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EVALUATING THE FACTORS AFFECTING EFL STUDENTS' SATISFACTION WITH BLENDED LEARNING IN A POST-COVID-19 ERA

Nour Nayef Qalalwa[1], Malini Ganapathy[2*]

[1]School of Languages, Literacies and Translation, Universiti Sains Malaysia, 11800 Minden, Pulau Pinang, Malaysia, Nourqalalwa@student.usm.my

[2]School of Languages, Literacies and Translation, Universiti Sains Malaysia, 11800 Minden, Pulau Pinang, Malaysia, malinik@usm.my

Abstract

This study examines the factors affecting the contentment of EFL students with blended learning after COVID-19. As predictors of student satisfaction, we analyze technology, pedagogy, instructional design, and student participation. Examined as potential predictors are perceived simplicity of use, subjective norm, and perceived utility. In addition, the study investigates the intention to implement integrated learning as well as the moderating effect of social interaction. Diverse EFL students will be surveyed, and data will be analyzed with regression and moderation analysis. The results will aid institutions in enhancing integrated learning by enhancing technology, instructional design, and student engagement. In addition, the study emphasizes the impact of social interaction on adoption and satisfaction. This investigation aims to optimize the blended learning experiences of EFL students in the post-pandemic era.

Keywords: Blended learning, satisfaction, EFL students, COVID-19 pandemic, online learning, student engagement, social interaction, educational institutions, training, support, resources.

INTRODUCTION

The use of Information and Communication Technologies (ICT) in the current era is mandatory and unavoidable. Internet is one of ICT's most prominent components. Internet is not only a communication tool, but also a part of every aspect of human existence, including education, business, industry, etc. (Ratheeswari, 2018). People typically use the Internet for perusing, uploading, downloading, and social media-related activities. (La Hanisi et al., 2018) Devices, mobile phones, and laptops make Internet access extremely convenient.

In the education sector, the Internet is a perfect learning tool that offers students flexibility and convenience while providing instructors with limitless opportunities for innovative instruction. The material is created electronically, with an emphasis on encouraging instructors and students to implement a blended learning system and involving them in its implementation. Blended learning is the combination of online and face-to-face instruction.

Over the past few years, a growing number of studies have explored the teachers' and students' perceptions of blended learning for learning environment. Some studies (BakarNordin & Alias, 2013) (e.g., BakarNordina & Alias, 2013; Friatin, Rachmawati, & Ratnawati, 2017; Ja'ashan, 2015; Kosar, 2016; Mohsen & Shafeeq C. P, 2014: Pitaloka, Anggraini, Kurniawan, Erlina, & Jaya, 2020) conclude that blended learning in the learning process had some advantages such as usefulness, easiness, flexibility, satisfaction, and effectiveness. Nevertheless, other studies have found some disadvantages of blended learning, for instance, the lack of skills in using technology, network problems, and waste of time (Aldosemani et al., 2019) (Sari & Wahyudin, 2019).

LITERATURE REVIEW

Early in the year 2020, the sudden outbreak of the coronavirus pandemic, also known as COVID-19, shocked the globe. In December of 2019, it was first identified in Wuhan, China, and abruptly began to spread worldwide. As part of the effort to control the spread of the virus, governments and authorities in a number of countries have taken severe measures, including travel restrictions, lockdowns, and the closure of buildings and facilities such as shopping malls, theme parks, government agencies, universities, colleges, and schools, as part of the effort to contain the outbreak, which further damage and disrupt our economy and society. As of the time of writing, the United Nations Educational, Scientific, and Cultural Organisation (UNESCO) reports that over 60 percent of the world's student population and 107 countries have been affected by these nationwide school closures.The Trade Union Advisory Committee(TUAC) Secretariat Briefing on April 16, 2020 confirmed that during the pandemic outbreak, teachers and education professionals have been asked to equip students with teaching materials and directly instruct them using remote digital tools, with the expectation that students will be able to learn at home under parental supervision.

In Palestine, schools were suddenly forced to take on distance education or blended education, as is the case in most countries around the world and resorted to previously untried methods of delivering educational content. Additionally, teachers worked to communicate with students in every way possible, and many teachers questioned electronic test

results due to the difficulty of evaluating them or ensuring that no cheating occurred during the application process (AL-Rub, 2020). In order to work to meet the needs of students and to create a good environment that provides effective education and dispenses with face-to-face learning, there is an urgent need to understand and identify the challenges of distance education, as well as the extent to which they can be overcome (Hamdan et al., 2021). Therefore, this study came to examine the factors affecting the satisfaction of blended learning for students of English after the Covid-19 pandemic.Blended Learning as the major approach that was implemented during the Corona pandemic in Palestine has been considered relatively successful; at least, education has not been shut down completely.

Accordingly, this research will seriously examine that experience and will work on finding its success factors as the research progresses and will develop applicable recommendations for personals share concern about the educational process. More specifically, this research is going to examine the factors that influence blended learning satisfaction of Palestinian EFL students after covid -19 pandemic.

On EFL issues and difficulties in Palestinian classrooms, there is a paucity of research. Abu Shawish and Abdelraheem (2010) and Mourtaga (2004) are the only studies on e-learning that address EFL issues in Palestine (Abd Al-Raheem, 2011; Abu-Jarad, 2008; Adas & Bakir, 2013; Hammad, 2013). While the focus of the study by Abu Shawish (2010) was on the causes of writing anxiety among Palestinian EFL students, Mourtaga (2004) investigated the reasons for EFL students' deficiencies in Palestine. Neither of the two studies provided comprehensive information regarding the integrated learning experiences of Palestinian EFL students. In order to address this deficiency, the current study seeks to conduct a comprehensive evaluation of EFL students' satisfaction with blended learning.

In the education system, blended learning is no longer a novelty. In fact, the expansion of technology in our daily lives has created an urgent demand for digital learning and digital classrooms. Quite a few studies on teachers' willingness to conduct online lessons (Cheok et al., 2017; Kumar et al., 2021) found positive feedback and acceptance from teachers. (Cheok et al., 2017) Despite facing obstacles such as a lack of time, facilities, and skills, teachers viewed online learning as advantageous for generating student interest and making their job simpler. They are prepared to implement online learning in their classrooms after receiving training, assistance, and support from the authority. Froelich (2009) argues that designing lessons with a focus on students' activities can pique their interest to engage and participate in the lessons; however, teachers often neglect this and design the flow based on what they want or will do (teachers-centered).Therefore, for an online lesson to be effective, teachers must be able to design lessons that meet these criteria and ensure that the instructional materials are

organized and taught in accordance with the guidelines (Martin et al., 2019), which is the yearly scheme of work for Palestinian context. Aside from that, it is essential to give students ample opportunities to communicate during online courses. As facilitators, instructors must be able to initiate meaningful communication with students and provide adequate feedback in a timely fashion. Teachers should be able to complete the processes regulating online instruction, including lesson planning, assessment, and reflection, within the allotted time frame.

Teo et al. (2019) noted that despite the investment in implementing such learning systems, many students have discovered that they are not effectively utilizing the systems. They addressed the issue by examining the factors that influence student utilization of these technologies. They utilized the Technology Acceptance Model (TAM) and collected data from 560 students at two institutions, analyzing the data obtained through structural equation modeling (SEM). According to the findings of this study, perceived self-efficacy system quality and facilitating conditions (FC) are significant barriers to the adoption of learning systems. According to (Winter et al., 2021), the integration of two or more models leads to improved outcomes.

Researchers Salloum (2018) conducted a survey based on the challenges faced by students adopting e- learning through the Technology Acceptance Model (TAM) on college students from some Swedish universities. The results show that the vital element of the TAM is perceived usefulness (PU). Findings indicated that perceived usefulness is important in driving students to embrace e-learning at Swedish universities.

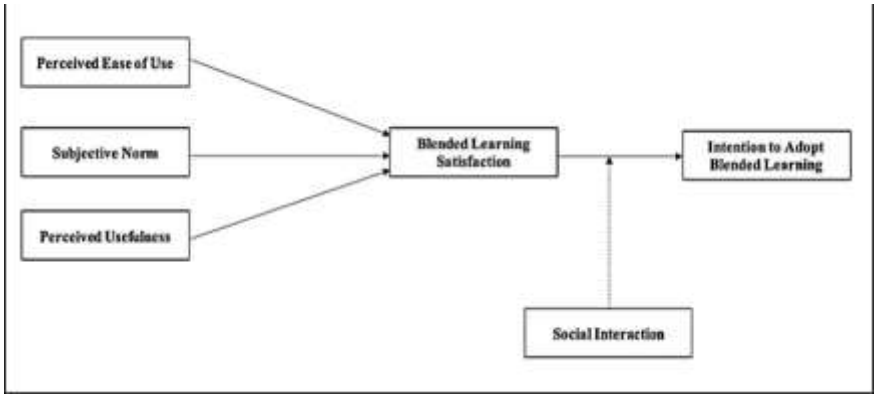
In integrated learning, it is imperative to consider learner satisfaction in relation to their learning experiences. In order to establish a more conducive blended learning environment, it is essential to comprehend the level of learner satisfaction. As a result, the current study aims to provide additional insights into learner satisfaction with blended learning in order to provide guidelines and actionable recommendations for practitioners and institutions that aspire to incorporate blended learning fully into their learning and teaching processes.

CONCEPTUAL FRAMEWORK OF THE STUDY

The current study combined the theory of planned behavior with the technology acceptance model to evaluate the impact of perceived usefulness, subjective norms, and perceived simplicity of use on satisfaction with blended learning. This study also investigated the relationship between student satisfaction with integrated learning and their intention to utilize it. The relationship between student satisfaction with blended learning and intent to use it is also moderated by social interaction. In order to evaluate the effect of the technology acceptance

paradigm on students' satisfaction with blended learning, the study developed research questions for Covid 19. The first investigation focuses on the technology acceptance model, which examines the relationship between blended learning satisfaction and perceived utility, subjective norms, and perceived ease of use. The second research question focuses on the relationship between blended learning satisfaction and intent to select blended learning. In the fourth query, the significance of social connection is examined and expanded upon. The purpose of this study is to investigate the role of the TAM and TPB in mediating the relationship between perceived usability, subjective norm, perceived utility, and intention to embrace blended learning.

Figure: 1 Conceptual Framework of the study



DEVELOPMENT OF HYPOTHESIS

Perceived ease and blended learning satisfaction

The perceived ease of use of a system application is the degree to which a user believes it is straightforward to use. The term "easy" was used in the definition, which indicated a large deal of effort or the absence of difficulties. A person attributes effort as a determining factor to the numerous responsibilities for which they are responsible. According to Davis, PEOU can also be defined as the belief that a given system does not require any effort from the user. Owston, York, and Murtha (2013) investigated the combination of face-to-face and online learning settings used to provide integrated learning in order to better comprehend the mechanisms of satisfaction and their effects. According to their analysis, students benefit from greater time and space flexibility in the classroom, simpler access to learning resources, and a greater degree of autonomy over their own learning process. Participating in in-person activities also promotes contact between classmates and the formation of close relationships (such as friendships), which facilitates and strengthens learning interactions outside the classroom (Callopy & Arnold, 2009). According to Wu et al.'s (2017) model, the three main characteristics that determine student learning satisfaction are (1) perceived ease of

use, (2) perceived value, and (3) learning climate. In addition, they suggested that the instructor should promote positive engagement publicity and the integrated learning system should provide a forum for social interaction. It is essential to define precisely what perceived simplicity of use means in this context. based on Wu and Liu (2013), The term "perceived ease of use" refers to the extent to which students believed that participating in integrated learning would reduce their workload and be easy to use. In the context of blended learning, perceived ease of use, as defined by Joo, Lim, and Kim (2011), refers to how readily an individual anticipates using a particular interface and method of material delivery.

H1: Perceived ease of use have significant impact on blended learning satisfaction

Subjective Norm and blended learning satisfaction

The term "subjective norm" refers to the perceived social pressure students experience to accept and deploy or not accept and deploy BL, depending on how satisfied they are with it (Ajzen, 1991). Therefore, normative perspectives regarding people's expectations serve as the basis for subjective norm (Cheon et al., 2012). In addition, subjective norm can be understood as a person's perceived social pressure to engage in a particular action or not (Ajzen, 1991). The term "subjective norm" refers to a student's perception of social pressure from close friends, teachers, and classmates who expect or encourage him or her to use BL if they are satisfied. Subjective norm is more important because it relates to students' perceptions of social norms regarding BL adoption. In other terms, subjective norm refers to normative beliefs concerning what other people should expect from them (Yeou, 2016). Consequently, the satisfaction of peers affects a learner's decision to use BL for academic purposes (Wai & Seng, 2015).

H2: Subjective Norm of use have significant impact on blended learning satisfaction

Perceived Usefulness and blended learning satisfaction

In blended learning, the course design, learning resources (a variety of activities, etc.), and usability of the e-course (ease of uncovering specific contents, etc.) all impact how a student experiences an e-course. It is plausible that some aspects of an online course have a positive effect on how a student perceives a blended learning environment. Participation of the teacher in an online teaching environment is another essential aspect of blended learning. The instructor independently revises the e-design concept with the aid of a member of the informatics department's personnel. Almerich et al. (2016) examined teachers' ICT competencies and found that teachers must be proficient in both technology and pedagogical knowledge in order to effectively integrate ICT into the educational process. Students' satisfaction with an online

learning environment can be enhanced by promptly addressing their needs or concerns, providing online feedback on their participation in an e-course, such as completed assignments or forum discussions, and displaying relevant course information. Consequently, the teacher must be able to manage a learning management system (LMS), engage in synchronous (video conferences, chat) and asynchronous (forum posts, messages, feedback) communications, and have significant skills for creating engaging e-contents that are consistent with face-to-face contents. All of these are referred to as "e-teaching." On the other hand, Vo et al. supported the moderating function of subject discipline in blended learning. Some subjects can benefit more than others from the blended environment in order to accelerate learning.

H3: Perceived Usefulness have significant impact on blended learning satisfaction

Blended learning satisfaction and Intention to adopt Blended learning

Researchers have studied success variables for traditional face-to-face or online learning, but little is known about factors that predict the effectiveness of blended learning based on student characteristics. This section of our research seeks to identify the learner characteristics/histories and design elements that predict the effectiveness of blended learning in terms of learner satisfaction, achievement, motivation, and knowledge creation. Song, Singleton, Hill, and Koh (2004) discovered that time management, a self-regulatory aspect, was essential for successful online learning when they investigated factors affecting online learning effectiveness. Using a survey, Eom, Wen, and Ashill (2006) found that interaction was crucial for learner satisfaction, among other factors. (Song et al., 2004) found that online learners labored with technical issues related to instructional design, which did not indicate effectiveness. The authors did observe, however, that time management (62%) and descriptive statistics (75%) impact the success of online learning. According to Arbaugh (2000) and Swan (2001), high levels of learner-instructor contact are related to high levels of user satisfaction and learning outcomes. According to research conducted by Naaj et al. (2012), learner satisfaction in blended learning was affected by a number of factors, including technology and learner interactions.

H4: Blended learning satisfaction have significant impact on Intention to adopt Blended learning

Social interaction as a moderator between blended learning satisfaction and intention to adopt blended learning

Whether learning takes place in a classroom or online, social interaction needs to be highlighted and researched, according to Moore and Kearsley (1996). During their academic endeavors, it is a process that helps students to look for new knowledge and build relationships with

teachers, other students, and content (Moore, 1989). It has been discovered that learning activities play a significant role in shaping the learning outcomes of students (Baber, 2021). In a cross-country study undertaken by Baber (2020) during the COVID-19 epidemic, interaction was found to be the most significant factor when analyzing students' satisfaction with online learning and learning outcomes. The research on remote education has largely disregarded the relevance of interaction (Bernard et al., 2009) and interactions in online learning have been markedly underachieved due to technology restrictions (Downing et al., 2007). According to Bernard et al. (2009), research on distance education has not specifically included or emphasized social interaction, a fundamental component of online learning. However, a study by Bali and Liu (2018) found that in-person learning is more enjoyable and socially connected than online learning. Peer connections, interactions with instructors, and interactions with content are the three types of social contact that can be made (Moore, 1989). In particular in the start of a course, Jung et al. (2002) found that regular social interaction with instructors accounted for 60% of students' satisfaction with online learning. This is due to the fact that in an online learning environment, instructors are expected to give each learner personalized guidance, support, and assistance based on their unique needs, conduct formal and informal evaluations, monitor learners' progress, motivate learners, and assist them in applying what they have learned (Moore, 1989; Anderson et al., 2001). Additionally, learner-learner social contact in online learning, which enables students to connect socially, exchange and discuss ideas, and participate in group activities, was underlined by Kurucay and Inan (2017) as being essential for both student pleasure and academic success. Furthermore, social interaction with other students improves students' satisfaction with a course (Skinner et al., 2008). In addition, social interaction with the course material has been linked to the quality of the material, which in turn affects student satisfaction (Kim & Kim, 2021). Learners are more interested and motivated when the content is of a higher quality (Knowles et al., 2020). However, multiple research (Kuo et al., 2014; Gameel, 2017) have shown that social interactions between students or between students and instructors in different Massive Open Online Courses offered in the United States had no effect on students' satisfaction. So, in order to promote social interaction, all three components are combined in this study.

H5: Social interaction moderates the relationship between blended learning satisfaction and intention to adopt blended learning

METHODOLOGY

Using a quantitative research design, a cross-sectional survey was conducted to capture data and information from a small sample of EFL

students from various universities in Palestine. This comprises both male and female students enrolled in EFL programs at Palestinian universities. G*Power is used to estimate the minimum sample size required for this study. A structural model with three variables necessitates a minimum sample size of 129 participants. Researchers used an effect size of 0.15, a statistical power of 0.05, and a confidence interval of 0.05% in their calculations. By utilizing a statistical power of 0.95, researchers can increase the likelihood of identifying genuine relationships between their findings. The study will employ a practical sampling technique. The questionnaire was adapted from Foulger et al. (2021), satisfaction with blended learning from Giannousi et al. (2009), intent to implement blended learning from (Al-Busaidi, 2013), and social interaction from Jung et al. (2013). All of the theoretical framework's constructs are measured using a variety of validated scales. The validated scales are then modified to suit the research samples. Age, gender, department, and education are the four factors considered when collecting socio-demographic information on respondents.

FINDINGS AND DISCUSSION

The answer to the first hypothesis shows that the Technology Acceptance Model (TAM) has a positive impact on the Blended Learning Satisfaction (BLS) of students after Covid 19. Specifically, the path coefficients for all three variables in the TAM (Perceived Ease of Use (PEU), Perceived Usefulness (PU), and Subjective Norms (SN)) show statistically significant positive relationships with BLS. The results suggest that students who perceive the technology as easy to use and useful, and who perceive that other important to them also value the technology, are more likely to be satisfied with blended learning after Covid 19.

Table 1 Findings of Hypotheses

Hypothesis	Path	Beta	SD Error	T Values	P Values	Result
H1	PEU -> BLS	0.325	0.085	3.826	0.000	Accepted
H2	SN -> BLS	0.196	0.043	4.538	0.000	Accepted
H3	PU -> BLS	0.432	0.087	4.988	0.000	Accepted

Students' Blended Learning Satisfaction (BLS) is positively influenced by the Technology Acceptance Model (TAM) after Covid 19. In particular, the path coefficients for all three variables in the TAM (Perceived Ease of Use (PEU), Perceived Usefulness (PU), and Subjective Norms (SN)) demonstrate statistically significant positive relationships with BLS. Students who perceive the technology as user-friendly and beneficial, as well as those who perceive that other factors that are essential to them also value the technology, are more likely to be satisfied with blended learning after Covid 19.

H4 "Blended learning satisfaction have significant impact on Intention to adopt blended learning" suggests that there is a relationship between the level of satisfaction with the blended learning experience and the intention of the students to continue using blended learning in the future.

Table 2 Findings of Hypothesis 4

Hypothesis	Path	Beta	SD Error	T Values	P Values	Result
H4	BLS -> IBL	0.813	0.040	20.543	0.000	Accepted

The results indicate that there is a correlation between the level of satisfaction with the blended learning experience and the students' intention to continue using blended learning in the future. The t-value of 20.543 indicates that the relationship between blended learning satisfaction and intent to employ blended learning is statistically significant.

Table 3 Findings of Hypothesis 5

Hypothesis	Path	Beta	SD Error	T Values	P Values	Result
H5	SI*BLS -> IBL	-0.037	-0.032	1.337	0.182	Accepted

The fifth hypothesis examined the moderating effect of social interaction on integrated learning satisfaction and adoption intent. Social interaction does not moderate the relationship between blended learning satisfaction and intention to use, as the level of social interaction students have while using blended learning has no bearing on the relationship between their satisfaction with the blended learning experience and their intention to continue using blended learning in the future. This relationship is not statistically significant, as indicated by the t-value of 1.337 for the interaction effect between social interaction and integrated learning satisfaction on intention to use.

R-Square is a statistical metric utilized by SmartPLS to evaluate the fit of the proposed model to the data. The R-Square index assesses the proportion of the variance in the dependent variable that can be explained by the model's independent variables.

Table 4 Variance explained (R2)

Dependent Variables	R Square
BLS	0.606
IBL	0.686

The proposed model explains a large portion of blended learning satisfaction but only a small portion of blended learning intention. The suggested model explains 60.7% of the variance in blended learning satisfaction, demonstrating that the independent variables are efficient predictors. However, the proposed model only explains 68.6% of the variance in blended learning intention with an R-Square value of 0.686.

This shows that the independent variables in the model explain a large part of the variance in the intention to use blended learning, and that additional variables in the model may be impacting student intentions.

In summary, the analysis conducted using Smart PLS showed that all the hypotheses were accepted, and all variables had significant relationships. The R-Square values indicated that the proposed model explained a significant proportion of the variance in blended learning satisfaction (0.606) but only a small proportion of the variance in intention to use blended learning (0.686). The t-values for the path coefficients and interaction effects were all statistically significant, indicating that all variables had meaningful relationships with each other. Additionally, all the effect size measures, such as the standardized regression coefficient and the square root of the average variance extracted, showed strong relationships between the variables. Overall, the results of the analysis support the proposed model and suggest that the independent variables have a significant impact on the dependent variables.

CONCLUSION AND RECOMMENDATION

This study investigated the factors that influence integrated learning satisfaction and adoption intent. The study's findings provide significant insights into the relationship between perceived convenience of use, subjective norm of use, perceived usefulness, blended learning satisfaction, and intention to adopt blended learning. In addition, we investigated the moderating effect of social interaction on the relationship between satisfaction with blended learning and intent to employ blended learning. First, we discovered that the perception of convenience of use has a substantial effect on blended learning satisfaction. Learners are more satisfied with their overall learning experience when they perceive the integrated learning environment to be simple to use. This suggests that educational institutions and instructors should design blended learning platforms that are intuitive and user-friendly, and provide learners with explicit instructions and support. By doing so, they can increase learner satisfaction and promote blended learning adoption. Second, subjective norm of use was discovered to have a substantial effect on integrated learning satisfaction. When students perceive that others in their social network endorse blended learning, it has a positive effect on their learning experience satisfaction. Institutions and instructors should consider creating a social environment that emphasizes the benefits of blended learning and is supportive and encouraging. This can be accomplished by encouraging collaboration among students, encouraging peer-to-peer interactions, and providing opportunities for sharing success stories and testimonials. Thirdly, it was discovered that perceived efficacy has a

significant impact on blended learning satisfaction. When students perceive that integrated learning provides tangible benefits and improves their learning outcomes, their satisfaction increases. Consequently, educational institutions and instructors should emphasize effectively communicating the benefits of blended learning, such as increased flexibility, personalized learning experiences, and access to a variety of resources. This can help students perceive the value of blended learning and increase their overall satisfaction with the method.

Fourth, blended learning satisfaction was found to have a significant impact on the intention to adopt blended learning. When learners are satisfied with their blended learning experience, they are more likely to have a positive attitude towards future adoption of blended learning approaches. Educational institutions should strive to continuously improve and refine their blended learning programs to ensure high levels of learner satisfaction. This may involve soliciting feedback from learners, addressing any concerns or challenges, and incorporating learner preferences and needs into the design and implementation of blended learning initiatives. Finally, the researcher investigated the moderating effect of social interaction on the relationship between satisfaction with blended learning and intent to employ blended learning. Although our findings did not reveal a significant moderating effect, educational institutions must be aware of the potential influence of social interaction on learner satisfaction and adoption intent. Such as discussion forums, group projects, and virtual collaborations, institutions should promote opportunities for meaningful social interaction in the blended learning environment. Creating a sense of community and engagement, these interactions can increase learner satisfaction and encourage adoption by fostering a sense of belonging and engagement.

This study concludes by emphasizing the significance of perceived convenience of use, subjective norm of use, perceived usefulness, and blended learning satisfaction in influencing the intention of learners to adopt blended learning. Educational institutions and instructors should prioritize the development of user-friendly platforms, the promotion of a supportive social environment, and the straightforward communication of blended learning's benefits. By doing so, they can increase the likelihood of successful adoption of blended learning approaches and improve learner contentment. Improving the user experience should be a top priority for educational institutions and instructors in order to increase satisfaction with blended learning and promote its adoption. This can be achieved by continuously enhancing the utility and accessibility of integrated learning platforms. To ensure that learners are equipped with the skills necessary for effective interaction, the site must be easily navigable and provide an abundance of training resources. In addition to providing opportunities for social interaction and collaboration, creating a welcoming learning environment can increase students' sense of engagement and belonging. By implementing these strategies, institutions can enhance

the user experience, resulting in greater user satisfaction and adoption intentions. First, we discovered that satisfaction with integrated learning is significantly influenced by the perception of its usability. The ease of use of the integrated learning environment improves the overall satisfaction of the students with their educational experience. This report recommends that educational institutions and instructors prioritize the development of intuitive, user-friendly, and user-friendly blended learning platforms that provide learners with explicit instructions and support. By doing so, they can increase learner satisfaction and promote the adoption of blended learning. The subjective norm of usage was found to have a substantial influence on blended learning satisfaction. The perception that people in their social network support the use of blended learning has a favorable impact on learners' satisfaction with the educational process. The benefits of blended learning should be emphasized by institutions and instructors through creating a welcoming and motivating social atmosphere. This can be done by encouraging learners to work together, encouraging peer-to-peer contacts, and giving opportunities for success stories and testimonial sharing.

Third, perceived usefulness was found to have a big effect on blended learning satisfaction. Learners' satisfaction is significantly impacted when they believe blended learning provides real benefits and enhances their learning outcomes. Because of this, educational institutions and instructors should focus on effectively communicating the benefits of blended learning, such as improved flexibility, personalized learning experiences, and access to a range of resources. Learners may be better able to appreciate the benefits of blended learning as a result, which will increase their overall satisfaction with the strategy. The intention to adopt blended learning was found to be significantly influenced by blended learning satisfaction in the fourth. The likelihood that learners will adopt blended learning strategies in the future is higher when they are happy with their blended learning experience. To ensure high levels of learner satisfaction, educational institutions should work to continuously enhance and hone their blended learning programs. This can entail asking learners for feedback, responding to any issues or difficulties, and incorporating their preferences and needs into the planning and execution of blended learning efforts. Finally, the researcher looked at how social interaction affected the relationship between satisfaction with blended learning and intention to adopt blended learning. Even though there was no discernible moderating effect in our results, it is crucial for educational institutions to understand the possible impact of social interaction on learner satisfaction and intention to adopt. In the blended learning environment, institutions should provide possibilities for meaningful social engagement through group projects, discussion boards, and online collaborations. By creating a sense of community and

involvement, these interactions can improve learner satisfaction and promote adoption.

Consequently, our study highlights the importance of perceived usability, subjective norm of usage, perceived value, and satisfaction with blended learning in determining learners' intention to employ blended learning. Educational institutions and instructors should prioritize creating user-friendly platforms, nurturing a positive social environment, and clearly communicating the benefits of blended learning. By doing so, they can improve learner satisfaction and increase the likelihood that blended learning strategies will be effectively adopted. For blended learning to be successfully adopted, its benefits must be communicated effectively. Educational institutions should articulate the benefits of blended learning, such as adaptability, customization, and access to a variety of resources. Sharing success stories and testimonials from satisfied students can demonstrate the value and utility of blended learning further. In addition, institutions should prioritize the continuous development and evaluation of their blended learning programs, soliciting learner feedback to identify enhancement opportunities. By continuously refining the blended learning experience, providing the necessary support, and promoting its benefits, institutions can increase learner satisfaction and encourage more students to employ the method.

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