

Examining The Faculty and Students' Perceived Factors Contributing to Blended Learning Effectiveness

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Abstract

A successful blended approach to instruction holds great importance for a country like Maldives, especially with the launch of the 3000 teachers training project, which expanded the need for such pedagogy. Hence, it is essential to identify and compare the perceived factors contributing to increase course effectiveness and the challenges hindering course effectiveness. In this quantitative research study, the main aim was to examine the perceived factors towards blended learning effectiveness that could promote quality higher education instruction and learner success, as perceived by both faculty and students at The Maldives National University (MNU). The data was collected using two web surveys, one for the faculty and another for students. The study included a purposeful sample of 14 university staff members and 48 students who attended blended classes at MNU. The quantitative data obtained from the surveys underwent analysis through descriptive and inferential statistics. Sixteen t-test independent two-sample assuming unequal variances yielded results that were categorized based on the addressed course effectiveness factors. The null hypothesis was rejected for six out of twelve benefit factors, including flexibility, time management, instructor access, interactive learning materials, optimized class time, and success measured by withdrawal rates. One of the four challenge factors (reduced access to the instructor) also had its null hypothesis rejected. Addressing the factors identified has the potential to enhance successful learning in the blended modality at MNU and serve as a valuable resource for other educational institutions considering adopting a blended approach to instruction.

Keywords: blended learning, comparative analysis, faculty perception, higher education, student perception