

# **The sustainability of blended learning in Zimbabwean state universities in the post-COVID-19 era**

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## **Abstract**

This study delves into the sustainability challenges of blended learning within the context of selected state universities in Zimbabwe. Using a qualitative research methodology, the investigation engaged key stakeholders, including two Faculty Deans, two Information Technology (IT) directors, 15 lecturers, and 50 students, all purposefully selected for their involvement in blended learning initiatives. Through interviews, observation and document analysis, data was meticulously collected. The findings underscored the benefits of blended learning, such as enhanced accessibility, personalised learning experiences and flexibility. However, the study identified significant hurdles, including inadequate infrastructure and the need for lecturer training. To ensure the sustainability of blended learning practices, continual investments in technology and infrastructure are imperative. Additionally, the study recommends targeted lecturer training programs and initiatives to bolster student readiness, thus fostering improved pedagogical skills and heightened student engagement. Although focused on Zimbabwe's state universities, this research contributes valuable insights into blended learning within higher education and offers actionable recommendations to enhance its sustainability on a broader scale.

**Keywords:** Blended learning, online learning, post-COVID-19, sustainability, sustainable blended learning