Effectiveness of Online and Traditional Class: A Comparative Analysis

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Abstract - Educating and learning modalities in virtual and customary classes can be best seen as a marker of proficiency and college adequacy. The examination decides the adequacy of online and traditional classes to the College of Business and Accountancy. The respondents were the 208 understudies from the University of Cebu Lapu and Mandaue utilizing the descriptive - comparative research method on a snowball sampling. Frequency and simple percentage, Mean, Chi-Square Test of Independence and Independent Samples T-test were utilized, to sum up, separate, and unwind the information assembled. The findings revealed that there is statistically significant difference on the level of effectiveness between online and traditional class. The understudies perceived online class as moderately effective while perceiving traditional class as highly effective. Moreover, it revealed that there is a statistically significant correlation on the respondents gender, course and year level on the level of perception either by traditional or online classes. The study concludes that Online and Traditional modalities of educating and learning extraordinarily assume an essential function on an understudy's useful term in school. However, refinement of approaches to these modalities is very important to portray student-teacher resiliency at any given situation.
Keywords: Business education, traditional class, online class, descriptive-comparative study, Cebu City, Philippines

I. INTRODUCTION

An advantage to taking on the web courses offers adaptability to the understudy. It is an excellent choice for the individuals who, as of now, have time duties with family and work. Online classes form timetable and permit to sign into an online course during a period that turns out best, rather than to go to a talk at a particular time (Erstad, 2017). Nowadays, online courses/preparing have gotten incredibly famous, as an ever-increasing number of foundations and organizations are offering courses on the web. For certain people, internet preparing is more proper, while for other people, homeroom preparing is the popular conveyance technique (De, 2020). In online classes, the student is not straightforwardly communicating with the teacher. So if there should arise an occurrence of having any inquiries, they may think it is hard to ask their online teacher, as correspondence is regularly too impersonal (De, 2020). The public governments and non-legislative organizations who store instructive undertakings in developing nations have pushed the utilization of new advancements to diminish the expense of coming to and teaching enormous quantities of youngsters and grown-ups who are right now passing up schooling (Gulati, 2008). In the Philippines, the Department of Education needs to outfit broad communications besides web-based learning frameworks to guarantee that no kid is abandoned. The kickoff of the school year 2020-2021 in the nation "doesn't mean fundamentally that understudies will be coming to class," classes can adopt a multi-modular strategy where they are taking a gander at ICT stages, just as TV and radio (Malauan, 2020). The Covid-19 pandemic has made everybody remain at home; however, it has not halted the world. Individuals need to work. Understudies need to learn, and instructors need to educate even though this is additional pressure for understudies who do not have PCs or potentially Internet access at home (Vasquez, 2020). The Department of Education concluded that it is ideal for the Philippines to receive separation learning ultimately. Internet learning stage is extraordinarily made to manage the current restrictions that the instructors and understudies face during the emergency (Llego, 2020). Since the interest in this elective learning method increases, the Department's constraints are confronting right presently revealing this elective learning on a public scale (Department of Education, 2020). Obstructions were characterized under five classes: innovative, singular, homegrown, institutional, and network boundaries. Most now and again experienced were trouble changing learning styles, performing duties at home, and helpless correspondence among teachers and students. Also, just a couple of understudies viewed themselves as genuinely and intellectually fit for taking part in internet learning. (Gulati, 2008).

By the introduced circumstance, the researchers who are teachers taking care of business management and financial subjects expect to propose supportive measures by contrasting and recognizing the adequacy between an online class and a traditional class. Subsequently, this investigation is attempted to improve and re-adjust the teachers' existing endeavors in connecting with understudy's inquiries and issues regarding online classes at the University of Cebu Lapu and Mandaue. Further, devise an action plan to help the Department plan, execute, and assess instructing and learning modalities.

II. FRAMEWORK

This examination is anchored on Organizational Theory by Max Weber. Authoritative hypothesis includes an investigation of associations practically speaking. From perception and examination builds up a collection of information that looks, to sum up in transit components of an association communicate just as how the association collaborates with its current circumstance (Miner 2005). One of the more essential parts of organizational theory is that it endeavors to portray the management styles and structures just as shaping speculations to facilitate advice to the management. It implies that in its character, organizational theory is an applied science. It logically investigates and portrays hierarchical practices and afterward makes the following information accessible for critical thinking and dynamic in the on-going act of undertakings or establishments. The worry is first with the conduct and nature of individuals inside associations, and second with the conduct and nature of associations inside their surroundings (Miner 2005).

Diffusion of Innovation (DOI) Theory, created by E.M. Rogers, clarifies how over the long run, a thought or item picks up energy and diffuses (or spreads) through a particular populace or social framework. The outcome of this dispersion is that individuals, as a component of a social framework, receive a groundbreaking thought, conduct, or product. Gathering infers that an individual achieves something novel contrasted with what they had now (Rogers, 2003).

In the school setting, the presentation and reception of advancements occur inside a cooperative workplace's social arrangement. A few techniques that may be valuable in picking up help for positive change in school or area include: 1) Identify and unmistakably impart the perceptible advantages exhibited in examination and practice, more than once and by whatever implies accessible receiving an innovation.2) Get assessment pioneers onside. Search out the help of persuasive partners and chairpersons who will probably turn out to be early adopters of activity and ready to spread the positive word to other people. 3) Marshal authoritative help by pushing for strategy and procedural changes to encourage the advancement's appropriation. 4) Take a favorable position of interpersonal organizations, electronic channels, and other drawings in approaches to present the defense for change (Rogers, 2003). Also, four fundamental components impact the spread of development. They are simply the advancement, correspondence channels, time vital for developments to be received, and a social framework that joins inner and outside impacts (Bates & Sangrà, 2011).

Another theory which supplements the investigation is the Program Theory, wherein it gives an intelligent image of how change happens and how to improve execution. The Program Theory tells the best way to create, speak to, and use program hypothesis nicely and deliberately to suit a specific circumstance. The necessities appraisal to mediation plan, from usage to results assessment, from strategy detailing to strategy execution and assessment, program hypothesis is fundamental (Funnell & Rogers, 2011). Program hypothesis as a bunch of express or certain presumptions by partners about what activity is needed to settle a social, instructive, or medical condition and why the difficult will react to this activity (Chen, 2012).

Program hypothesis is a deliberate arrangement of partners' prescriptive suspicions and expressive presumptions hidden projects, regardless of whether unequivocal or specific. Spellbinding suspicions, called the change model, manage what causal cycles are relied upon to achieve program objectives. Prescriptive presumptions, called the activity model, manage what moves must be made in a program to create attractive changes (Donaldson, 2012).

Conveyance of educating targets. When instructors convey targets for understudy learning, understudies can see all the more effectively the associations between what they are doing in class and what they should realize. Making understudies' learning encounters advantageous focuses on anticipating primary instructional objectives, expressed regarding wanted understudy results, the information, aptitudes, mentalities, qualities, and miens to create among understudies. Objectives, not substance inclusion or learning measures, give the reasoning to educational programs and guidance (Dean et al., 2020).

The significance of setting the best possible destinations in educational program planning is that they give direction, a dream, a mission, a strategy, and an objective. It is a comprehensive strategy that, when applied as arranged, will, without a doubt, brings about incredible achievement (Ossa, 2020). Even though teaching systems change concerning the conditions, they can cause different learning objectives to require different conditions for achievement. The explanation behind dealing with the structure is that preparation strategies should be established essentially on such a learning objective (Bonner, 1999).

Assessment is being utilized to gauge understudy progress, change schooling frameworks, and upgrade responsibility for results. School chairpersons and educators are leading assessments of their own to improve school execution and encourage creative learning spaces. This multiplication of the reasons for assessment has carried a more noteworthy valuation for evaluators' interest to comprehend the assessment needs of partners and perceive the significance of relevant elements (Love, 2010).

Further, straightforwardness of instructive assessment or responsibility endeavors is imperative to guarantee the endeavors themselves are responsible for the fittingness of methods and the ampleness of discoveries, understanding, and resulting choices and activities (Sato & Rabinowitz, 2010).

III. OBJECTIVES OF THE STUDY

The investigation expects to determine the efficacy of online and traditional classes at the College of Business and Accountancy. The consequence of examination filled the reason for the detailing of an intervention intended to guarantee the importance of blended learning to the understudies and the Department's current and future necessities. It distinguishes the respondents' profile as far as age, sexual orientation, course, year level. It distinguishes the understudies' view on the online and traditional classes and the conveyance of delivery of teaching objectives, evaluation process, learning progress, class engagement & sense of community with the Instructor.

IV. METHODOLOGY

A. Research Design

This investigation used a descriptive-comparative method for research utilizing oneself manufactured examination poll to decide the degree of the impression of the understudies on the online and traditional classes in the College of Business and Accountancy.

B. Research Site

The investigation was driven at the University of Cebu Lapu-Lapu, and Mandaue grounds settled at A.C. Cortes Ave., Mandaue City. It offers Accountancy, Business Administration with four majors: Management Accounting, Marketing Management, Financial Management, and Human Resource Development Management. Since the examination was to distinguish the students' perception of online and traditional classes, the zone was useful for the investigation.

C. Respondents

The investigation study contrived 208 respondents from the College of Business and Accountancy courses using Slovin's formula to decide the examination's sample size on a snowball inspecting strategy.

D. Instrumentation

The examination uses a self-assembled study survey made out of two sections. The underlying portion is the respondent's profile. The next part is students' perception towards delivering teaching objectives, evaluation process, learning progress, class engagement & sense of community with the Instructor.

E. Treatment of Data

Frequency and simple percentage, Weighted Mean, Chi-Square Test of Independence, and Independent Samples T-test were used to treat the accumulated information.

V. RESULTS AND DISCUSSION

This part presents the outcomes of the data collected. The underlying portion offers the profile of the respondents. For the following part, it gives the data on the assessment fair and square of the viability of Online and Traditional Class.

TABLE I PROFILE OF THE RESPONDENTS (N=208)

	Frequency	Percentage
Age		
19-20	52	25
21-22	64	30.77
23-24	59	28.37
25-26	33	15.87
		100
Gender		
Male	36	17.3
Female	172	82.7
		100
Course		
BSA	68	32.7
BSBA-MA	24	11.5
BSBA-FM	12	5.8
BSBA-MM	68	32.7
BSBA=HRDM	36	17.3
		100
Year Level		
2nd	76	36.5
3rd	48	23.1
4th	84	40.4
		100

Table I shows the understudies' profile on age, sexual orientation, course, and year level. It shows that the more significant part of the respondents were 23-24years old enough, equivalent to 28.37 percent. This data recommends that understudies are at the energetic adult stage. Concerning sexual direction, the more critical part, or 82.70% of understudies, were female. Concerning the course, most of the respondents were Accountancy and Marketing understudies, practically identical to 32.70% each. Concerning the year level, 40.40% of the respondents are 4th-year levels.

As indicated by Top Universities (2020), University courses in business and management are among the most well-known worldwide, at both undergrad and graduate degrees of study. Business management degrees range from broad and extensive to profoundly specific projects, traversing subjects including accountancy, finance, business organization/administration, economics marketing – every one of which gives further occasions to specialization

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TABLE II PROFILE OF THE RESPONDENTS (N=208)

Online Class	Mean	Interpretation
Delivery of Teaching Objectives		
Indicators		
1. The student can know the basic principles, theories, and concepts of the topics discussed.	2.98	Moderately Effective
2. The student understands the importance of the topic discussed.	2.92	Moderately Effective
3. The student determined the relevance of the topics that we discussed.	2.92	Moderately Effective
4. The discussion of the teacher and classmates are audible and clear.	2.77	Moderately Effective
5. The topics are explained well with a concrete example.	2.71	Moderately Effective
Aggregate Mean	**2.86**	**Moderately Effective**
Evaluation Process		
Indicators		
1. The Quiz is relevant and helps the student learn and understand more the topics discussed.	2.87	Moderately Effective
2. The Major Exams provide a venue for attaining the overall concept of the studied topic.	2.87	Moderately Effective
3. Oral Participation helps provide conceptualized knowledge and idea to the students.	2.79	Moderately Effective
4. The Reaction Papers helps the students to express additional personal knowledge and information about the topic.	2.79	Moderately Effective
5. The Reporting enables the student to further enhanced the given topic through researches.	2.63	Moderately Effective
Aggregate Mean	**2.79**	**Moderately Effective**
Learning Progress		
Indicators		
1. The students can obtain a high score on quizzes.	3.06	Moderately Effective
2. The students can obtain a high score on significant exams.	3.06	Moderately Effective
3. The students can obtain a high score on oral recitations.	2.75	Moderately Effective
4. The students can reflect and apply the topics that were discussed in their personal lives.	2.69	Moderately Effective
5. The student can easily recall the topics that were discussed.	2.62	Moderately Effective
Aggregate Mean	**2.83**	**Moderately Effective**
Class Engagement		
Indicators		
1. The students can provide inputs about the discussed topic.	2.81	Moderately Effective
2. The students can ask a question about the discussed topic.	2.94	Moderately Effective
3. The students brainstorm ideas & opinions with others.	2.65	Moderately Effective
4. The students are comfortable during class discussions.	2.71	Less Effective
5. The students are eager and excited every time there is a class discussion.	2.5	
Aggregate Mean	**2.72**	**Moderately Effective**
Sense of community with the Instructor		
Indicators		
1. The teachers can easily be approached by the students.	3.29	Moderately Effective
2. The teachers are helpful to the student's concerns and queries.	3.27	Moderately Effective
3. The teachers have the initiative in reaching out to the students.	3.19	Moderately Effective
4. The teachers are considerate of the class rules and policies.	3.13	Moderately Effective
5. The teachers motivate the student on their respective topics.	3.1	Moderately Effective
Aggregate Mean	**3.2**	**Moderately Effective**

TABLE III LEVEL OF EFFECTIVENESS ON TRADITIONAL CLASS AS PERCEIVED BY THE RESPONDENTS

Traditional Class	Mean	Interpretation
Delivery of Teaching Objectives		
Indicators		
1. The student can know the basic principles, theories, and concepts of the topics discussed.	3.44	Highly Effective
2. The student understands the importance of the topic discussed.	3.27	Highly Effective
3. The discussion of the teacher and classmates are audible and clear.	3.27	Highly Effective
4. The student determined the relevance of the topics that we discussed.	3.33	Highly Effective
5. The topics are explained well with a concrete example.	3.31	Highly Effective
Aggregate Mean	**3.32**	**Highly Effective**
Evaluation Process		
Indicators		
1. The Quiz is relevant and helps the student learn and understand more the topics discussed.	3.21	Moderately Effective
2. Oral Participation helps provide conceptualized knowledge and idea to the students.	3.23	Moderately Effective
3. The Major Exams provide a venue for attaining the overall concept of the studied topic.	3.19	Moderately Effective
4. The Reaction Papers helps the students to express additional personal knowledge and information about the topic.	3.15	Moderately Effective
5. The Reporting enables the student to further enhanced the given topic through researches.	3.15	Moderately Effective
Aggregate Mean	**3.19**	**Moderately Effective**
Learning Progress		
Indicators		
1. The students can obtain a high score on quizzes.	2.96	Moderately Effective
2. The students can obtain a high score on significant exams.	2.92	Moderately Effective
3. The students can obtain a high score on oral recitations.	3	Moderately Effective
4. The student can easily recall the topics that were discussed.	3.02	Moderately Effective
5. The students can reflect and apply the topics that were discussed in their personal lives.	3.13	Moderately Effective
Aggregate Mean	**3.01**	**Moderately Effective**
Class Engagement		
Indicators		
1. The students can provide inputs about the discussed topic.	3.23	Moderately Effective
2. The students can ask a question about the discussed topic.	3.33	Highly Effective
3. The students brainstorm ideas & opinions with others.	3.27	Highly Effective
4. The students are comfortable during class discussions.	3.13	Moderately Effective
5. The students are eager and excited every time there is a class discussion.	3.04	Moderately Effective
Aggregate Mean	**3.2**	**Moderately Effective**
Sense of community with the Instructor		
Indicators		
1. The teachers can easily be approached by the students.	3.38	Highly Effective
2. The teachers are helpful to the student's concerns and queries.	3.44	Highly Effective
3. The teachers have the initiative in reaching out to the students.	3.35	Highly Effective
4. The teachers are considerate of the class rules and policies.	3.37	Highly Effective
5. The teachers motivate the student on their respective topics.	3.33	Highly Effective
Aggregate Mean	**3.37**	**Highly Effective**

Table II shows the level of effectiveness of online classes and the five variables used as determinants. The highest aggregate Mean of 3.20 shows that in an online class, the most perceived determinant is the sense of community, with

the Instructor interpreted as moderately effective. It means that Instructor through an online platform is a useful contribution for the students to access learning anytime and anywhere. The developing prevalence of online guidance has carried with it expanding acknowledgment that instructing on the web contrasts from vis-à-vis educating. Accordingly, more consideration is being paid to what, in particular, comprises positive instructive encounters on the web and good online teachers and courses' qualities. Also, the capacity to set up a presence is firmly associated with the teacher's capacity to make a network feeling among students in an online course (Paloff & Pratt 2011).Additionally, an aggregate mean of 2.72 indicated that class engagement ranks the lowest perception in an online class and is interpreted as moderately effective. It implies that class engagement in an online class is not a significant contributor to learning as perceived by the respondents. According to Swan (2017), there is a critical issue with the one-size-fits-all methodology for outside understudies. These understudies regularly face various boundaries to their full cooperation in coursework units. The obstructions to cooperation show up especially apparent in group work exercises and the teacher-student evaluation

process. Moreover, class engagement is the primary key to making online learning a fundamental segment of advanced education and an essential piece of an institution's future (Meyer, 2017).

Table III shows the level of effectiveness of traditional classes and the five variables used as determinants. The highest aggregate Mean of 3.37 shows that the most perceived determinant in a traditional class is the sense of community with the Instructor interpreted as highly effective. It means that the teacher's presence through traditional class is an excellent contribution to the students learning. Agreeing to Zilka et al. (2018), the educator presence makes a learning climate that underpins the understudies and is mindful of their needs. The formation of a functioning learning network significantly affected the course's conveyance and the nature of the learning cycle. They also diminished value-based separation and stirred understudies' feeling of having a place rather than estrangement and detachment sentiments. On the other hand, an aggregate mean of 3.01 indicated that learning progress ranks the lowest perception in a traditional class and is interpreted as moderately effective.

TABLE IV SIGNIFICANT RELATIONSHIP ON THE PROFILE OF THE RESPONDENTSAND THE PERCEIVED EFFECTIVENESS OFONLINE CLASS ($\propto$ = 0.05)

Variables	Computed Chi-Square	df	Critical Value	Significance	Result
Age					
Delivery of Teaching Objectives	10.237[a]	42	58.12	Not Significant	Ho Accepted
Evaluation Process	7.506[a]	39	57.57	Not Significant	Ho Accepted
Learning Progress	7.978[a]	36	51.00	Not Significant	Ho Accepted
Class Engagement	8.139[a]	39	57.57	Not Significant	Ho Accepted
Sense of Community with the Instructor	9.165[a]	30	43.77	Not Significant	Ho Accepted
Gender					
Delivery of Teaching Objectives	46.178[a]	14	23.69	Significant	Ho Rejected
Evaluation Process	41.242[a]	13	22.36	Significant	Ho Rejected
Learning Progress	22.525[a]	12	21.03	Significant	Ho Rejected
Class Engagement	49.759[a]	13	22.36	Significant	Ho Rejected
Sense of Community with the Instructor	48.144[a]	10	18.31	Significant	Ho Rejected
Course					
Delivery of Teaching Objectives	211.000[a]	56	74.47	Significant	Ho Rejected
Evaluation Process	258.912[a]	52	69.83	Significant	Ho Rejected
Learning Progress	214.824[a]	48	65.17	Significant	Ho Rejected
Class Engagement	239.004[a]	52	69.83	Significant	Ho Rejected
Sense of Community with the Instructor	123.821[a]	40	55.76	Significant	Ho Rejected
Year Level					
Delivery of Teaching Objectives	103.335[a]	28	41.34	Significant	Ho Rejected
Evaluation Process	121.574[a]	26	38.89	Significant	Ho Rejected
Learning Progress	89.206[a]	24	36.42	Significant	Ho Rejected
Class Engagement	121.811[a]	26	38.89	Significant	Ho Rejected
Sense of Community with the Instructor	76.102[a]	20	31.41	Significant	Ho Rejected

It implies that the respondents do not favorably perceive the effectiveness of learning progress in a traditional class. Satisfactory instructing and learning assets should be given to guarantee viable execution of comprehensive schooling, and more assets to be allotted for securing educating and learning materials for the understudies to use during surveys and pre-assessments are fundamental to gain ground on learning (Okongo *et al*., 2015).

Table IV shows the critical relationship between the respondents' profile and the apparent adequacy of the online class. The information uncovered a huge connection between the respondents' profile and the apparent adequacy of online classes typified on the five pointers. Excluding age means that gender, course, and year level have a statistically significant association with an online class's perceived level

of effectiveness.   Consistent with Islam et al. (2011), affirming that gender, a program of study, course level significantly affect the practicality of electronic learning. Establishments must look at the issue of knowledge of internet learning innovation among understudies before acquainting the e-learning framework with a survey whether understudy is all right with the web-based learning apparatuses. Understanding the part of understudy in the internet learning climate would enable organizations to comprehend what assets should be designated toward web-based learning programs. Web-based promoting and specialized help for understudies, course improvement upholds the workforce and puts resources into learning- the executives programming or coordinated effort programming (Torres *et al*., 2010).

TABLE V SIGNIFICANT RELATIONSHIP ON THE PROFILE OF THE RESPONDENTS AND THE PERCEIVED EFFECTIVENESS OF TRADITIONAL Class ($\propto$ = 0.05)

Variables	Computed Chi-Square	df	Critical Value	Significance	Result
Age					
Delivery of Teaching Objectives	7.800[a]	27	40.11	Not Significant	Ho Accepted
Evaluation Process	7.391[a]	27	40.11	Not Significant	Ho Accepted
Learning Progress	7.270[a]	30	43.77	Not Significant	Ho Accepted
Class Engagement	4.923[a]	30	43.77	Not Significant	Ho Accepted
Sense of Community with the Instructor	4.460[a]	27	40.11	Not Significant	Ho Accepted
Gender					
Delivery of Teaching Objectives	7.364[a]	9	16.92	Significant	Ho Rejected
Evaluation Process	41.863[a]	9	16.92	Significant	Ho Rejected
Learning Progress	43.449[a]	10	18.31	Significant	Ho Rejected
Class Engagement	39.745[a]	10	18.31	Significant	Ho Rejected
Sense of Community with the Instructor	29.146[a]	9	16.92	Significant	Ho Rejected
Course					
Delivery of Teaching Objectives	161.223[a]	36	51.00	Significant	Ho Rejected
Evaluation Process	114.249[a]	36	51.00	Significant	Ho Rejected
Learning Progress	165.075[a]	40	55.76	Significant	Ho Rejected
Class Engagement	168.927[a]	40	55.76	Significant	Ho Rejected
Sense of Community with the Instructor	123.587[a]	36	51.00	Significant	
Year Level					
Delivery of Teaching Objectives	75.026[a]	18	28.87	Significant	Ho Rejected
Evaluation Process	60.579[a]	18	28.87	Significant	Ho Rejected
Learning Progress	66.116[a]	20	31.41	Significant	Ho Rejected
Class Engagement	56.105[a]	20	31.41	Significant	Ho Rejected
Sense of Community with the Instructor	91.060[a]	18	28.87	Significant	Ho Rejected

Table V shows the critical relationship between the respondents' profile and the apparent viability of traditional classes. The information uncovered a huge connection between the respondents' profile and the apparent adequacy

of traditional class epitomized on the five markers. Excluding age implies that sex, course, and year level have a measurable critical relationship with the apparent degree of adequacy in a traditional class. The other philosophy,

traditional teaching, is settled in an instructional medium where preparing style and structure have been refined more than a couple of hundreds of years. Vis-à-vis guidance has various advantages that cannot be seen online (Xu & Jaggars, 2016). Classroom guidance is compelling. Customary homeroom educating gives a continuous eye to eye guidance and sparkles inventive inquiries. It likewise

considers quick educator reaction and more adaptable substance conveyance (Salcedo, 2010). Likewise, the conventional study hall setting gives more motivation, backing, and bearing.

A teacher can change the structure and show the class's style to improve understudy support (Kemp and Grieve 2014).

TABLE VI SIGNIFICANT DIFFERENCE ON THE LEVEL OF EFFECTIVENESSBETWEEN ONLINE ANDTRADITIONAL CLASS
($DF = 414; \propto = 0.05$)

Variables	t-value	P-value	Significance	Result
1. Delivery of Teaching Objectives	-6.862	0.03	Significant	Ho Rejected
2. Evaluation Process	-6.321	0.001	Significant	Ho Rejected
3. Learning Progress	-3.224	0.001	Significant	Ho Rejected
4. Class engagement	-7.761	0.014	Significant	Ho Rejected
5.Sense of Community with the Instructor	-2.942	0.014	Significant	Ho Rejected

Table VI shows the critical distinction in the degree of viability among on the web and regular classes. The examination uncovered that there is a vast contrast between the web and customary classes. It implies that a statistical difference between online and traditional is evident based on students' perception within the scope of delivery of teaching objectives, evaluation process, learning progress, class engagement, and community with the Instructor. Generally, homeroom direction is known to be Instructor centered and requires dynamic learning by the understudy, while online guidance is frequently understudy focused and requires dynamic learning (Salcedo, 2010). Up to this point, writing on the online and traditional classes' adequacy is broad and isolated (Driscoll *et al*., 2012). A few investigations favor conventional homeroom guidance, expressing "online understudies are bound to stop" and "web based learning can need criticism for the two understudies and teachers" (Atchley *et al.,* 2013). Due to these inadequacies, understudy retention, fulfillment, and execution can be undermined. Like traditional instructing, distant education likewise has its theological rationalists who affirm online schooling produces understudies who also proceed or better than their conventional homeroom partners (Westhuis *et al*., 2006).

VI. CONCLUSION

Online and traditional teaching and learning modalities play a vital role in a student's meaningful term in college. However, the separation and comparison between the two should be identified within its scope of effectiveness among students. The study reveals that there is a statistically significant correlation on the respondents gender, course and year level on the level of perception either by traditional or online class. Furthermore, it reveals that there is statistically significant difference on the level of effectiveness between online and traditional class. To establish a climate of instructing and discovering that is efficient and effective, factors such as the delivery of teaching objectives, evaluation process, learning progress,

class engagement, and the sense of community with the Instructor are significant to determine. Be it traditional education or online learning, the competence of using the technology required and refinement of approaches to these modalities portrays resiliency in any situation.

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