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Notice for the PhD Viva Voce Examination

Ms Ankita Priti Roy, Registration Number: 2190075, PhD Scholar at the School of Business and Management, CHRIST (Deemed to be University) will defend her PhD thesis at the public viva-voce examination on Saturday, 09 May 2026 at 10.30 am in Room No. 044, Ground Floor, R&D Block, CHRIST (Deemed to be University), Bengaluru - 560029, Karnataka, India.

Title of the Thesis	:	**Influence of Personalization on Users Continuance Intention of Education Technology Services in Blended Learning Environment**
Discipline	:	**Management**
External Examiner - I	:	**Dr Avil Terrance Saldanha** Associate Professor Department of Management St Joseph's Institute of Management Primrose Road, Bengaluru - 560025 Karnataka
External Examiner - II	:	**Dr A Sivakantha Shetty** Associate Professor Department of Economics and Management Manipal Academy of Higher Education Dubai International Academic City (DIAC) PO Box - 345050 Dubai, UAE
Supervisor	:	**Dr Kerena Anand** Associate Professor School of Business and Management CHRIST (Deemed to be University) Bengaluru - 560029 Karnataka

The members of the Research Advisory Committee of the Scholar, the faculty members of the Department and the School, interested experts and research scholars of all the branches of research are cordially invited to attend this open viva–voce examination.

Registrar (Academics)

Place: Bengaluru
Date: 27 April 2026

ABSTRACT

The rapid expansion of Educational Technology (EdTech) has significantly reshaped contemporary education by integrating digital tools with pedagogical practices to enable flexible, scalable, and learner-focused education. In India, EdTech platforms have grown rapidly across K–12 education, test preparation, and professional learning, driven by increased digital access and acceptance of technology-enabled instruction. Despite high enrolment rates, many platforms face challenges in sustaining user engagement, making continuance intention a critical concern. This study examines the determinants of continuance intention among EdTech users in blended learning environments by analysing how platform attributes—pricing, payment options, perceived risk, post-purchase support, curriculum content, navigation, perceived usefulness, academic self-efficacy, and academic support services—influence customer satisfaction and subsequent continued use. Grounded in the Technology Acceptance Model (TAM), Expectation–Confirmation Theory (ECT), and Self-Determination Theory (SDT), the study develops an integrated post-adoption framework. Data were collected from 345 parent–student pairs subscribed to paid EdTech platforms in India, reflecting the dual-stakeholder structure of decision-making. Structural Equation Modelling (SEM) was employed for analysis. The findings identify customer satisfaction as the strongest predictor of continuance intention. Perceived usefulness, navigation, and personalization emerged as key drivers of satisfaction, while academic support and content quality showed moderate effects. Personalization significantly mediated the satisfaction–continuance relationship, whereas phygitalization did not demonstrate a mediating effect. The study offers theoretical and practical insights for designing retention-focused EdTech platforms.

Keywords: EdTech platforms, Blended Learning, Continuance intention, Customer satisfaction, Personalization, Phygitalization, Technology Acceptance Model (TAM); Expectation Confirmation Theory (ECT), Self-Determination Theory (SDT), Structural Equation Modelling (SEM), Navigation, Phygitalization.

publications:

1. **Roy, A. P.**, Anand, K., Elangovan, N., & Halaswamy, D. (2024). Enhancing student engagement in blended learning through personalization strategies on EdTech platforms. In Advances in marketing, customer relationship management, and e-services book series (pp. 147–176). https://doi.org/10.4018/979-8-3693-9122-8.ch007
2. **Roy, A. P.**, Anand, K., Elangovan, N., & Halaswamy, D. (2025). Prioritizing Risks in AI-Enabled EdTech Platforms: An Analytic Hierarchy Process approach. In Lecture notes in networks and systems (pp. 549–564). https://doi.org/10.1007/978-981-96-1918-4_39
3. **Roy, A. P.**, Anand, K., Elangovan, N., & Halaswamy, D. (2025a). Prioritization of challenges in EdTech Platform to enhance user Continuance intention: a multi-criteria decision making approach. In Lecture notes in networks and systems (pp. 377–394). https://doi.org/10.1007/978-981-96-6063-6_26
4. **Roy, A. P.**, Anand, K., Halaswamy, D., & Elangovan, N. (2026). Prioritizing risks in IoT-Enabled EdTech platforms: A fuzzy AHP approach to maximize user satisfaction. In Lecture notes in networks and systems (pp. 29–45). https://doi.org/10.1007/978-981-96-7140-3_3