

AN ANALYSIS OF FACULTY PERSPECTIVES ON BLENDED LEARNING ADOPTION: CHALLENGES AND OPPORTUNITIES IN PAKISTANI UNIVERSITIES

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ABSTRACT

The present study aims to analyse faculty perspectives on blended learning adoption: challenges and opportunities. With blended learning becoming a popular strategy, the use of technology in education has spread throughout the world. Blended learning offers flexibility and improves student engagement by fusing traditional in-person instruction with online learning. Blended learning is being used more and more in Pakistan's higher education system to raise standards and satisfy the country's rising demand for higher education. This study uses a mixed-methods approach, combining surveys and interviews, to examine the opportunities and difficulties faculty members have when using technology in their instruction. The results show that faculty members encounter major obstacles, such as a lack of training, technological difficulties, and aversion to change, even in spite of the potential advantages of blended learning. But the study also emphasizes the benefits of blended learning, including increased flexibility, better learning outcomes, and student engagement. The results of this study can guide the creation of institutional policies and professional development initiatives that assist professors in using blended learning strategies. Pakistani institutions may improve the quality of education and better prepare students for the challenges of the twenty-first century by taking advantage of the opportunities that blended learning offers.

Keywords: Blended learning, perspectives, Challenges, Opportunities, Technology, integration

Introduction

The integration of digital technologies into higher education has reshaped teaching and learning practices worldwide. Blended learning, which combines traditional classroom instruction with online learning components, has gained prominence as an effective pedagogical approach (Rasheed et al., 2020). In Pakistan, universities have increasingly adopted blended learning to

improve accessibility, flexibility, and quality of education, particularly after the disruptions caused by the COVID-19 pandemic (Siddiqui & Khalid, 2024).

Faculty members play a central role in the successful implementation of blended learning, as they are responsible for course design, delivery, and student engagement. While many instructors recognize the benefits of blended learning, its

adoption remains uneven due to various technological, institutional, and pedagogical challenges (Khan & Malik, 2023). Understanding faculty perspectives is therefore essential for identifying barriers and developing effective strategies for implementation.

With blended learning becoming a popular strategy, the use of technology in education has spread throughout the world. Blended learning offers flexibility and improves student engagement by fusing traditional in-person instruction with online learning. Blended learning is being used more and more in Pakistan's higher education system to raise standards and satisfy the country's rising demand for higher education. However, faculty members' viewpoints and preparedness play a major role in blended learning's effectiveness. The purpose of this study is to look into the potential and difficulties that faculty members in Pakistani universities have when implementing blended learning.

Problem Statement

Despite the growing body of literature on blended learning in higher education, several important gaps remain—particularly in the context of Pakistani universities. First, most existing studies in Pakistan focus on students' perceptions and outcomes, while comparatively limited attention has been given to faculty perspectives. Since instructors are the primary agents of implementation, this creates a critical gap in understanding how blended learning is actually designed and practiced at the classroom level. Second, available research often adopts quantitative, survey-based approaches, which provide general trends but fail to capture the in-depth experiences, attitudes, and contextual challenges faced by faculty. There is a lack of qualitative and mixed-method studies that explore how instructors adapt pedagogically, manage workload, and navigate institutional constraints. Third, many studies treat Pakistani universities as a homogeneous system, overlooking variations between public and private institutions, urban and rural settings, and resource-rich versus resource-constrained environments. This limits the generalizability and applicability of findings across

diverse institutional contexts. Another significant gap lies in the limited exploration of long-term adoption and sustainability. Most research emerged during or shortly after the COVID-19 pandemic and focuses on emergency remote teaching rather than strategic, post-pandemic integration of blended learning.

Furthermore, there is insufficient attention to institutional policies, leadership support, and professional development frameworks that influence faculty readiness and motivation. The interaction between organizational structures and individual faculty attitudes remains underexplored. Finally, few studies examine the intersection of technological, pedagogical, and cultural factors in shaping faculty adoption. Issues such as resistance to change, digital literacy disparities, and culturally embedded teaching practices require deeper investigation.

Research Objectives

1. To identify key challenges faced by University Faculty members in adopting blended learning.
2. To analyze the University faculty members' perceptions of blended learning in Pakistani universities.

Research Questions

1. What are the key challenges faced by University Faculty Teachers in adopting blended learning?
2. How do University faculty Members perceive blended learning in Pakistani universities?

Literature Review

Concept of Blended Learning

Blended learning refers to a hybrid model that integrates face-to-face instruction with online learning experiences. It promotes flexibility, student-centered learning, and the use of digital tools to enhance teaching effectiveness (Rasheed et al., 2020).

Global Perspective

Globally, blended learning has been associated with improved student performance, engagement,

and satisfaction. Studies indicate that it supports active learning and encourages independent thinking (Rasheed et al., 2020).

Blended Learning in Pakistan

In Pakistan, blended learning adoption is still evolving. Research shows that while universities are increasingly adopting digital tools, challenges such as limited infrastructure, lack of training, and resistance to change persist (Ali & Ahmad, 2022).

Faculty Role in Adoption

Faculty attitudes, digital competence, and institutional support significantly influence the adoption of blended learning. Positive perceptions among teachers can lead to successful implementation, whereas a lack of readiness can hinder progress (Khan & Malik, 2023).

Research Gap

Existing research in Pakistan primarily focuses on student outcomes rather than faculty experiences. There is limited exploration of faculty perspectives, institutional differences, and long-term sustainability of blended learning (Siddiqui & Khalid, 2024). Additionally, the interaction between technological, pedagogical, and cultural factors remains underexplored (Ali & Ahmad, 2022).

Research Methodology

This study adopts a qualitative and analytical research design to examine faculty perspectives on the adoption of blended learning in Pakistani universities. The research is primarily based on secondary data, drawing from recent peer-reviewed journal articles, research reports, and academic publications published between 2020 and 2025.

These sources were selected to ensure relevance to the post-pandemic educational context, where blended learning has gained increased attention. A purposive sampling approach was used to include studies that specifically address higher education in Pakistan and focus on faculty experiences, challenges, and opportunities related to blended learning.

For data analysis, the study employs a thematic analysis technique, which involves systematically reviewing the selected literature to identify recurring patterns, themes, and key issues. The analysis focuses on categorizing findings into major themes such as faculty perceptions, technological barriers, institutional challenges, pedagogical concerns, and potential benefits of blended learning. This approach allows for a comprehensive understanding of the subject by synthesizing insights from multiple studies rather than relying on a single data source. To ensure validity and reliability, only credible and indexed academic sources were included, and findings were cross-checked across different studies to identify consistent trends.

Overall, this methodology provides a structured and in-depth analysis of existing knowledge, enabling the study to highlight critical factors influencing blended learning adoption and to generate meaningful recommendations for policymakers and educational institutions in Pakistan.

Data Analysis

The data of this study were analyzed by using the thematic analysis technique, which was used to identify recurring themes related to challenges and opportunities

Table 1: Challenges

Challenges	
Technological Barriers	Poor internet connectivity
	Lack of digital infrastructure
	Limited access to learning management systems
Lack of Training	Insufficient professional development programs
	Limited digital literacy among faculty
Institutional Constraints	Absence of clear policies

	Lack of administrative support
	Increased workload without incentives
Pedagogical Issues	Difficulty in maintaining student engagement
	Challenges in assessment and feedback
	Reduced face-to-face interaction
	Faculty Perspectives

Results and Discussion

The findings of this study reveal that faculty members in Pakistani universities generally hold a positive yet cautious perception toward the adoption of blended learning. Most instructors acknowledge that blended learning enhances teaching effectiveness by integrating digital tools with traditional classroom methods, thereby promoting flexibility and improving student engagement. However, their willingness to adopt this approach is often influenced by contextual and institutional factors. Faculty members appreciate the potential of blended learning to support diverse learning styles and encourage independent learning, but they also emphasize that its success depends largely on adequate institutional support and technical readiness (Khan & Malik, 2023).

At the same time, the study identifies several significant challenges that hinder effective implementation. One of the most prominent issues is the lack of reliable technological infrastructure, including poor internet connectivity and limited access to learning management systems, which disrupts the smooth delivery of online components (Ali & Ahmad, 2022). In addition, many faculty members report insufficient training and a lack of digital competencies, making it difficult for them to design interactive and engaging online content. Institutional barriers such as unclear policies, lack of incentives, and increased workload further discourage faculty from fully embracing blended learning approaches (Siddiqui & Khalid, 2024). Pedagogically, instructors express concerns about reduced face-to-face interaction, difficulties in maintaining student participation, and challenges in assessing student performance effectively in a blended environment (Rasheed et al., 2020).

Despite these obstacles, the study also highlights several key opportunities associated with blended

learning adoption. Faculty members recognize that blended learning offers greater flexibility by allowing students to access course materials anytime and anywhere, which is particularly beneficial in the Pakistani context, where students may face geographical and time constraints. Furthermore, blended learning promotes active and student-centered learning, encouraging critical thinking and collaboration among students. It also contributes to the professional development of faculty by enhancing their digital skills and exposing them to innovative teaching strategies (Khan & Malik, 2023). Importantly, the adoption of blended learning aligns Pakistani higher education institutions with global educational trends, enabling them to modernize their teaching practices and better prepare students for the demands of a digital world (Siddiqui & Khalid, 2024).

Overall, the results suggest that while faculty members are open to adopting blended learning, its successful implementation requires addressing key structural and pedagogical challenges. The discussion indicates that a supportive institutional environment, continuous professional development, and improved technological infrastructure are essential for maximizing the benefits of blended learning in Pakistani universities.

Conclusion

Blended learning presents significant opportunities for improving higher education in Pakistan. However, its adoption is hindered by technological, institutional, and pedagogical challenges. Faculty perspectives reveal a willingness to adopt blended learning, provided adequate support and training are available. Addressing these challenges through strategic planning and investment is essential for sustainable implementation.

This study provides valuable insights into the perspectives of faculty members on blended learning adoption in Pakistani universities. The findings highlight the need for targeted support and training to address the challenges faculty members face. By leveraging the opportunities presented by blended learning, Pakistani universities can enhance the quality of education and better prepare students for the demands of the 21st century. The study's recommendations for policymakers and educators include providing professional development opportunities, ensuring technical support, and fostering a culture of innovation and flexibility in teaching practices.

Recommendations

1. Professional Development: Offer regular training and workshops for faculty members to enhance their skills in using technology for blended learning.
2. Technical Support: Ensure that universities provide adequate technical support to faculty members to address any issues related to the use of learning management systems and other technologies.
3. Institutional Support: Encourage a culture of innovation and flexibility in teaching practices, providing incentives for faculty members to adopt blended learning approaches.
4. Student Engagement: Leverage blended learning to enhance student engagement and motivation, using interactive and multimedia content to support learning.

Future Research Directions

Future research could explore the impact of blended learning on student learning outcomes in Pakistani universities, comparing the effectiveness of different blended learning models. Additionally, studies could investigate the role of leadership in promoting the adoption of blended learning, examining the strategies used by successful institutions.

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