate digital infrastructure, inconsistent internet connectivity, limited access to electronic devices, and insufficient technological training continue to affect the effectiveness of blended learning implementation. Although educational institutions have increasingly adopted blended learning strategies, variations remain in students' readiness and perceptions of this instructional approach. Therefore, empirical investigation of students' attitudes is essential for identifying strengths, addressing barriers, and improving blended learning practices.

The present study, seeks to examine students’ perceptions of blended learning using survey data collected through a structured questionnaire. By analyzing students’ responses, the study aims to

provide evidence-based insights into learners' acceptance of blended learning and identify areas requiring improvement. The study contributes to the existing literature by examining the attitudes of students in a contemporary educational context and by applying statistical techniques to analyze the survey data.

II. RESEARCH OBJECTIVES

1. To examine students' overall attitudes toward blended learning.
2. To assess students' perceptions of the effectiveness of blended learning in improving academic performance.
3. To examine students' perceptions regarding the flexibility and convenience of blended learning.

III. RESEARCH GAP

Existing research consistently suggests that blended learning combines the strengths of traditional classroom instruction and online learning, providing learners with greater flexibility, accessibility, and opportunities for self-directed learning.

Despite the growing body of literature, several research gaps remain. First, many previous studies have primarily focused on the effectiveness of blended learning in developed countries where technological infrastructure and internet accessibility are relatively advanced. Comparatively fewer studies have explored students' attitudes toward blended learning in developing educational contexts, where challenges such as limited internet connectivity, inadequate digital resources, and unequal access to technology continue to influence learning experiences (Dhawan, 2020).

Second, earlier investigations have frequently emphasized academic performance while giving comparatively less attention to students' attitudes, perceptions, and satisfaction. Since students are the primary stakeholders in educational systems, understanding their attitudes toward blended learning is essential for successful implementation. Positive attitudes often influence students' motivation, engagement, participation, and willingness to adopt technology-enhanced learning environments.

The present study attempts to address these research gaps by investigating students' attitudes toward blended learning using primary survey data collected from students through a structured questionnaire. The study employs statistical analyses to examine students' perceptions.

IV. METHODOLOGY

4.1 Research Design

The present study employed a quantitative research method using a descriptive survey design.

4.2 Population of the Study

The population consisted of university students enrolled in higher educational institutions where blended learning was implemented as part of the teaching-learning process. These students had experience with both traditional face-to-face instruction and online learning platforms, making them suitable participants for the study.

4.3 Sample and Sampling Technique

In the present study 80 university students were considered as sample for the study.

A convenience sampling technique was adopted because participants voluntarily completed the online questionnaire and were readily accessible to the researcher.

4.4 Tool for Data Collection

Data were collected using an Attitude of Students towards Blended Learning Questionnaire developed to measure students' attitudes toward blended learning.

Most attitudinal statements were measured using a five-point Likert scale, where:

1 = Strongly Disagree, 2 = Disagree, 3 = Neutral, 4 = Agree, 5 = Strongly Agree

V. RESULTS AND DISCUSSION

5.1 Overview of Survey Responses

A total of 80 students participated in the survey. The questionnaire measured students' attitudes toward blended learning using statements rated on a five-point Likert scale ranging from Strongly Disagree to Strongly Agree.

Overall, the responses indicate a generally positive attitude toward blended learning, with the majority of students selecting Agree or Strongly Agree for most statements.

Table 1: Students' Attitudes towards Blended Learning (N = 80)

Statement	Strongly Disagree n (%)	Disagree n (%)	Neutral n (%)	Agree n (%)	Strongly Agree n (%)
Blackboard activities are presented logically.	1 (1.3)	1 (1.3)	12 (15.0)	55 (68.8)	11 (13.8)
Blackboard activities provide opportunities for reading.	0 (0.0)	5 (6.3)	10 (12.5)	52 (65.0)	13 (16.2)
Blended learning activities are interactive.	4 (5.0)	3 (3.8)	19 (23.8)	44 (55.0)	10 (12.5)
Blended learning improves learning skills.	3 (3.8)	2 (2.5)	13 (16.3)	45 (56.3)	17 (21.3)
Blended learning is collaborative.	1 (1.3)	0 (0.0)	17 (21.3)	57 (71.3)	5 (6.3)

Statement	Strongly Disagree n (%)	Disagree n (%)	Neutral n (%)	Agree n (%)	Strongly Agree n (%)
Blended learning is easy to use.	2 (2.5)	5 (6.3)	22 (27.5)	40 (50.0)	11 (13.8)
Blended learning courses are useful and interesting.	3 (3.8)	2 (2.5)	13 (16.3)	48 (60.0)	14 (17.5)
Blended learning enhances teacher–student interaction.	3 (3.8)	5 (6.3)	12 (15.0)	46 (57.5)	14 (17.5)
Blended learning tasks are clear.	1 (1.3)	2 (2.5)	26 (32.5)	43 (53.8)	8 (10.0)
Blended learning provides enough time to complete tasks.	1 (1.3)	2 (2.5)	19 (23.8)	52 (65.0)	6 (7.5)
Students can always learn from Blackboard.	3 (3.8)	9 (11.3)	28 (35.0)	32 (40.0)	8 (10.0)
Students learn better from Blackboard in their own style.	1 (1.3)	8 (10.0)	21 (26.3)	43 (53.8)	7 (8.8)

5.2. Interpretation

Table 1 shows that, the responses of 80 students regarding their attitudes toward blended learning. Overall, the findings indicate that students held a positive perception of blended learning, as the majority of respondents selected either "Agree" or "Strongly Agree" for most statements.

Regarding the organization of online learning, 82.6% of the students agreed or strongly agreed that Blackboard activities were presented logically, suggesting that the learning materials were well-structured and easy to follow. Similarly, 81.2% agreed that Blackboard provided adequate opportunities for reading and accessing learning resources, indicating that the online platform effectively supported independent learning.

The findings further reveal that students perceived blended learning as an engaging instructional approach. Approximately 67.5% agreed or strongly agreed that blended learning activities were interactive, while 77.6% believed that blended learning improved their learning skills. Likewise, 77.6% of respondents considered blended learning courses useful and interesting, demonstrating that students valued the integration of online and face-to-face learning experiences.

Students also expressed favourable views regarding collaboration and communication. About 77.6% agreed that blended learning promoted collaboration among learners, while 75.0% believed that it enhanced teacher–student interaction. These findings suggest that blended learning creates opportunities for meaningful communication and cooperative learning.

With respect to usability, 63.8% of respondents agreed that blended learning was easy to use, although 27.5% remained neutral, indicating that some students may still encounter technological or instructional challenges. Similarly, 63.8% agreed that blended learning tasks were clear, while

a relatively higher proportion (32.5%) selected the neutral option, suggesting the need for clearer instructions and guidance in online activities.

The study also found that 72.5% of respondents agreed that blended learning provided sufficient time to complete academic tasks, highlighting one of the major advantages of flexible learning environments. However, responses regarding students' ability to learn consistently through Blackboard were comparatively less positive, with only 50.0% agreeing or strongly agreeing and 35.0% remaining neutral. This finding may reflect challenges related to internet connectivity, access to digital devices, or individual learning preferences.

Finally, 62.6% of students agreed that Blackboard supported learning according to their own learning style, indicating that blended learning accommodates diverse learning preferences. Nevertheless, the presence of neutral and negative responses suggests that institutions should continue improving instructional design, digital support services, and technology accessibility.

Overall, the results demonstrate that students possess a generally positive attitude toward blended learning. The high proportion of favourable responses across most questionnaire items indicates that students recognize blended learning as an effective, flexible, interactive, and collaborative instructional approach. These findings support the continued integration of blended learning into higher education while emphasizing the importance of enhancing technological infrastructure, faculty training, and student support services to maximize its effectiveness.

VI. DISCUSSION

The findings indicate that students generally hold positive attitudes toward blended learning. Most respondents agreed that Blackboard activities were logically organized, that blended learning improved their learning skills, and that blended learning courses were useful and interesting. Students also perceived blended learning as collaborative and believed it enhanced interaction between teachers and students.

The high proportion of positive responses suggests that students appreciate the combination of face-to-face instruction with online learning resources, which allows them to access learning materials conveniently and manage their studies more effectively.

Despite these positive perceptions, a notable proportion of respondents selected Neutral for several items, particularly regarding ease of use, task clarity, and learning from Blackboard at any time. These responses may reflect challenges such as limited internet access, varying levels of digital literacy, or differences in students' familiarity with learning management systems. Institutions implementing blended learning should therefore provide additional technical support, digital skills training, and clearer online instructional materials.

VII. CONCLUSION

The findings revealed that students generally held positive attitudes toward blended learning. Most respondents agreed that Blackboard activities were logically organized, interactive, collaborative,

and helpful in improving their learning experience. Students also believed that blended learning provided flexibility in accessing course materials and completing academic tasks. These findings indicate that blended learning has the potential to enhance student engagement and support effective teaching and learning when implemented appropriately.

Overall, the study concludes that blended learning is widely accepted among students and represents an effective instructional approach for contemporary education. Educational institutions should continue investing in digital learning technologies, faculty development, and learner support services to maximize the benefits of blended learning and improve educational quality.

VIII. EDUCATIONAL IMPLICATIONS

The findings of this study have several practical implications for educational institutions, teachers, and administrators.

First, educational institutions should continue integrating blended learning into their curricula, as students generally perceive this instructional approach positively. Combining face-to-face teaching with online learning opportunities provides flexibility and promotes student-centered learning.

Second, universities and colleges should strengthen their digital infrastructure by ensuring reliable internet connectivity, updated learning management systems, and adequate technological resources. Easy access to online learning platforms contributes significantly to positive student attitudes and successful blended learning implementation.

Third, faculty members should receive continuous professional development on effective blended learning strategies. Teachers need training in online pedagogy, digital assessment techniques, multimedia content development, and student engagement practices. Well-prepared instructors can create more interactive and meaningful learning experiences.

Fourth, institutions should provide regular orientation and technical support for students using learning management systems such as Blackboard or Moodle. Enhancing students' digital literacy can reduce technological barriers and improve their confidence in participating in blended learning environments.

IX. FUTURE SCOPE OF THE STUDY

Future studies may include larger samples drawn from different universities, colleges, and academic disciplines to enhance the generalizability of findings. Comparative studies between public and private institutions, undergraduate and postgraduate students, or urban and rural educational settings may reveal important differences in students' attitudes.

Researchers may also investigate additional variables influencing blended learning adoption, including digital literacy, technological readiness, motivation, self-efficacy, learning styles, and institutional support. Employing mixed-methods approaches that combine quantitative surveys with qualitative interviews could provide richer insights into students' experiences.

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