

STUDENTS' SATISFACTION WITH TEACHING METHODS IN ONLINE AND OFFLINE CLASSES

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Abstract

The integration of digital technologies in higher education has led to the increased adoption of online and blended learning environments. Understanding students' satisfaction with both online and offline teaching methods is essential for improving teaching effectiveness and enhancing learning experiences in modern educational systems. This study employed a quantitative descriptive survey design to examine students' satisfaction with online and offline teaching methods. Data were collected from 80 higher education students using a structured questionnaire that included demographic questions and Likert-scale items measuring satisfaction with different teaching modes. Descriptive statistics, chi-square tests, Pearson correlation analysis, and multiple regression analysis were used to analyze the data. The findings indicated that students reported moderate to high satisfaction with both online and offline teaching methods. Online teaching showed slightly higher satisfaction compared with offline teaching. The chi-square analysis revealed no significant association between gender and preference for offline classes. Correlation results showed that age was negatively associated with preference for blended learning, indicating that younger students were more supportive of combining online and offline teaching methods. Regression analysis further confirmed that age was the only significant predictor of preference for blended learning. The study highlights the importance of integrating online and offline teaching approaches to enhance students' learning experiences. Adopting blended learning models can help institutions provide flexible, interactive, and effective educational environments that address diverse learning needs.

Keywords: Online learning, offline teaching, student satisfaction, blended learning, higher education

1. Introduction

The high rate of development in digital technologies has greatly altered the way education is conducted in the world. Over the past years, institutions of higher learning have adopted the use of information and communication technologies in teaching and learning activities. The invention of online learning systems, virtual classrooms, and digital learning management systems has made students obtain educational materials at any time and any place. Such technological innovations have increased the learning possibilities and enabled institutions to provide education in more efficient and flexible ways (Al-Rahmi et al., 2015; Lin et al., 2019). Consequently, online education has now been a critical element of the contemporary higher education systems. The proliferation of the online learning systems has enhanced the use of technology-guided teaching methods. In an effort to enhance accessibility and to increase the learning experience of students, universities are adopting e-learning and blended learning models. Online learning environments offer students a chance to access course materials, engage in discussions and do assignments using digital platforms. Research has demonstrated that properly-developed e-learning systems may enhance the learning results and satisfaction rates of students due to the flexibility and the opportunity to interact in the learning process (Bahramnezhad et al., 2016; Caliskan et al., 2017). Moreover, mobile learning and online assessments are the technological advances that have extended the prospect of remote and distance learning (Mir et al., 2019).

Although online education is developing fast, the use of the classroom teaching method still has a significant role in higher education. Learning environments that involve face-to-face learning offer the chance of face-to-face communication, instant feedback, and collaborative learning between students and instructors. The instruction in the classroom provides the opportunity to discuss and ask questions and to be involved in the group activity that contribute to the better comprehension of the course materials. It has been proposed that traditional instructional methods might enhance student involvement and help students learn more by enabling them to socialize and have collaborative experiences (Garratt-Reed et al., 2016; Hervatis et al., 2018). Thus, online and offline teaching technique is still applicable in modern education systems.

Student satisfaction is generally considered as a significant measure of the quality of learning and the performance of an institution. It is used to refer to the general assessment of the learning experience by the students in terms of the teaching methods, the course design, the support of the instructor and the accessibility of the learning materials. Student satisfaction is linked to high levels of academic achievement, motivation, and student retention in educational programs (Ngamkamollert and Ruangkanjanases, 2015; Martinez Rodriguez et al., 2019). Therefore, the perception and satisfaction of students with various teaching methods have become a significant research topic in higher education. There are a number of things that affect the satisfaction of students in learning environments. Such areas are the efficiency of the teaching methods, communication between the teachers and learners, availability of learning resources and the learning environment. Research has demonstrated that the positive learning experiences are largely attributable to the well-planned course design and positive instructor behavior (Cho and Baek, 2019). Besides, the ease of use of online learning platforms and provision of technological assistance is also vital in the formation of the perception of students towards online learning platforms (Jelena and Ana, 2019). A combination of these factors can contribute greatly to satisfaction and interest of students in learning processes.

There are differences between online and offline teaching methods of instruction delivery, pattern of communication and learning experiences. Online learning is usually based on the usage of digital technologies to provide course materials and establish communication between the instructor and students. It is flexible in time and place, where students are able to study at their pace. Studies have revealed that the environment of online learning has the potential to facilitate independent learning and enhance the accessibility to education sources (Dang et al., 2016; Gyamfi and Sukseemuang, 2018). Nevertheless, online education can also be associated with such issues as a lack of the face-to-face communication and technical inconveniences. On the other hand, offline or traditional classroom learning entails personal interaction of students and instructors within learning physical set ups. It is a technique that enables instant feedback, interactive conversations, and cooperative learning exercises that can facilitate the comprehension of the intricate issues. Social interaction and peer learning are also considered to be important parts of the education process that are supported by traditional teaching methods (Lee and Pak, 2018; Bignoux and Sund, 2018). Due to this, blended learning methods have been embraced in numerous institutions that integrate the benefits of the online and offline teaching methods (Bakeer, 2018; Masrom et al., 2019).

As educators continue to embrace the use of digital technologies in learning, colleges have embraced the concept of online and offline learning to provide academic services. Yet, the success of these instructional forms highly relies on the perception, as well as satisfaction of students with the learning process. Online learning has flexibility and accessibility, although, some of the students can encounter challenges associated with technological constraints and decreased interaction. On the other hand, a conventional classroom learning offers face-to-face interaction but it might not be as flexible as the web. Consequently, the satisfaction of students with the two types of teaching is required to determine their preferences and enhance the teaching strategies in higher education facilities (Aritonang and Ariff, 2018).

Objectives of the Study

1. To assess students' satisfaction with online and offline teaching methods in higher education.
2. To compare students' perceptions of online and offline teaching approaches and identify factors influencing their satisfaction levels.

2. Methodology

2.1 Research Design

The research design used was a quantitative research design to check the satisfaction of students with teaching methods in online and offline classes. The survey was adopted due to the fact that it enabled the researcher to obtain structured responses of the students and to analyze their perceptions of various teaching modes statistically. The design has facilitated the comparison of the levels of satisfaction concerning online and offline learning environment. The quantitative methods were deemed to be suitable as they enabled the researcher to measure attitudes, perceptions, and level of satisfaction using data collected through the use of questionnaires, which would enable the researcher to conduct procedures that included descriptive statistics, correlation test, chi-square test, and regression analysis.

2.2 Participants and Sampling

The respondents of the study were 80 students attending institutions of higher learning. The respondents were of varying academic levels and study areas of undergraduate, postgraduate and doctoral courses. The convenience sampling method was used to pick up the participants who were exposed to online and offline learning environments. This sampling method was appropriate since it enabled the researcher to get access to the students who were easily accessible and ready to be included in the survey. The sample that was chosen gave a wide coverage of students in terms of age, gender and academic background and hence allowed the study to explore the differences in satisfaction with various teaching practices.

2.3 Data Collection

A structured questionnaire, which aimed at the satisfaction of students with teaching methods in on-line and off-line classes, was used to collect the data. The questionnaire had two major sections. The demographic data were collected in the first section; the demographic variables were age, gender, level of study, and experience with online and offline classes. The second section included Likert-scale questions which evaluated the perceptions of students on the satisfaction with the online teaching, the satisfaction with the offline teaching and the general satisfaction with the teaching methods. A five-point Likert scale was used to measure each of them, with strongly disagree to strongly agree, so that the respondent could state how much they agreed with each statement.

2.4 Data Collection Procedure

The information was collected using an online survey that was sent to the students who have taken online classes as well as offline classes. The participants were told the aim of the study and also assured that their answers would not be disclosed to any third party or misused. The questionnaire was distributed electronically whereby, the students were given the chance to fill it at their own convenience. The respondents were advised to give truthful and impartial responses with references to their own experiences in applying various teaching techniques. The questionnaires filled in were obtained and entered as a dataset to be analyzed statistically.

2.5 Data Analysis Techniques

The received data was systematized and analyzed through statistical methods to investigate the level of student satisfaction with teaching techniques. Demographic characteristics and levels of satisfaction were summarized by using descriptive statistics such as frequency, percentage, mean, and standard deviation. Chi-square test was used to identify the relationship between the demographic variables and teaching preferences. Correlation analysis was conducted to test the relationship between the most important variables including age, online satisfaction, and offline satisfaction. Moreover, a multiple regression analysis was conducted to find predictors of the preference of students toward the blended learning approaches. These statistical analyses gave a holistic explanation of the study results.

3. Results

3.1 Demographic Characteristics

Responses of 80 students, who represent various academic backgrounds and levels of study, were considered in the study. Most of the respondents had the age of 21-23 years (37.5%), then 18-20 years, and 24-26 years. The majority of the respondents were undergraduate students (76.2%), with a smaller percentage under postgraduate and doctoral. Scientia and technology students were the highest in number in respect to academic discipline. Also, 87.5 per cent of the respondents had gone through both online and offline classes, thus suitable to assess their satisfaction with both teaching methods (Table 1).

Table 1. Demographic Profile of Respondents (N = 80)

Variable	Category	Frequency (n)	Percentage (%)
Age (years)	18–20	25	31.3
	21–23	30	37.5
	24–26	25	31.3
Gender	Male	28	35.0

	Female	21	26.2
	Prefer not to say	31	38.8
Level of Study	Undergraduate	61	76.2
	Postgraduate	16	20.0
	Doctoral	3	3.8
Experience with Online & Offline Classes	Yes	70	87.5
	No	10	12.5

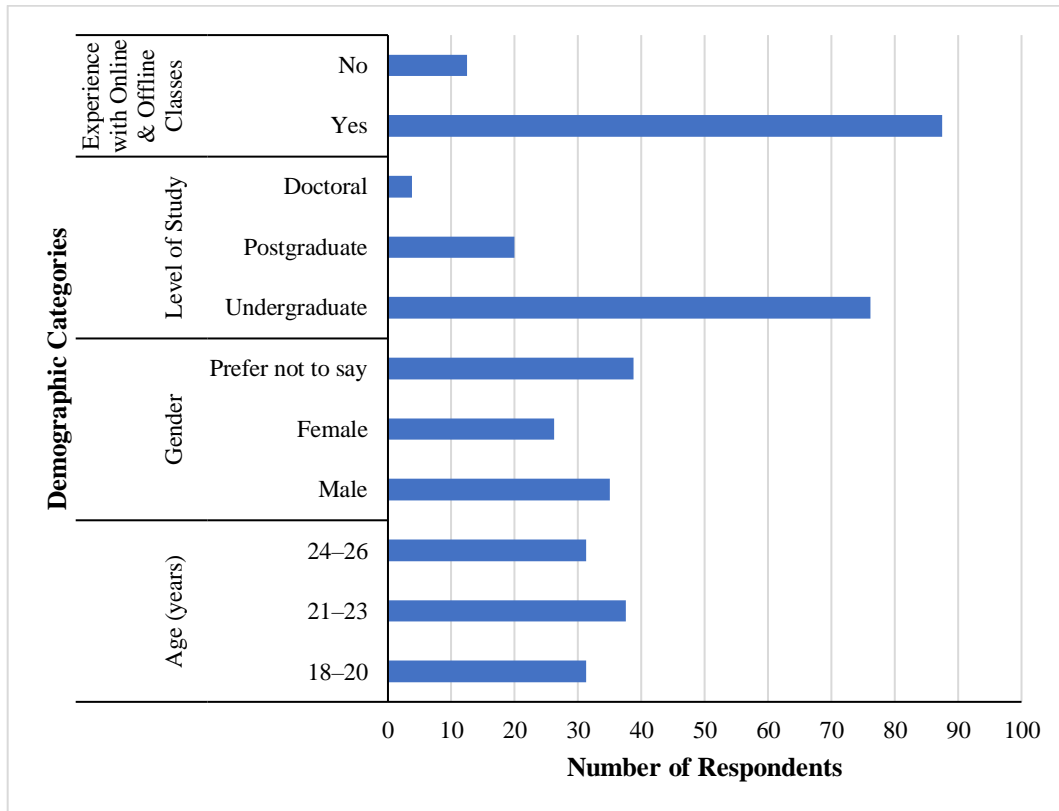


Figure 1. Demographic Distribution of Respondents

Figure 1 represents the demographic structure of the research participants in terms of age category, gender, level of study and on-line and off-line classes experience. The chart shows that there is diversity of the sample, which means that various academic levels and backgrounds were represented. It also indicates that majority of the respondents have experience in both modes of teaching.

3.2 Students' Satisfaction with Online and Offline Teaching Methods

The analysis was done to test the satisfaction of online and offline teaching methods among students. The findings show that online teaching methods showed a slightly higher level of satisfaction among students ($M = 3.73$, $SD = 0.35$) than offline teaching methods ($M = 3.67$, $SD = 0.32$). The general rating of satisfaction with the teaching methods was rather high, which indicates that the students believed that both modes were rather effective. Nevertheless, the fact that the difference between the means is not significant shows that students appreciate the features of both methods in measuring the learning experience (Table 2).

Table 2. Mean and Standard Deviation of Key Study Variables

Variable	Mean	SD
Online Teaching Satisfaction	3.73	0.35
Offline Teaching Satisfaction	3.67	0.32
Overall Satisfaction	3.70	0.25

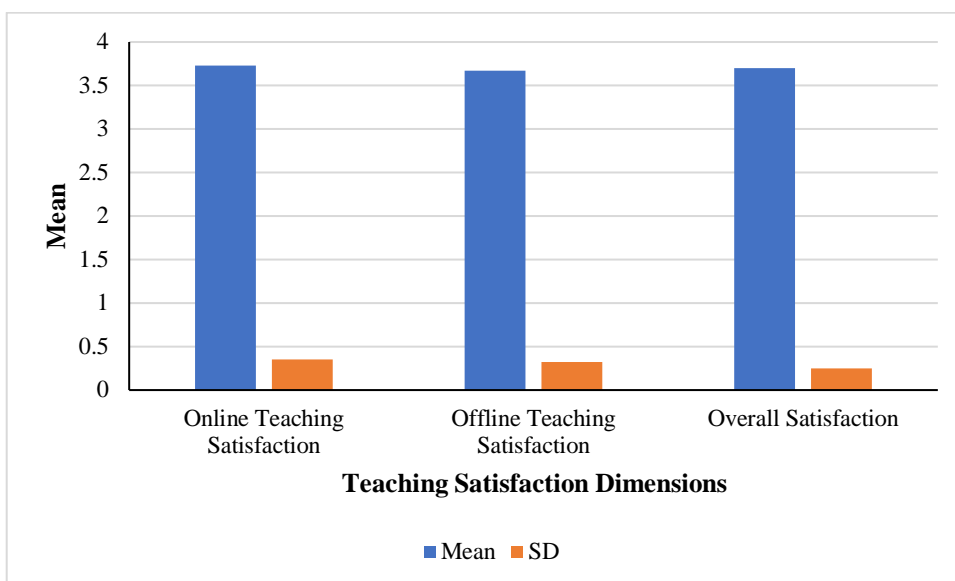


Figure 2. Comparison of Mean and Standard Deviation of Teaching Satisfaction Dimensions

Figure 2 shows the comparison of the standard deviation and mean score of student satisfaction with online teaching, offline teaching, and the general teaching experience. The figure presents the overall degree of satisfaction in these dimensions and shows the differences in answers, giving a picture of the attitudes of the students to various teaching strategies.

3.3 Association Between Gender and Preference for Offline Classes

A chi-square test was also done to ascertain whether gender was a factor that determined preference of offline classes by students. It was found that the correlation between gender and preference of offline classes did not have any statistical significance ($\chi^2 = 2.16, p = 0.706$). This observation indicates that the tendency of students to prefer offline teaching process is relatively gender-neutral. Thus, the gender does not seem to have a significant impact on the perception of teaching mode effectiveness by students (Table 3).

Table 3. Chi-Square Test of Association Between Gender and Preference for Offline Classes (N = 80)

Variables	χ^2	df	p-value
Gender × Preference for Offline Classes	2.16	4	0.706

3.4 Relationship Between Age and Teaching Satisfaction

The Pearson correlation analysis has been employed to investigate the associations between age, online satisfaction, offline satisfaction, and preference of the blended learning. The findings indicated that the age was negatively correlated with preference of blended learning ($r = -0.31, p < 0.01$), which means that younger students were more predisposed to the blended learning strategies. At the same time, the correlation between online and offline satisfaction was not strong but positive, implying that students that liked one mode of teaching also tended to be relatively satisfied with the other (Table 4).

Table 4. Pearson Correlation Matrix of Key Variables

Variables	Age	Online Satisfaction	Offline Satisfaction	Blended Learning Preference
Age	1.000	0.02	-0.09	-0.31**
Online Satisfaction	0.02	1.000	0.14	0.12
Offline Satisfaction	-0.09	0.14	1.000	0.18
Blended Learning Preference	-0.31**	0.12	0.18	1.000

Note: $p < 0.01$

3.5 Predictors of Preference for Blended Learning

The regression analysis was performed to establish whether the age, online teaching satisfaction and offline teaching satisfaction predicted student preference towards blended learning. The regression equation was found to be significant ($F = 2.97, p = 0.037$) and accounted 10.5% of the variance of blended learning preference. The only significant predictor was the age, meaning that younger students were more likely to endorse blended learning methods (Table 5).

Table 5. Regression Analysis Predicting Preference for Blended Learning

Predictor	B	Std. Error	Beta	t	p-value
Constant	6.791	2.014		3.371	0.001
Age	-0.124	0.045	-0.309	-2.754	0.007
Online Satisfaction	-0.263	0.332	-0.092	-0.791	0.431
Offline Satisfaction	0.233	0.362	0.073	0.642	0.523

4. Discussion

The study investigated the satisfaction of the students with online and offline forms of teaching and investigated the factors that impacted their choice of the mode of learning. The findings revealed that learners were satisfied with the online and offline methods of teaching on a moderate to a high level. Online instruction was a little more satisfied than offline instruction, which indicates that students believe digital learning platforms to be good and convenient means to access learning materials. Nevertheless, the minor distinction between the two modes shows that online and offline learning environments have a positive influence on the learning process of students. The results also indicated that the students have different preferences in the approaches of teaching. Online learning is flexible and accessible and therefore allows students to access learning materials and be engaged in academic activities at various locations. On the contrary, teaching in an offline classroom offers the chance to work with the instructor and other learners directly, which may promote knowledge and make them take part in discussions actively. The findings hence point to the complementary concept of online and offline instruction in facilitating effective learning.

The chi-square test indicated that gender did not have a significant relationship with the preference of offline classes by the students. This observation implies that the impressions of teaching practices were mostly the same across gender groups. Instructional quality and learning materials may thus be the most significant factors that determine satisfaction among students with teaching modes than demographic factors. The correlation analysis also revealed that there was a negative correlation between age and preference of blended learning and hence, younger students were more inclined towards online and offline teaching method.

The results of the current study align with the earlier studies that indicate the growing significance of online and blended learning in higher learning institutions. Research has found that the online learning environments tend to attract positive satisfaction among students due to their flexibility and accessibility (Nguyen, 2016). On the same note, a literature review on e-learning and blended learning highlighted that learning design, interaction, and engagement in the learning environment affect student satisfaction (Nortvig et al., 2018). In the past, it has been also demonstrated that online learning may be as efficient as learning in the traditional classroom in case proper teaching techniques are used (Pei and Wu, 2019). Moreover, research on the design of learning and student interaction has shown that properly organized courses and interactive learning experiences have a great impact on student satisfaction and learning outcomes (Rienties and Toetenel, 2016). The studies on the blended learning frameworks also propose that the combination of online and offline teaching techniques can improve the overall learning experience of students (Xiao et al., 2019).

Moreover, the research on flipped and blended classroom designs has shown that the integration of digital learning tools with a face-to-face learning process will be able to enhance student engagement and academic achievement (Zheng et al., 2018). In the same manner, the studies of blended learning courses have revealed that students tend to think that such methods are effective due to their ability to provide flexibility and at the same time, classroom interactions (Zhu, 2017). These findings are in line with the findings of the current study that show that students tend to value the benefits of both modes of teaching.

This research has indicated that blended learning methods are important to incorporate in higher education. The institutions are advised to combine the online and the offline teaching to provide the flexibility and the interactive learning. Digital infrastructure and interactive teaching methods can also be used to improve the satisfaction levels of students with online learning. Moreover, the instructors are to pay attention to the development of courses that promote communication, interaction, and cooperation between students. This research was limited in a number of ways. The sample was also very small and only a certain group of students was involved which can influence the generalizability of the results. Self-reported data was also used in the study, and it might be subject to subjective perception. Moreover, the study concentrated on the student satisfaction primarily and other aspects like the academic performance or learning outcomes were not investigated.

The research that should be done in future should involve larger and more diversified samples of various institutions to enhance the generalizability of the findings. Other variables that researchers can investigate include technological preparation, teaching quality, and learning results. The longitudinal studies would add more information to the ways in which the perceptions of online and offline teaching approaches evolve among the students as the digital learning technologies undergo change.

5. Conclusion

This study has discussed the issue of student satisfaction with online and offline modes of teaching in universities and factors that affect their perceptions and choices. The results showed that the students were moderately to highly satisfied with the two teaching modes. Despite the fact that online teaching was characterized by the slightly higher level of

satisfaction, the gap between online and offline learning was not very large. This implies that students appreciate the benefits of the two methods. Online learning offers flexibility, accessibility and convenience whereas traditional classroom teaching offers immediate feedback, direct interaction and collaborative learning experiences. These results indicate the increasing acceptance of technology-based learning space by the students and the need to integrate digital and traditional instructional methods. All the above propositions imply that a blended learning approach can be the most effective solution to improving the learning experience of students. Educational institutions can establish interactive, flexible, and interesting learning environments by combining the online learning platforms with the face-to-face classroom learning environment. These strategies can be used to meet various learning requirements and enhance the satisfaction of students with the instructional strategies. The results of this study are relevant to the knowledge on the effects of various teaching modes on the perceptions of learning of students as well as give practical recommendations to teachers and institutions interested on enhancing teaching in higher educational institutions.

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