**Blended Learning: A New Challenge for Pakistani University Students**

Zohaib Hassan Sain

Superior University, Faculty of Business & Management Sciences, Lahore, Pakistan

 \*zohaib3746@gmail.com

*+923029802125*

**ABSTRACT**

The aim of this study was to examine the standpoints of BS 4 years program (BSCS) students in Pakistani universities regarding the issues and challenges they face. The study utilized a descriptive survey method with a quantitative approach to quantify and measure students' perceptions and issues related to blended learning in education. The study collected data from 219 students out of 482 enrolled in the BS 4 years program (BSCS) at three public universities in Pakistan in the 2022 academic year. A questionnaire with a three-point Likert scale was used to gather data, which was then analyzed using frequencies, percentages, and diagrams. The findings showed that most students had a positive view of blended learning, but they also encountered various issues, such as lack of time, insufficient skills and support for proper use, lack of training, and unavailability of Learning Management Software (LMS) for technological learning tools. The study suggests the need for the development of institutional policies for the effective use of blended learning in universities and the implementation of training and skill development programs for teachers to integrate technology in their teaching.

**Keywords:** Blended Learning, Challenges, Standpoints, Teacher Education*.*