

Evaluating Student's Satisfaction with Online Versus Personal Learning Within Bareilly Region

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Abstract

After Covid-19 Pandemic, online study come into trend and opens one more opportunity to learn from the personalities who were out of reach due to some limitations. Online learning open up the doors and overcoming the limitations due to technological advancement. This study investigates the satisfaction levels of students with online and personal learning modalities in the Bareilly region. A primary data was collected with structured questionnaire to collect the opinions of the 100 respondents which were selected on the convenience approach. Findings of the study reveal that 52.9% of respondents were satisfied with online learning, compared to 26.5% very satisfied with personal learning. Key preferences for online learning include flexibility in schedule (34.3%), learning at one's own pace (21.6%), and studying from home (28.4%). However, challenges such as the lack of face-to-face interaction (36.3%) and technical issues (34.3%) were significant concerns. Interestingly, 63.7% preferred a combination of both personal and online learning. These insights underscore the nuanced satisfaction levels and preferences among students, highlighting implications for educational practices and policy in enhancing learning experiences in the region.

Keywords: Covid-19 pandemic, online education, personal education, technological advancement.

I. INTRODUCTION

The Bareilly region, with its diverse educational institutions and student demographics, provides an ideal in the rapidly evolving landscape of education, the comparative effectiveness of online versus personal learning has emerged as a critical area of inquiry. The advent of digital technologies has revolutionized traditional educational paradigms, offering new and flexible learning opportunities. This transformation has been particularly evident in the wake of the COVID-19 pandemic, which necessitated a swift transition to online learning across the globe. However, this shift has raised important questions about student satisfaction and the overall efficacy of online education compared to conventional in-person methods.

setting to explore these dynamics. This study aims to evaluate student satisfaction with online and personal learning modalities within this context. By examining factors such as instructional quality, accessibility, engagement, and overall learning outcomes, this research seeks to provide a comprehensive understanding of student preferences and the perceived advantages and disadvantages of each mode of learning.

Given the critical role of student satisfaction in educational success and institutional reputation, it is essential to understand how these two modes of learning compare from the learner's perspective. This study will employ a mixed-methods approach, combining quantitative surveys with qualitative interviews, to gather nuanced insights from students across various educational levels and disciplines in Bareilly.

The findings of this research will not only contribute to the academic discourse on online versus personal learning but also offer practical implications for educators, administrators, and policymakers aiming to enhance educational experiences and outcomes. By identifying key determinants of student satisfaction, this study aspires to inform the development of more effective, responsive, and student-centered educational strategies in the Bareilly region and beyond.

1.1. Online Education Tools Available in India

The shift towards online education has necessitated the use of various digital tools to facilitate virtual learning environments. In India, several online education tools have become essential for teachers, students, and educational institutions to conduct classes, meetings, and collaborative projects. Here are some of the most widely used online education tools in India:

a) **Zoom:**

- a. **Overview:** Zoom is a leading video conferencing platform that has gained immense popularity for its ease of use and robust features.
- b. **Features:** It offers high-quality video and audio conferencing, screen sharing, breakout rooms, recording capabilities, and virtual backgrounds.

- c. **Usage in Education:** Zoom is widely used for live online classes, webinars, virtual office hours, and parent-teacher meetings. Its breakout rooms feature is particularly useful for group activities and discussions.
- b) **Google Meet:**
 - a. **Overview:** Part of the Google Workspace suite, Google Meet is a secure and reliable video conferencing tool.
 - b. **Features:** It offers seamless integration with other Google services, real-time captions, screen sharing, recording, and live streaming for larger audiences.
 - c. **Usage in Education:** Google Meet is commonly used for online classes, virtual meetings, and collaboration on Google Classroom. Its integration with Google Drive and Google Calendar enhances the overall learning experience.
- c) **Microsoft Teams:**
 - a. **Overview:** Microsoft Teams is a collaboration platform that combines video meetings, file storage, and application integration.
 - b. **Features:** It includes video conferencing, chat functionality, file sharing, collaboration on Office 365 documents, and integration with other Microsoft tools.
 - c. **Usage in Education:** Microsoft Teams is used for conducting online classes, group projects, and administrative meetings. Its ability to create dedicated channels for different subjects or projects makes it a versatile tool for educators and students.
- d) **Cisco Webex:**
 - a. **Overview:** Cisco Webex is a comprehensive video conferencing and collaboration tool designed for various professional and educational needs.
 - b. **Features:** It offers HD video and audio, screen sharing, virtual whiteboards, breakout rooms, and session recording.
 - c. **Usage in Education:** Webex is used for virtual classrooms, online workshops, and remote collaboration. Its robust security features and reliability make it a preferred choice for many educational institutions.
- e) **Moodle:**
 - a. **Overview:** Moodle is an open-source learning management system (LMS) that provides a flexible and customizable platform for online education.
 - b. **Features:** It includes course management, forums, quizzes, assignments, and grading tools.
 - c. **Usage in Education:** Moodle is extensively used by universities and schools to create and manage online courses, track student progress, and facilitate communication between educators and learners.
- f) **Blackboard Collaborate:**
 - a. **Overview:** Blackboard Collaborate is a virtual classroom tool integrated into the Blackboard LMS.
 - b. **Features:** It offers interactive whiteboards, breakout groups, polling, and session recording.
 - c. **Usage in Education:** It is used for synchronous online classes, virtual office hours, and collaborative learning activities. Its integration with Blackboard LMS provides a seamless learning experience.
- g) **Slack:**
 - a. **Overview:** Slack is a messaging platform designed for team collaboration.
 - b. **Features:** It includes channels for topic-specific discussions, direct messaging, file sharing, and integration with other tools and services.
 - o **Usage in Education:** Slack is used for class discussions, group projects, and communication between students and faculty. Its organized and searchable communication channels enhance productivity and engagement.

These tools have significantly contributed to the continuity of education during the COVID-19 pandemic and continue to be integral to the ongoing digital transformation of education in India. They offer diverse functionalities that cater to different aspects of teaching and learning, from live interaction and collaboration to course management and content delivery.

II. Literature review

Summers et al. (2005) conducted a comparative study between online and traditional classroom learning focusing on student achievement and satisfaction. The findings revealed that while there was **no significant difference in academic performance**, student satisfaction was **significantly lower in online learning environments**. The study highlighted that lack of face-to-face interaction and limited engagement were key factors influencing dissatisfaction in online modes.

Lin (2022) examined student performance and satisfaction in online versus face-to-face (FTF) learning environments. The study found that **students performed better and were more satisfied in traditional classrooms**, mainly due to direct instructor interaction. However, online learning was found to be effective when properly structured and supported.

Alam et al. (2022) This study compared student satisfaction during COVID-19 between online and traditional learning modes. Results indicated that **students experienced stress, reduced interaction, and lower satisfaction in online learning**, whereas traditional classroom students reported better understanding and engagement. A significant proportion of students felt that online learning did not match the satisfaction level of face-to-face education.

Martin and Bolliger (2022) conducted a systematic review of online learner satisfaction and identified key factors influencing satisfaction such as **interaction, course design, instructor presence, and technological support**. The study emphasized that satisfaction in online learning is highly dependent on **engagement strategies and instructional quality**.

III. RESEARCH METHODOLOGY

The study employs a mixed-methods approach, incorporating both descriptive and analytical research methodologies to comprehensively assess student satisfaction. The research was conducted within the Bareilly region which targeted students enrolled in higher education institutions. Data were collected from the 102 respondents using a survey (questionnaire) to capture both quantitative and qualitative insights. This study includes the various demographic variables like Age, gender, educational level.

Ethical approval was obtained from the institutional review boards of the participating universities. Informed consent was secured from all participants, ensuring their confidentiality and the voluntary nature of their participation. Data were anonymized to protect the identities of the respondents.

This methodology ensures a comprehensive evaluation of students' satisfaction with online versus personal learning, leveraging both statistical rigor and in-depth qualitative insights to provide a well-rounded understanding of student experiences within the Bareilly region.

3.1. Objectives of the study

- To measure the satisfaction level of the students towards online vs personal learning.
- To know the factors affecting to the learning experience of the students.
- To check the perception of the students what they want in this present scenario.

IV. DATA ANALYSIS AND INTERPRETATION

This part of the research is related to the demographic analysis of the respondents as well as Analytical portion of the research. In which simple graphical presentation

4.1. Demographic Variables:

A. Age:

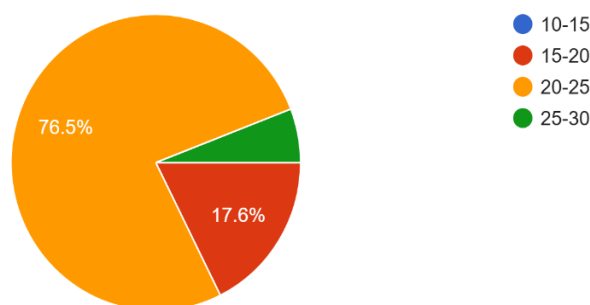


Fig: 1. Age Distribution

The demographic distribution of respondents based on age indicates a predominant representation of younger adults. The largest portion of respondents, accounting for 76.5%, falls within the 20-25 years age range. A smaller, yet significant, portion of the respondents, 17.6%, were aged between 15-20 years. The smallest segment, making up 5.9% of the respondents, falls within the 25-30 years age bracket. The age distribution suggests that the study's findings are most reflective of the experiences and perspectives of younger adults, particularly those in their early twenties.

B. EDUCATION:

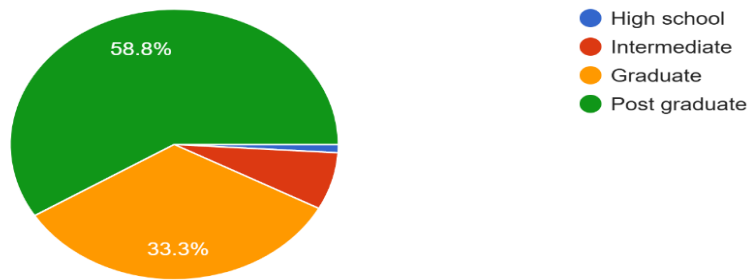


Fig.2 Education distribution

Among the respondents surveyed, 58.5% either held a postgraduate degree or were currently pursuing one, while 33.3% had completed or were pursuing a graduate degree. This data highlights a significant proportion of respondents engaged in higher education or seeking advanced academic qualifications.

C. GENDER

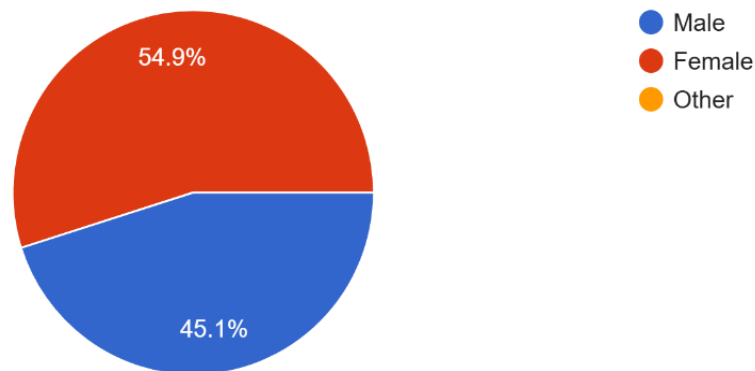


Fig.3 Gender distribution

In the survey data, 54.9% of the respondents identified as female, while 45.1% identified as male. This distribution illustrates a nearly equal split between male and female respondents, reflecting a diverse sample in terms of gender representation.

4.2. Collection and Interpretation of data

A. Students' overall satisfaction with online learning

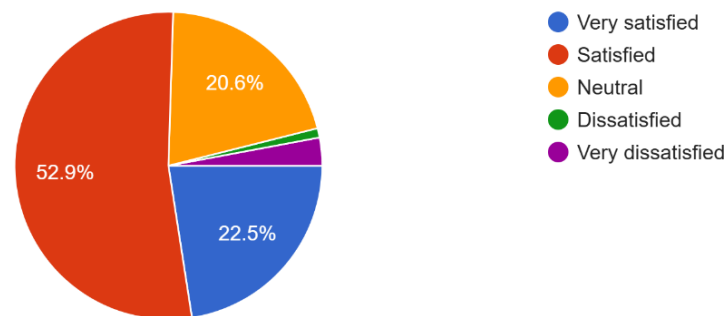


Fig.4 Student's overall satisfaction with online learning

In the survey findings, 52.9% of respondents expressed satisfaction with online learning, while 22.5% reported being satisfied to a lesser extent. Additionally, 20.6% indicated they felt neither satisfied nor dissatisfied with online learning. A small minority, 1%, expressed dissatisfaction, and 2.9% reported feeling very dissatisfied with their online learning experiences. These responses illustrate varied levels of satisfaction among participants, reflecting a range of perspectives on the effectiveness and experience of online education.

B. Student's Preference with Online learning

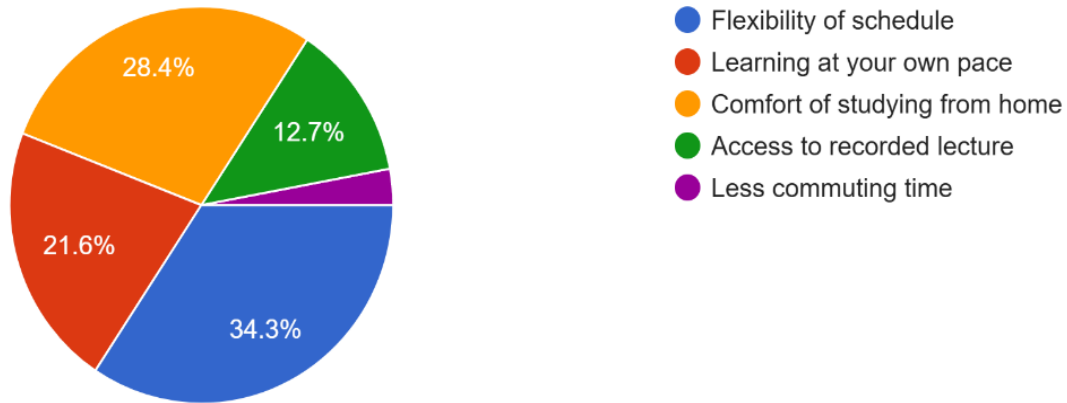


Fig.5 Student's Preference with online learning

Among the respondents, 34.3% favored the flexibility of scheduling offered by online learning, while 21.6% appreciated the ability to learn at their own pace. Additionally, 28.4% cited the comfort of studying from home as a significant benefit, and 12.7% valued the access to recorded lectures and materials. These preferences highlight various aspects of online education that appeal to participants, ranging from convenience and flexibility in scheduling to the comfort and accessibility of studying remotely.

C. Students' disliking about online learning

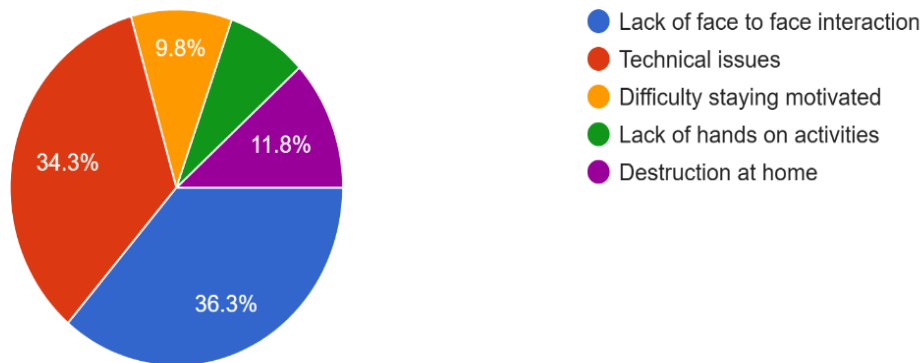


Fig.6 Student disliking about online learning

Among the respondents, 36.3% expressed dislike for the lack of face-to-face interaction in online learning, while 34.3% cited technical issues as a significant drawback. Additionally, 9.8% reported difficulty staying motivated, and 11.8% disliked the potential disturbances at home while studying. These concerns highlight various challenges associated with online education, including social interaction limitations, technical difficulties, motivation issues, and disruptions in the home environment, which can impact the overall learning experience for some participants.

D. Students' preference for online learning over personal learning

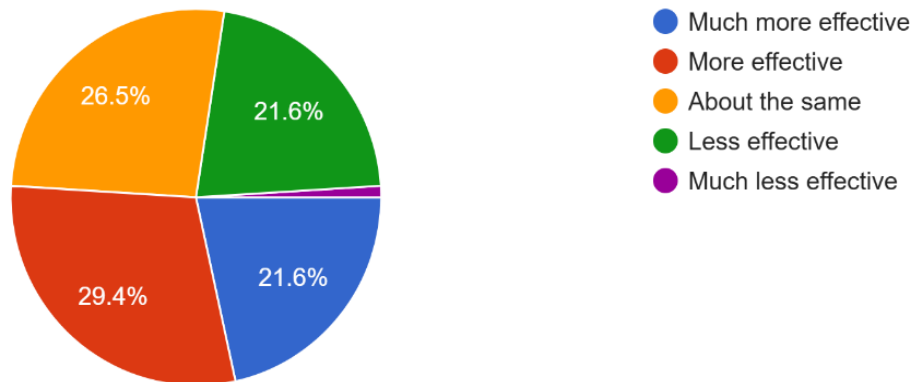


Fig.7 Students's Preference for online learning over personal learning

In the survey results, 21.6% of respondents believed that online learning is much more effective than traditional in-person learning, while 29.4% considered online learning to be more effective. Additionally, 26.5% felt that both methods were equally effective, and another 21.6% did not specify their preference. These findings reflect varying perceptions among participants regarding the effectiveness of online versus traditional classroom learning, indicating a diverse range of opinions on which mode best supports their educational goals and needs.

E. Students' Overall satisfaction with Personal learning

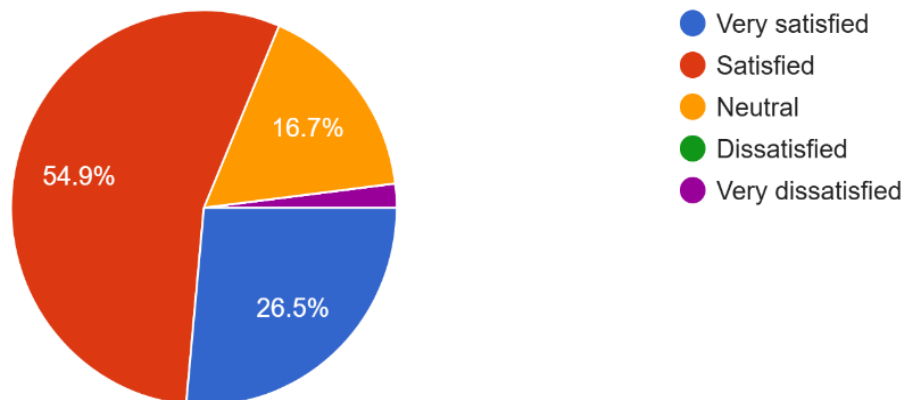


Fig.8 Students 'satisfaction with personal learning

In the survey findings, 26.5% of respondents reported being very satisfied with traditional in-person learning, while 54.9% expressed satisfaction with this mode of learning. Additionally, 16.7% indicated they felt neither satisfied nor dissatisfied with personal learning. These responses underscore varying levels of satisfaction among participants regarding traditional classroom-based education, reflecting a spectrum of attitudes towards its effectiveness and suitability compared to online learning options.

F. Students liking with Personal learning

What do you like most about personal learning? (Select all that apply)

102 responses

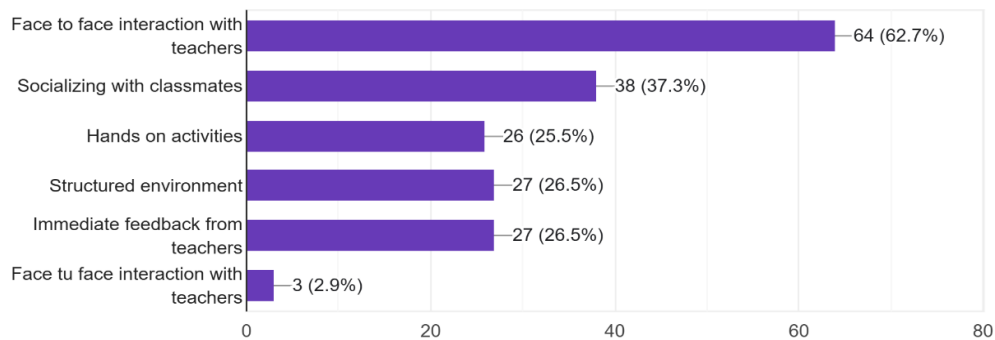


Fig.9 Students liking with personal learning

This bar chart displays the results of a survey question asking students what they like most about personal learning, with multiple options available for selection. Here's an interpretation of the data:

1. **Top Preference:**
 - The most favored aspect of personal learning is "Face-to-face interaction with teachers," chosen by 64 respondents (62.7%). This indicates that students value direct and personal engagement with educators as a critical element of their learning experience.
2. **Moderate Preferences:**
 - "Socializing with classmates" comes second, selected by 38 respondents (37.3%), suggesting the importance of peer interaction in the learning process.
 - "Structured environment" and "Immediate feedback from teachers" are equally preferred by 27 respondents each (26.5%). These responses highlight the significance of organized learning settings and timely guidance in supporting students' academic development.
 - "Hands-on activities" was chosen by 26 respondents (25.5%), indicating that experiential learning is also an essential component for some students.
3. **Least Preferred:**
 - Only 3 respondents (2.9%) selected "Face tu face interaction with teachers" (likely a typographical duplicate of "Face-to-face interaction with teachers"), suggesting minimal additional input for this category.

G. Students disliking with Personal learning

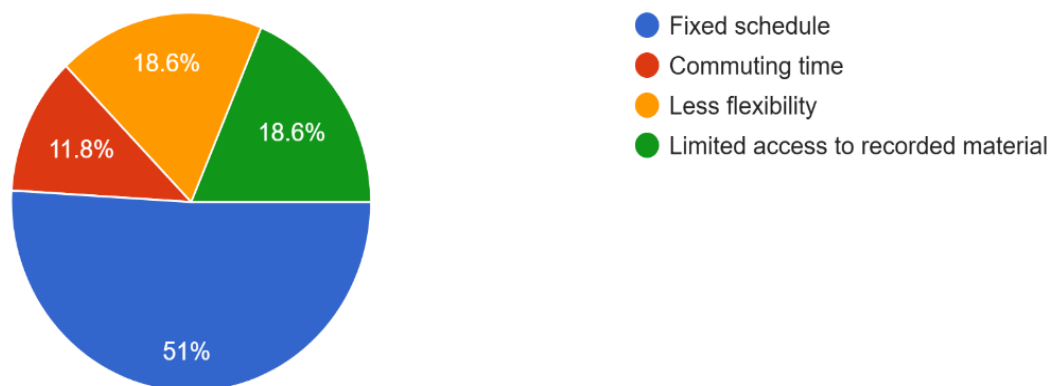


Fig.10 Students disliking with personal learning

In the survey data, 51% of respondents expressed dissatisfaction with the fixed schedule of traditional in-person learning, while 11.8% and 18.6% each reported similar sentiments. This indicates a notable portion of participants find the rigidity of set class times to be a drawback. These findings suggest a preference among

some individuals for more flexible learning options, such as those offered through online education, which allows for greater control over study schedules and pace.

H. Students Preference with either of the learning method

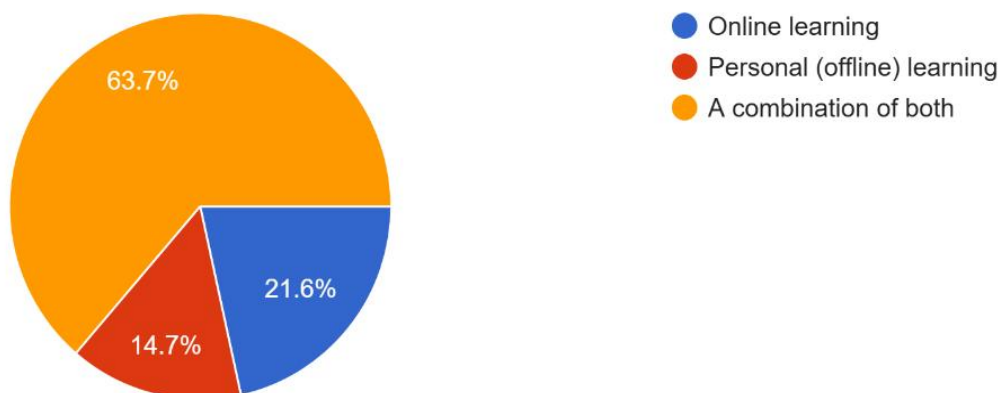


Fig.11. Students' preference with either of the learning method

Among the respondents, 21.6% expressed a preference for online learning, while 14.7% favoured traditional in-person learning. The majority, comprising 63.7% of participants, indicated a preference for a combination of both personal and online learning methods. These preferences highlight a diverse set of educational preferences among respondents, with a significant number valuing the flexibility and accessibility offered by blending both traditional classroom instruction and online learning opportunities.

V. Findings:

- **Overall Satisfaction:** Both online learning and traditional personal learning demonstrate high satisfaction rates. In online learning, 52.9% of participants reported being satisfied, with an additional 22.5% expressing high satisfaction. Dissatisfaction was comparatively low at 3.9%. Similarly, personal learning showed a strong satisfaction trend, with 26.5% of respondents very satisfied and 54.9% satisfied overall. A smaller proportion, 16.7%, felt neither satisfied nor dissatisfied with traditional personal learning methods. These findings indicate robust satisfaction levels with both educational approaches, highlighting varying preferences among participants for different modes of learning.
- **Preferences:** The survey results indicate that a majority of respondents (63.7%) prefer a blended approach combining both online and traditional in-person learning methods. This suggests that integrating aspects of both modes could potentially optimize the learning experience. Conversely, a smaller percentage of respondents expressed a strong preference for either online learning (21.6%) or traditional in-person learning (14.7%) exclusively. These findings underscore a diverse range of preferences among participants regarding educational delivery methods, highlighting the potential benefits of offering flexible and hybrid learning options to accommodate varying learning styles and needs.
- **Advantages of Online Learning:** Flexibility, the ability to learn at one's own pace, comfort, and access to recorded lectures emerge as significant advantages of online learning. These factors underscore the appeal of convenience and adaptability inherent in online educational environments, catering to diverse learning styles and personal schedules. The flexibility to study remotely, at times convenient to the learner, and the availability of recorded materials contribute to a more personalized and accessible learning experience, potentially enhancing engagement and overall academic achievement.
- **Challenges of Online Learning:** The drawbacks of online learning include significant issues such as the lack of face-to-face interaction and technical difficulties, both of which can hinder engagement and disrupt the smooth operation of educational activities. Additionally, challenges related to maintaining motivation and dealing with disturbances at home are also recognized, albeit to a lesser extent. These factors collectively underscore the complexities involved in ensuring effective and conducive learning environments in online education settings.
- **Effectiveness:** Views on the effectiveness of online learning compared to traditional in-person learning are diverse among respondents, with a significant number viewing online learning as more or much more effective, while others perceive both methods as equally effective. This variation in perception

suggests that attitudes towards online learning's effectiveness may be influenced by individual experiences and preferred learning approaches. These findings underscore the complex landscape of educational preferences and the importance of considering diverse perspectives when evaluating the impact and suitability of different learning modalities.

VI. Conclusion

The research conducted to evaluate students' satisfaction with online versus personal learning within the Bareilly region reveals a nuanced landscape of preferences, advantages, and challenges associated with both modes of education.

A significant finding is that a majority of students, 52.9%, expressed satisfaction with online learning. This suggests that online education has been able to meet the expectations of many learners. However, a considerable proportion, 22.5%, remain unsatisfied, highlighting room for improvement. Interestingly, 20.6% of respondents were neutral, indicating that a sizable group of students may find both formats equally effective.

The flexibility in scheduling (34.3%) and the comfort of studying from home (28.4%) were prominent reasons for the preference towards online learning. Learning at one's own pace was also valued by 21.6% of the respondents. Despite these advantages, significant challenges persist, notably the lack of face-to-face interaction (36.3%) and technical issues (34.3%). These drawbacks underline the importance of enhancing the social and technical infrastructure supporting online education.

Conversely, personal learning was favored for its structured environment and direct interaction with educators. About 26.5% of respondents reported being very satisfied with personal learning, and 54.9% were satisfied, indicating a general preference for traditional classroom settings. However, dissatisfaction with fixed schedules was notably high, with 51% of respondents indicating discontent, suggesting a need for greater flexibility within personal learning frameworks.

When comparing the effectiveness of online versus personal learning, opinions were mixed. A combined 51% of respondents viewed online learning as either much more effective (21.6%) or more effective (29.4%) than personal learning. However, 26.5% found both modes equally effective, demonstrating that effectiveness can be subjective and dependent on individual learning styles.

A notable insight is the preference for a blended approach, with 63.7% of respondents favoring a combination of both online and personal learning. This preference indicates a growing trend towards hybrid learning models that integrate the strengths of both online and in-person education to provide a more balanced and adaptable learning experience.

while online learning has garnered significant satisfaction among students in the Bareilly region, there remain critical areas for enhancement, particularly in fostering interaction and mitigating technical issues. Personal learning, while still preferred by many, must adapt to the demands for flexibility. The emerging preference for a hybrid model suggests that the future of education may lie in combining the best of both worlds to create a more effective and satisfying learning experience for students.

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