

## MARKETING RESEARCH OF THE PROBLEM OF DISTANCE LEARNING FOR STUDENTS OF THE SPECIALTY “MARKETING”

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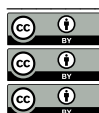
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**Introduction.** Today, during the training of qualified specialists and for professional development, a student must master not only traditional methods and equipment for transmitting information, but also master modern digital technologies, mobile technologies that allow you to be one step ahead and work anywhere in the world at any minute. Informatization of the educational process is one of the important ways of knowing the world and science and occupies a leading place in the education reform of Ukraine. Solving this problem gives rise to problems of interaction between participants in the distance process. The dynamic development of information technologies requires the same pace of development and methods of their use in the educational process. The success of using information technologies in the educational process largely depends on how effectively modern psychological and pedagogical technologies that are able to meet the educational needs of the individual will be implemented.

**Analysis of recent research and publications.** The transition of universities to the “distance form of organizing the educational process” occurred in March 2020, but elements of distance learning were used in education before, and therefore the features of this form of learning have long been discussed in the special literature. Experts note modularity and variability as its advantages; the possibility of creating additional incentives for the manifestation of independence in learning and the development of critical thinking Chudesa A.M. [1].

Distance learning is associated with the formation of such personal qualities as purposefulness, responsibility, the ability to make constructive decisions, as well as increasing the level of intelligence of students Sheshuriak M.D. [2].

Currently, distance learning is perceived as the development of digital competence of students Chudesa A.M. [1], as an opportunity for network interaction of participants in the educational environment Townner E., Ladensack D., Chu K. A. & Callaghan B. [3]. Its undeniable advantage can be considered that it erases “geographical distances and time zones” between participants, and sometimes also psychological and cultural differences of students Sander L. & Bauman O. [4].

However, when distance learning becomes an unalternative form, it can cause psychological discomfort associated with the risk of reducing the effectiveness of learning and satisfaction with its results. Therefore, the task of specialists who ensure the functioning of the distance education system is to identify and solve problems not only of a technical, but also of a psychological and pedagogical nature.

Let's try to figure out the advantages and disadvantages of distance learning. For modern students, for whom "being in the Internet space" – taking into account their psychophysiological preparation, as well as skills and abilities, seems quite natural. And for them, the advantages of distance learning are: reduced cost (savings on transportation costs); a relatively free schedule (distribution of workload over time) – the ability to set your own, convenient for an individual student rhythm of learning; no binding to the location of the educational institution (freedom in the learning space); the ability to repeatedly refer to the material studied (video lectures or presentations); the ability to ask a question to the teacher and with almost one hundred percent probability get an answer. However, to learn in this way, you need a very good supply of motivation and – which is even less common among young people – self-discipline, which, as a rule, takes years to develop, and not everyone has it to the proper extent Fosslien, L., & Duffy, M. W. [5; 6].

**The purpose of the article** is to study and analyze the psychological problems of interaction between participants in the distance learning process when teaching subjects to students of the Marketing specialty.

**The main material of the study.** Distance learning creates the illusion of freedom – incredibly fertile ground for a weak mind, which already seeks to throw off the shackles of learning. And if there are no supervising teachers and tutors nearby – not every student is able to put himself in the "hedgehog mittens" on his own. It is hardly an exaggeration to say that this "gift" is available to a few. Neurobiologists know that only three to five percent of people are actually capable of self-study. The vast majority are simply unable to properly concentrate their attention, do not have the skills of self-organization and self-control (Leckfor C. M., Balzarini R. N., Zoppolat G. & Slatcher R. B. [5]).

For some students, direct communication with the teacher and classmates also plays a huge role. The personal authority of the teacher can both motivate a student to study a subject (even if he had not previously shown much interest in it) and demotivate him (even if this subject was interesting to him).

Teachers also face difficulties, because in this situation control over the study of the subject falls, and rapidly. The teacher cannot see what the student is doing during an online lesson. It is especially difficult, for example, when answering a question, because the student can simply read a piece of paper or refuse to turn on the video at all, referring to a non-working camera.

In psychotherapy, there is a concept of boundaries, when a client comes to the office at a certain time and place. People far from psychology rarely realize that this circumstance also has its therapeutic effect, since it creates a habit of reflection and a kind of predictability: when the client knows that the same person is waiting for him at a certain time in a certain place. Such therapy in the long term has a significant effect for people who grew up in conditions of constant psychological and physical instability – this is how they gain emotional experience of this very stability. Similar boundaries are created by a university, workplace or home. Those who switched to distance learning for the first time during the pandemic, and later during martial law in Ukraine, felt the effect of "blending" these boundaries. At home, we put on a bathrobe, watch TV series, cook dinner, sleep or chat on the phone, and at work, we sit at the computer, communicate with colleagues, call clients, go down to the smoking room, take our favorite mug with us and wear formal clothes. These are the boundaries – what is popularly called "working mood". And at the university, it is certainly different. There is no warm blanket, favorite computer games and fragrant buns in the kitchen. The brain clearly separates one from another: the university is for studying, the office is for work, the house is for relaxing. That is why it is so difficult to work and study at home if you do not have the appropriate skills [6].

Time boundaries are also added: at work we are from nine to six, and at the university we study according to the schedule. Even organized people cannot establish such frameworks at home. This requires great willpower and the absence of problems with procrastination (it can be due to various reasons, ranging from lack of motivation and perfectionism to fears of various natures). In addition, time and a smooth transition are needed to prepare for the new regime, this should not happen the way it happened in the spring of 2020 [3; 7].

The program should also be adapted for distance learning and assume a smooth transition from full-time to distance learning. After all, a student cannot transform himself immediately: being at home, he will first sleep an extra hour, then slowly have breakfast (after all, there is no need to rush anywhere), then turn on the computer and instead of studying will browse social networks or play games, then reluctantly do homework,

constantly distracted by all sorts of household temptations. Add to this the enormous difficulties in actually mastering the program independently, when the student is left alone with the textbook. And if we remember that some students have large gaps even in material they have studied long ago, then self-education becomes an impossible task.

For teachers, perhaps to a lesser extent, but similar problems are also typical. And here the management is pushing them with work – in general, apart from nervousness, most of them are not getting anything done. Teachers, meanwhile, are forced to give the entire volume of the program that was planned for full-time study.

As a result, conscientious students have to study literally 12 hours a day, and dishonest ones – to abandon their studies. All these problems during the pandemic gave a kind of impetus to teachers to inflate students' grades.

We cannot ignore the peculiarities of distance learning for specialties in the educational field of management, which require active socialization, which is very important for success in the profession. A long period of loneliness can have a negative impact on the individual, and it will be extremely difficult to compensate for lost time.

In addition, some students (especially younger ones) do not understand why they need to study at all. More precisely, this understanding is distorted: at best, they study for their parents. They are unable to assess the importance of training for their future profession: they simply do not think about it and, due to their age, live “here and now.” It is clear that with such initial data, it is very difficult to talk about any self-motivation – they cannot have it due to the lack of a psychophysiological basis [7; 8].

Therefore, certain standards for psychological and physiological preparation are necessary. For such a transition, it is probably necessary to build an entire institute of preparation for such training. In addition, in this case, a large number of teachers may be left without work or without part of their salary, and the quality of education will clearly not increase. After all, full-time and part-time students differ greatly in their level of training. With distance learning, when the traditional form of communication with a teacher becomes unavailable, there may be psychological problems, especially during the first year of study.

Among students of the 1st–4th year of the specialty “Marketing”, we planned and conducted an empirical study, the purpose of which was to study the psychological difficulties of distance learning. The objectives of the study were:

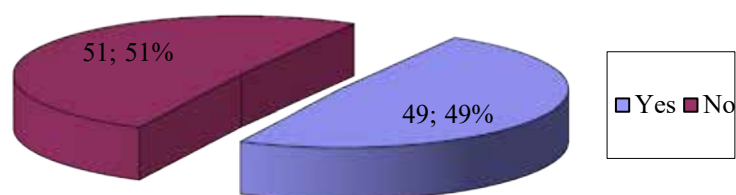
1. Clarification of the problems that arise during the distance learning form of this category of students.
2. Analysis of the empirical data obtained and search for ways to solve the identified problems.
3. Development of psychological recommendations for optimizing the work of students in the distance learning system.

To conduct the study, we developed a questionnaire that includes 6 questions. The sample size of respondents was 84 students majoring in Marketing, of which 25 were in their first year of study, 30 in their second year, 14 in their third year, and 15 in their fourth year [9].

To the first question (“Does the distance learning process cause you any problems?”), respondents had to give either an affirmative or negative answer. As a result, it turned out that 51.0% of respondents experience, and 49.0% do not have difficulties in the distance learning process.

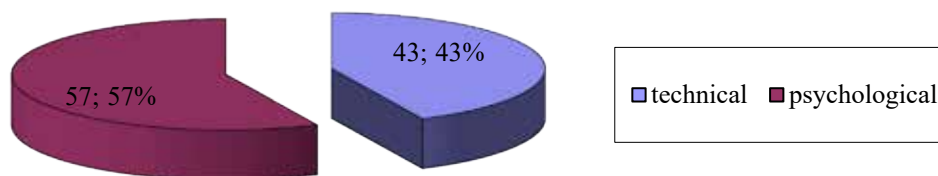
When answering the second question, students had to specify what kind of difficulties (psychological or technical) they experienced while studying the material in a distance format. The question was answered by those respondents who indicated problems when answering question No. 1. When calculating the results, it was found that 43.1% of respondents experienced difficulties of a technical nature, and 56.9% – psychological.

When answering the next question, we specified what kind of psychological difficulties the respondents faced: an unusual format of classes, difficulty concentrating during study, difficulty adapting to indirect contact with the teacher, or our own version.



**Figure 1. Distribution of answers to the question:  
“Does it cause problems in the process of distance learning?”**

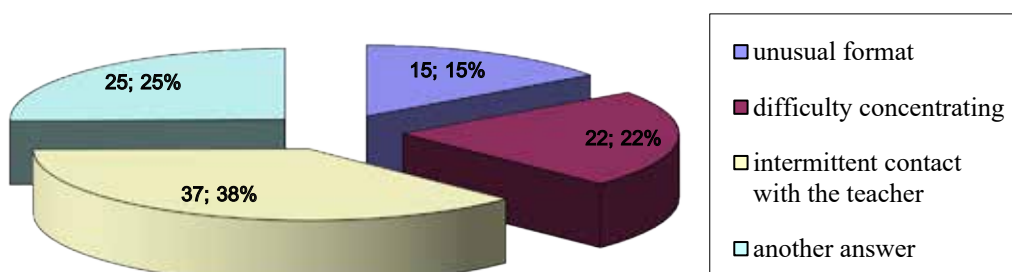
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**Figure 2. Distribution of answers to the question:**  
**“What kind of problems do you encounter in the process of distance learning?”**

*Source: generated by the author*

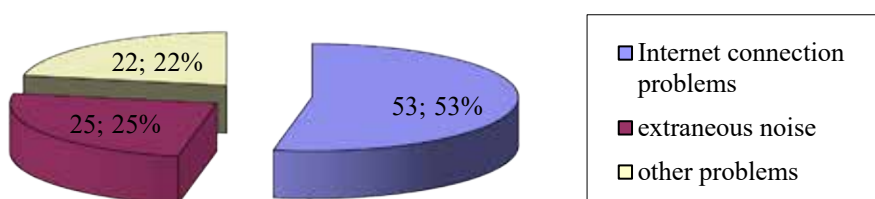
It should be noted that most respondents (37.3%) chose option 3 when answering this question, but some (25.4%) indicated another specific reason for the difficulties (“not enough time to complete the tasks”, “just some discomfort”, “I can’t work at the computer all the time!”). One subject indicated 2 answer options at once. It should also be noted that a certain number of respondents (29.4%) answered negatively to the first question, but indicated certain difficulties in response to this one.



**Figure 3. Distribution of answers to the question:**  
**“What psychological problems do you encounter during distance learning?”**

*Source: generated by the author*

By technical difficulties we mean problems with the Internet connection (low speed, sudden disconnection from the network, etc.) and “extraneous noise, poor sound quality, technical problems”. It was possible to give your own answer. When calculating the results, it was found that 53.1% of respondents experienced technical difficulties associated with a poor (lack of) Internet connection and its low speed. At the same time, 23.5% of respondents noted problems associated with extraneous noise, which makes it difficult to perceive the material in an online format.

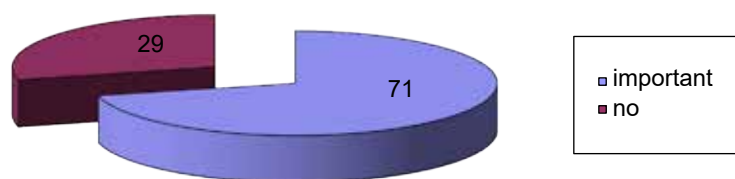


**Figure 4. Distribution of answers to the question:**  
**“What technical problems do you encounter in the process of distance learning?”**

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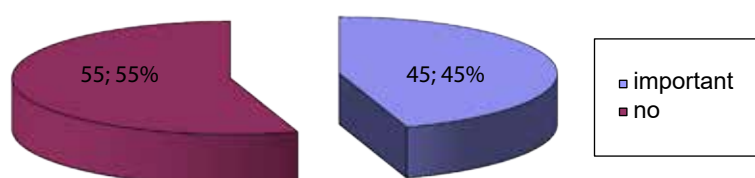
We were also interested in the problem of indirect perception of communication partners in the process of distance learning, because in the traditional “face-to-face” form, establishing contact between the teacher and the student is much easier. Therefore, we included the following questions in the questionnaire: “Is visual contact with the teacher important to you?” (No. 5) and “Is visual contact with other students during classes important to you?” (No. 6). The subjects had to answer affirmatively or negatively. 70.6% of the subjects answered affirmatively to question No. 3, and 29.4% of the respondents answered negatively.

Question No. 6 received 45.1% positive and 54.9% negative responses.



**Figure 5. Distribution of answers to the question: “Is visual contact with the teacher important?”**

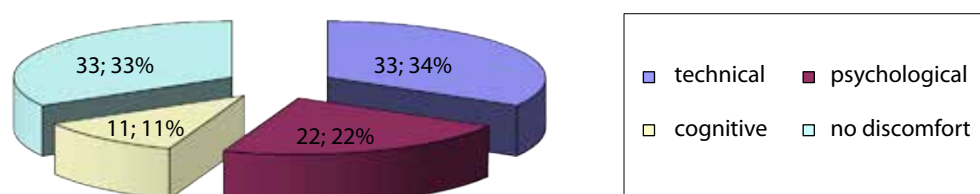
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**Figure 6. Distribution of responses to the question: “Is visual contact with other students important?”**

*Source: generated by the author*

Using the following question, we clarified what causes discomfort for students during distance learning. Various reasons were mentioned, which we divided into several groups. The first group included technical ones: “Internet problems”, “poor connection, irritation”, “disappearing connection”, “extraneous noise, poor sound”, “technical problems”, and also noted “lack of computer literacy, incompatibility of platforms with the operating system, which led to skipping classes and difficulties with downloading answers to tasks”, etc. Similar answers were given by 33.3% of the subjects. A certain number of respondents (21.6%) experienced discomfort of a purely psychological nature, associated with the communication process, namely: “lack of live communication”, “lack of sincerity of feelings and emotions”, “lack of social interaction”, “ashamed to answer”, “stiffness in communication, feeling of awkwardness when answering”, “unusual”. At the same time, the respondents emphasized that their discomfort was associated with the lack of direct contact with the teacher. Some noted discomfort associated with the cognitive sphere: “misunderstanding of practical tasks”, “lack of time for reflection”, “lack of information”, “disorganization of other students during the lesson, their failure to fulfill the teacher's requests” and the negative impact of the home environment on the learning process (11.8%). It should be noted that 33.33% of respondents did not note any discomfort.



**Figure 7. Distribution of answers to the question: “What discomfort does distance learning cause?”**

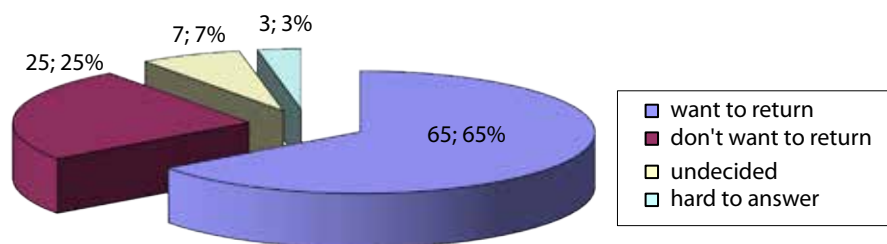
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The last question was: “Would you like to return to the traditional form of education and why?” The vast majority of respondents answered in the affirmative (64.7%). 23.5% would like to continue distance learning, 7.8% did not give a clear answer, and 3.9% found it difficult to answer.

The reasons for the preference for the traditional form of learning were named “better assimilation of the material”, “the possibility of direct contact with other students, the teacher”; students also noted that in the usual format “practical skills and abilities are better practiced”, “teamwork reveals errors and facilitates the process of their elimination”, “the material is better perceived, remembered and assimilated”, etc.

Respondents who prefer the distance learning form noted as its advantages: “it is more convenient to study at home”, “allows you to work and study at the same time”, “more time to complete tasks”, etc. It is interesting to note that among respondents who prefer the distance learning form, 1st year students predominate, which





**Figure 8. Distribution of answers to the question:  
“Do I want to return to the traditional form of education?”**

*Source: generated by the author*

is possibly due to the higher adaptive capabilities of this age group (the age of the respondents is from 17 to 18 years). Respondents of the older age group prefer the traditional form of learning (4th year, age 20–22 years).

**Conclusions.** The conclusions from the research results allowed us to formulate some recommendations for the work of teachers and students, which allow us to reduce discomfort and increase the effectiveness of classes in a remote form:

1. Maximum use of visualization tools (webcams) to establish contact with students. Being in the field of view of students at all stages of the lesson (including the stage of independent work).
2. Use of visual aids for more effective transmission (presentations, videos, films). Obligatory accompaniment of visuals with the teacher's words, explanations.
3. Increased attention to verbal means of communication in the learning process to facilitate the perception of information. The teacher's language should be intonationally diverse and as expressive as possible.
4. Mandatory organization of feedback with students in case of technical problems on the remote platform.
5. Development of tasks that provide a collective form of work and allow practicing communication skills in an online format.
6. A more thoughtful attitude to the deadlines for completing tasks, taking into account the specifics of distance learning.

Information technologies in education significantly expand the possibilities of transmitting information, using color, graphics, audio, video, multimedia technologies. All this allows motivating students to the learning process. Applying information technologies in education, teachers can find an individual approach to each student, that is, using computer technologies, they can satisfy the needs of each student.

Problems associated with the organization of distance learning, of course, require further development, so the tasks of our further work are to expand the research base and study other aspects of distance learning.

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The article examines the features and problems of using distance learning in teaching marketing cycle disciplines. Informatization of the educational process is one of the important directions in the education reform of Ukraine. However, solving this problem creates challenges for interaction between participants in the distance process. The success of using information technologies in the educational process largely depends on how effectively modern psychological and pedagogical technologies are implemented, which are able to satisfy the educational needs of the individual. To highlight the problems of distance learning and find ways to overcome them, a marketing study was conducted. A questionnaire was developed for the study, which includes 6 questions. The sample size of respondents is 84 students of the "Marketing" specialty, including: 25 first-year students, 30 second-year students, 14 third-year students, and 15 fourth-year students.

**Key words:** questionnaire, distance learning, Internet, marketing research, psychological problems.

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**Добрянська Вікторія Вікторівна**, кандидат технічних наук, доцент, доцент кафедри економіки, підприємництва та маркетингу, Національний університет «Полтавська політехніка імені Юрія Кондратюка». **Чичуліна Ксенія Вікторівна**, кандидат технічних наук, доцент, доцент кафедри економіки, підприємництва та маркетингу, Національний університет «Полтавська політехніка імені Юрія Кондратюка». **Галайда Тетяна Олександрівна**, старший викладач, Національний університет «Полтавська політехніка імені Юрія Кондратюка». **Маркетингове дослідження проблеми дистанційного навчання для студентів спеціальності «Маркетинг»**.

У статті розглянуто особливості та проблеми використання дистанційного навчання при викладанні дисциплін маркетингового циклу. Інформатизація освітнього процесу є одним з важливих напрямків у реформуванні освіти України. Вирішення цієї задачі породжує проблеми взаємодії між учасниками дистанційного процесу. Успішність використання інформаційних технологій в освітньому процесі значною мірою залежить від того, наскільки ефективно впроваджено сучасні психолого-педагогічні технології, що здатні задовольнити освітні потреби особистості. Для висвітлення проблем дистанційного навчання та пошуку шляхів їх подолання було проведено маркетингове дослідження. Для дослідження розроблено анкету, яка містить 6 запитань. Вибірка респондентів становить 84 студенти спеціальності «Маркетинг», з яких 25 – першокурсники, 30 – студенти другого курсу, 14 – третього курсу та 15 – четвертого курсу. Загалом, аналіз отриманих даних дозволяє сформулювати висновки та надати деякі рекомендації для викладачів: максимально використовувати засоби візуалізації (веб-камери) для встановлення контакту зі студентами. Застосовувати наочні посібники для більш ефективної передачі інформації (презентації, відео, фільми). Мова викладача має бути інтонаційно різноманітною та максимально виразною. Обов'язкова організація зворотного зв'язку зі студентами у разі виникнення технічних проблем на дистанційній платформі. Розробляти завдання, що забезпечують колективну форму роботи та дозволяють відпрацьовувати комунікативні навички в онлайн-форматі. Більш уважно ставитися до термінів виконання завдань, враховуючи специфіку дистанційного навчання. Загалом, інформаційні технології в освіті значно розширюють можливості передачі інформації, використовуючи кольорове, графічне, аудіо- та відеобладнання, мультимедійні технології. Отже, вміло застосовуючи інформаційні технології, викладачі можуть знайти індивідуальний підхід до кожного студента, надати можливість оптимізації навчального процесу для інклюзивних верств населення, військовослужбовців, ВПО, осіб які знаходяться закордоном.

**Ключові слова:** анкета, дистанційне навчання, Інтернет, маркетингове дослідження, психологічні проблеми.