



NEAR EAST UNIVERSITY
INSTITUTE OF GRADUATE STUDIES
BUSINESS ADMINISTRATION PROGRAM

**THE VIEW OF THE UNIVERSITY LECTURERS' ON THE
EFFECTIVENESS OF ONLINE VERSUS TRADITIONAL
EDUCATION**

(The Case of the Near East University)

MASTERS THESIS

MINAM RASOOL

Nicosia

AUGUST, 2022

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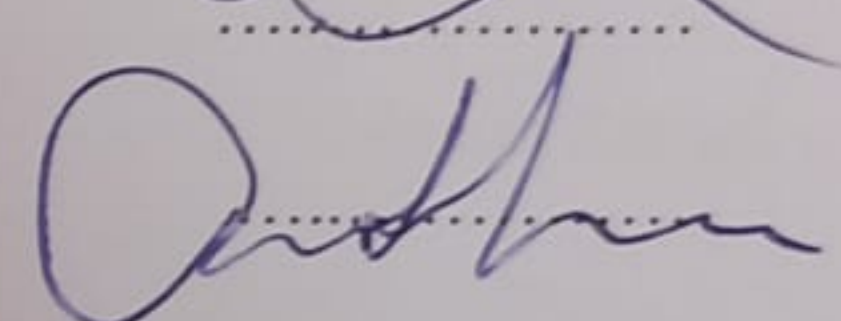
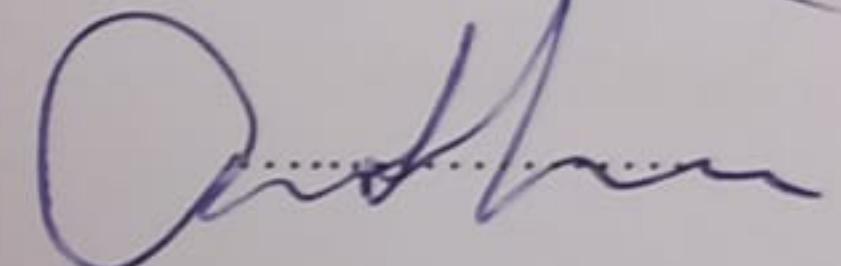
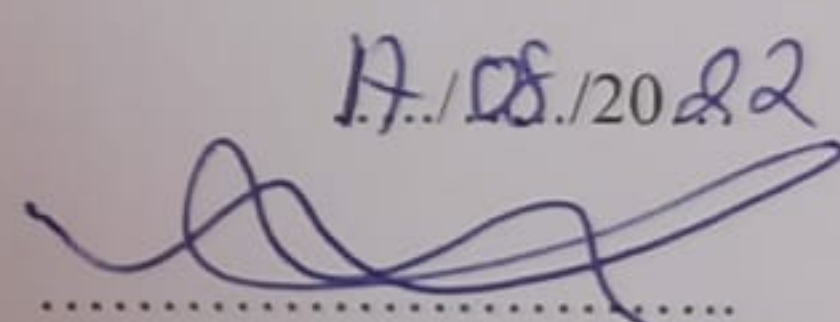
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Approval

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Declaration

I hereby declare that all information, documents, analysis and results in this thesis have been collected and presented according to the academic rules and ethical guidelines of Institute of Graduate Studies, Near East University. I also declare that as required by these rules and conduct, I have fully cited and referenced information and data that are not original to this study.

Minam Rasool

...../...../.....

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I would like to thank my supervisor Assoc Professor Dr Ahmet Ertugan, whose expertise was invaluable in the formulating of the research topic and methodology, in particular, this work would not have been possible without him. Further, I would like to thank all my lecturers from Near East University and all the people who have helped me to expand my abilities and knowledge direct and indirectly.

Minam Rasool

Abstract**THE VIEW OF THE UNIVERSITY LECTURERS'S ON THE
EFFECTIVENESS OF ONLINE VERSUS TRADITIONAL EDUCATION.****(The case of the Near East University)****Minam Rasool****Business Administration Program****08.2022, 65 page**

For decades, education was a choice between face-to-face, correspondence courses and online methods of teaching. Today, with the restriction of the COVID-19 pandemic, online teaching methods became more than an option. Although the traditional methods still dominate the global higher education environment, there is an escalating debate on which methods, online or traditional, are more effective and should be used in the future.

This study aimed to investigate the effectiveness of online education versus traditional education from the university lecturer's perspective. The main question was, "Which method is better for effective instruction, the online or traditional, from the lecturers' point of view?"

A descriptive study was conducted on a sample of 84 university lecturers to test two hypotheses based on their perspectives. A questionnaire was used to collect data. The results revealed that, although university lecturers prefer the traditional teaching method, they see the online method as more influential in teaching effectiveness.

Keywords: Traditional teaching, Online teaching, teaching effectiveness, COVID 19

ÖZ**THE VIEW OF THE UNIVERSITY LECTURERS'S ON THE
EFFECTIVENESS OF ONLINE VERSUS TRADITIONAL EDUCATION.****(The case of the Near East University)****Minam Rasool****İşletme Yönetim Programı****08.2022, 65 sayfa**

On yıllardır eğitim, yüz yüze, yazışmalı kurslar ve çevrimiçi öğretim yöntemleri arasında bir seçimdi. Günümüzde COVID-19 pandemisinin kısıtlanmasıyla birlikte çevrimiçi öğretim yöntemleri bir seçenek olmaktan çıktı. Geleneksel yöntemler küresel yükseköğretim ortamına hâlâ hakim olsa da, çevrimiçi veya geleneksel hangi yöntemlerin daha etkili olduğu ve gelecekte kullanılması gerektiği konusunda artan bir tartışma var.

Bu çalışma, çevrimiçi eğitimin geleneksel eğitime karşı etkililiğini üniversite öğretim görevlisi bakış açısıyla araştırmayı amaçlamıştır. Ana soru şuydu: "Eğitimcilerin bakış açısından, çevrimiçi mi yoksa geleneksel mi etkili öğretim için hangi yöntem daha iyidir?"

İki hipotezi kendi bakış açılarına göre test etmek için 84 üniversite öğretim üyesinden oluşan bir örneklem üzerinde betimsel bir çalışma yapılmıştır. Veri toplamak için bir anket kullanıldı. Sonuçlar, üniversite öğretim görevlilerinin geleneksel öğretim yöntemini tercih etmelerine rağmen, öğretim etkililiğinde çevrimiçi yöntemi daha etkili gördüklerini ortaya koymuştur.

AnahtarKelimeler: Gelenekselöğretim, Çevrimiçiöğretim, öğretimetkinliği, COVID 19

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Abbreviations

(ON) Online

(TRA) Traditional

(ONL) Effectiveness

CHAPTER I

INTRODUCTION

1.1 Introduction

This chapter introduces the topic and the background that has inspired this research study. Then, it identifies the knowledge gap within the background information and formulates the problem statement to which this study seeks to respond. Next, the thesis of the study is presented in a conceptual model highlighting the independent and dependent variables. The significance and the limitations of the study are also explained. Finally, chapter summaries are provided.

1.2 Background

Although the world authorities differ in their opinions, the fatal consequences of the corona virus disease (Covid- 19 pandemic) seem to be decreasing. Nevertheless, the legacy of the pandemic in reshaping the service delivery in most industries is still prevailing, and most changes appear to stay.

While the pandemic was showing its effect on massive death rates between the end of 2019 and the beginning of 2022, governments worldwide and public and private organisations were all taking precautions to protect people from coming into close contact. Consequently, measures included isolating cities, restricting travel and temporarily closing down many businesses, mainly restaurants, shopping centres, and educational institutions-virtual learning such as Moodle.

For many years, students could take correspondence or in-person classes. However, the difficulties were substantial, even if correspondence classes only had a few uses. Four possibilities are still possible today, depending on your situation, tastes, and technical capabilities. The older three modes progressively advance yearly while the more traditional ones continue to rule the higher education landscape globally.

The amount of research on online teaching has increased rapidly, and in most cases, the conclusions and studies are obvious about many of the significant opportunities and obstacles (Zawacki-Richter & Naidu, 2016). However, due to varying perspectives on academic success, student satisfaction, and faculty satisfaction, incorporating the effectiveness of online teaching has proven challenging.

Online education research has become more prevalent in mainstream and speciality journals (Shattuck, 2015). However, despite the importance of the subject, the overall conclusions are very unclear. Furthermore, although there have been numerous online literature reviews, they have mainly been unsuccessful in courses that combine university, lecturers, and student concerns with sound teaching theory and effectively integrate the instruction, constructivist, and connective viewpoints.

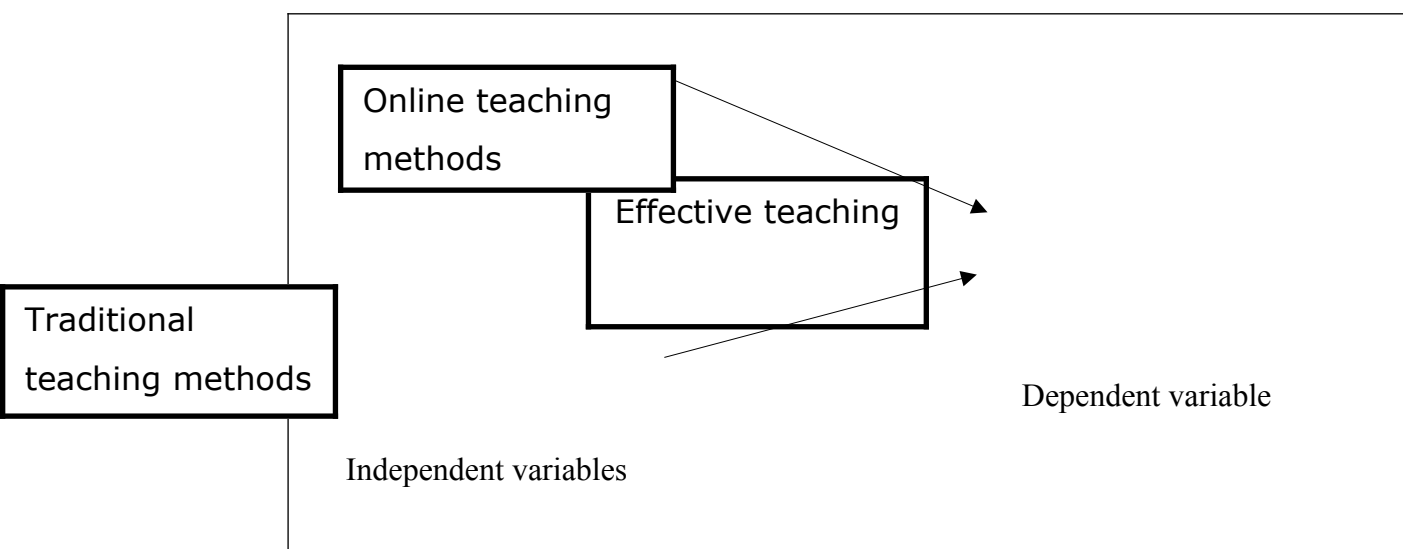
1.3 Statement of the Problem

This research's objective was to look into the effectiveness of online education versus traditional education from the university lecturer's perspective. The main question was, "Which method is better for effective instruction, the online or traditional, from the lecturers' point of view? The study concentrates on the dilemma that university lecturers have in teaching methods after the restrictions enforced at the end of 2019 because of the COVID 19 epidemic.

1.4 The study model and Hypotheses

This research aimed to define the effectiveness of online education versus traditional education from the university lecturer's perspective. The study concentrates on the dilemma that university lecturers have in teaching methods after the restrictions enforced at the end of 2019 because of the COVID 19 epidemic.

"Figure 1" Illustrates the conceptual model that this study has constructed, it shows the two independent and one dependent variable as labelled.



"Figure 1": The study model

Hypotheses

The following are the hypotheses derived using the study model.

Both the background and the literature review carried out previously in the study report suggest that the university lecturers face a dilemma in deciding which methods, online or traditional, are effective in teaching. This knowledge gap is presented in the conceptual model, "Figure1".And are formulated in the hypotheses as follows:

H1: Online teaching methods significantly affect effective teaching

H2: Traditional teaching methods significantly affect effective teaching

Online teaching methods: This method uses presentations made by the teacher on an online medium that simulates the interactive atmosphere of the physical classroom. Displays use many teaching aids such as Microsoft PowerPoint and videos. In addition, each class can be video recorded for the students to revise at their

convenience. The online teaching method assumes this is a very effective way of teaching.

Traditional teaching methods: Traditional teaching methods are the most widely used worldwide. Students meet the teacher in a physical classroom, and the lesson is conducted interactively. Primarily written books and notes are used, but the traditional methods also use computerised presentations. Some teachers claim that the advantage of the traditional teaching method is the eye-contact archived with the students. Unfortunately, such benefits cannot yet be simulated in online approaches.

1.5 Research questions

- 1.5.1 Is online teaching an effective method for effective teaching as seen by university lecturers?
- 1.5.2 Is traditional teaching an effective method for effective teaching as seen by university lecturers?
- 1.5.3 Which methods, online or traditional, are more effective in teaching as seen by university lecturers?
- 1.5.4 What advice is given by the university lecturers in improving both methods?

1.6 Significance of the study

Previous studies have investigated university lecturers' perceptions of online teaching and its effectiveness on teaching methods. This study compared lecturers' perceptions of the two approaches of teaching, online and traditional, caused due to COVID-19 pandemic.

1.7 Limitations

This study has taken the Near East University lecturers as the target population with a sample size of 84 lecturers in four faculties. However, the problem

studied is a global concern, and similar studies targeting a larger population of lecturers in different universities must be undertaken.

1.8 Chapter summaries

Following are the chapter summaries of the remaining five chapters.

1.8.1 Chapter two

This chapter reviews the past literature comparing the teaching effectiveness of online and traditional teaching methods.

1.8.2 Chapter three

This chapter describes the conceptual model developed and used by this study as the thesis guiding the formulation of hypotheses and methods of investigation. The model labels the variables involved and their relationships with each other.

1.8.3 Chapter four

This chapter provides the methodology and the plan of the investigations used in this study.

1.8.4 Chapter five

This chapter depicted the findings of the data collected and analysed. It reports on the realisation rate, goodness of data, demographics of the lecturers, average responses of the lecturers to the attitude statements presented in the questionnaire, correlations and regression analysis

1.8.5 Chapter six

This chapter presents the final discussion beginning with listing the theoretical and empirical findings with an in-depth discussion of the results. The hypotheses supported were revisited and explained. The chapter also ascertained if the objectives were met or not, thus providing answers to the research questions.

Limitations of the study were stated, and recommendations for future studies and effective teaching were provided.

1.9 Conclusion

This chapter introduced their search topic and the background that has inspired this research study. It also identified the knowledge gap and formulated the problem statement to which this study seeks to respond. Next, the thesis of the study was presented in a conceptual model highlighting the independent and dependent variables. Next, it offered the study's conceptual model from which the hypotheses and research questions were formulated. The significance and the limitations of the study were also explained. Finally, summaries for the remaining chapters were provided.

CHAPTER II

LITERATURE REVIEW

2.1 Introduction

This chapter reviews the past literature comparing the teaching effectiveness of online and traditional teaching methods.

During the COVID-19 pandemic, there has been an escalating number of research comparing the face-to-face, online and hybrid teaching approaches. As technology advanced, online teaching has provided educational institutions with a more convenient and low-cost alternative to traditional, face-to-face methods (D. Frantzen 2014, P. Mohammadian, P. R. Boroon, S. Tang, M. Pakzad, and S. Gojgini 2021).

2.2 Past studies

In principle, definitions of face-to-face/traditional, technology-assisted, hybrid, and online courses are reliable. However, there are no agreed terms outside single institutions. Therefore, the terms used in this review vary according to different studies.

While all instructions are given face-to-face in a technology-assisted method, technology utilisation can be extensive. For instance, a face-to-face course may have announcements, computerised homework, outside group projects and work, assignment submission and feedback, a thorough grade book, and lecture slides for the course. Additionally, frequent internet usage in class might bring current events and far-off topics into the classroom.

Different amounts of seat time are allotted for face-to-face sessions and digitally mediated classes in blended or hybrid courses. Synchronous sessions take place face-to-face, although online sessions might not be synchronous. Students are also synchronous when forced to participate in video conference sessions.

Online "flipped classroom" methods frequently rely more on an asynchronous approach. Less instructor-led lecture time is substituted with the greater weekly practice of ideas and skills in flipped classrooms. Students receive feedback from teachers and other students in structured activities, such as quizzes and small or large groups for individual submissions. In some circumstances, the only in-person components of the course are the tests, which may require more stringent invigilation.

At least four important possibilities and two potential educational opportunities are offered by online learning (Dhanarajan, 2001; Wyatt, 2005; Young, 2006). First, online education mainly provides education at a distance. It eliminates instructor expenses, time, and student travel costs (Nguyen, 2015; Song, Singleton, Hill, & Koh, 2004). Second, asynchronous online instruction makes learning more convenient since it allows students to access courses anytime (Song, Singleton, Hill, & Koh, 2004). An online synchronous format further improves convenience by enabling instructors and students to engage from anywhere in the world (Boling, Hough, Krinsky, Saleem, & Stevens, 2012). Third, online instruction reduces the requirement for physical space (Miller & Ribble, 2010; Traynor-Nilsen, 2017).

Fourth, digital abilities such as student presentations are improved via online learning (Hernandez-Lara & Serradell-Lopez, 2018). No proof receiving training in online teaching enhances face-to-face instruction or makes it possible to include online resources in face-to-face courses (Kearns, 2016; Joyes & Frize, 2005). Furthermore, well-designed online learning can allow weekly improved rehearsal and customised feedback (Maycock, 2018; McGivney-Burelle, 2013).

Finally, when properly planned by the institution, online education can lower infrastructure expenses (Kushnir & Berry, 2014; Young J. R., 2002).

Many research studies have covered the consequences of learning effectiveness in conventional and online classrooms. They have lauded the success of virtual classroom teaching (Linju, 2010; Naarayjan & Singh, 2020; Trajkru & Jha, 2019), highlighted the advantages of practical learning in traditional classrooms (Arias et al., 2018), and suggested the use of a hybrid method (Khatri et al., 2013). Lecturers are essential to the learning process and work hard to impart knowledge to students, mainly when teaching from a distance. To grow and improve the quality of

the educational process, it is, therefore, necessary to research and identify teachers' perspectives on remote learning.

Several research studies have covered the consequences of learning effectiveness in conventional and online classrooms. They have lauded the success of virtual classroom teaching (Liu, 2010; Narayan & Singh, 2020; Trakru&Jha, 2019), highlighted the advantages of effective learning in traditional classrooms (Arias et al., 2018), and suggested the use of a hybrid method (Khatri et al., 2013). However, lecturers are essential to the learning process and work hard to impart knowledge to students, mainly when teaching from a distance. To grow and improve the quality of the educational process, it is, therefore, necessary to research and identify teachers' perspectives on remote learning.

Gürer et al. (2016) studied the perspectives of instructors who have experience with online teaching to improve the remote education system. They spoke with 12 teachers to develop recommendations for improving online learning. The study outlines the advantages and disadvantages of online learning from the viewpoints of the teachers surveyed. The Pacific Lutheran University's faculty perceptions of online teaching were the subject of a study by Shreaves (2019) to identify the elements that support and undermine the use of online education. The study's primary objective is to promote and motivate Pacific Lutheran University to use online learning. The deconstructed theory of planned behaviour offers a theoretical framework to investigate the impact of attitudes, subjective norms, and perceived behavioural control (DTPB), and 50% of the respondents highlighted 17 factors that influence the decision on whether or not to teach online.

Samuel (2016) researched the "presence" or erroneous perception of being in a physical classroom in an online learning environment. The study aimed to examine and analyse how the professors who used online courses felt about their presence. Numerous research also focused on how teachers perceived the best methods and superior results. Plante and Asselin (2014), Frazer et al. (2017), Richardson et al. (2016). For instance, Frazer et al. (2017) studied how faculty felt about online nursing education and training. Their study's objective was to describe and convey teaching efficacy and quality measures in an online setting without requiring instructors and students to be connected simultaneously. Interviews with eleven

instructors were conducted to achieve that goal. The study concluded by suggesting some valuable practices that can support online education.

Most colleges only offer additional training in teaching techniques to PhD students, who mainly learn through seeing what they perceive to be effective teaching methods from their professors (Baran&Correia, 2014). It functions in person but less in digital settings (Burke &Fedorek, 2017; Phillip & Cain, 2015). First, the faculty might not have had much expertise in online learning or use outdated or poor-quality technology (Porter & Graham, 2015). Second, online courses may need less visible abilities because they employ the "flipped classroom" more than in-person courses (Burke &Fedorek, 2017; Lancellotti, Thomas, &Kohli, 2016). Even though creating consistently high-quality online programs is crucial, the training presents several problems (Young & Duncan, 2014). First, in other periods of the semester, university instructors who want to work on online courses have training requirements for different phases of their careers. It might be challenging to secure enough time for training programs unless training is required or rewarded. Third, although one-on-one training is effective, it requires a lot of people resources and is rarely carried out as thoroughly as group training. According to Owens et al. (2018), department-wide initiatives have higher success rates, which may be related to disciplinary differences (Arbaugh, 2013). Empowerment tactics are also crucial for faculty creativity and inspiration (Baran, Correia, & Thompson, 2011; Swan et al., 2014).

Brinkely-Etzkorn (2018) states that integrating pedagogy with technology is complex, and university development training may negatively impact faculty opinions and confidence more than student perceptions. Everyone has a different perspective on what constitutes an appropriate class size. The ideal class size for lecturers is around 30, whereas the perfect class size for students is about fifty (Roby et al., 2013). Supervisors are always enthusiastic about size maximisation. There are a lot of successful examples of sizable online classes. However, because faculty view online instruction as having an equal or more significant effort than in-person instruction, they tend to be very conscious of huge numbers (Bolliger&Wasilik, 2009; Tomei, 2006; Windes&Lesht, 2014).

Organisational leadership is a tangential component of institutional support. Ensuring the necessary comprehensive materials are provided as online programs and created is a critical component of institutional leadership (Dhanarajan, 2001; Young & Duncan, 2014). The typical "poor level of resources invested in online education," according to Prinslow (2016, 139), is noted. A second component is assuring departmental or university-wide discussions about quality, shared resources, a combined lesson plan, and opportunities for genius. Many professors struggle to offer the online and futuristic support that a developing educational system requires because they have a poor understanding of online education.

A broader selection of teaching materials, increased student accessibility, and increased faculty and student flexibility are all reasons to embrace online education. However, enhancing extrinsic faculty motivation to thrive in online education is essential because these positive qualities can be overshadowed by the negative issues mentioned above (Lin & Ha, 2009). This article discusses an unquestionable vision, incentives, recognition, and comprehension of the difficulties associated with online teaching. Faculty want to know that changes are worthwhile and carefully thought out, just like everyone else in the institution. Consequently, a compelling case for switching to an online technique and a defined strategy for doing so are required (Roby et al., 2013). The following justifications are frequently given to instructors about options for online education: lowering obstacles to online instruction for students and lecturers, increasing convenience and flexibility, integrating digital skills in the programme, and the likelihood of using additional teaching tools to improve teaching.

Acknowledging the importance of instructors in the process and approving their work in creating, experimenting, and redesigning can be a simple, no-reward strategy. Because online instruction takes more time to plan than traditional classrooms, reassignment times are routinely granted for initial course design and redesign.

Additional faculty stipends are offered in place of reassignment periods to compensate faculty members for the extra time, and effort put into system redesign (Roby et al., 2013; Horvitz et al., 2015).

The faculty should be aware of the difficulties that come with online instruction. In contrast to in-person classes, where a more robust social presence influences how students perceive the instructor, faculty members must be sensitive to the calibre of their students (Windes&Lesht, 2014). No matter how active an online lecturer is, the sense of self-teaching in the flipped classroom strategy tends to reduce "instructor contribution to learning" (Lancellotti, Thomas, &Kohli, 2016; Maycock, 2018). Online courses typically don't have a disadvantage regarding student evaluations. Required classes perform worse than electives, while smaller classes are evaluated better than bigger ones. More accessible classes with fewer faculty committees in the classroom receive higher evaluations than rigorous classes do. In preventing a significant disincentive for particular faculty to teach specific courses, including online courses, the promotion process should consider the slight advantages or disadvantages while making judgements. For instance, a large, demanding, online class will receive lower grades than a small, face-to-face elective course that practically every student admires.

The organisation of teaching strategies must consider the discipline and subject matter. Faculty might not want to teach online, for instance, if management does not share their concerns about student performance criteria violations (such as an onsite testing component). Similarly, training is necessary to reduce the likelihood of cheating in the first place so that faculty can feel more secure that academic honour codes are being observed (Wilkinson, 2009).

2.3 A review of the traditional, online, hybrid teaching methods

Online classes are delivered solely via a computer program or an internet site, without an in-person meeting between instructors and students (J. J. Arias, J. Swinton, and K. Anderson 2018, A. Carr-Chellman, and P. Duchastel 2001). We define synchronous online class as instructor and students meeting at the same virtual place (e.g., Zoom) simultaneously. An asynchronous online class means that the instructor and students do not meet simultaneously; instead, course materials are posted to the learning management system (LMS, e.g., Canvas) for students to view. Finally, a hybrid class represents a combination of traditional and online learning formats, delivering content both face-to-face and online (J. B. Arbaugh 2014, O.

Suwantarathip 2019, E. M. Todd, L. L. Watts, T. J. Mulhearn, B. S. Torrence, M. R. Turner, S. Connelly, and M. D. Mumford 2017).

2.3.1 Issues with online methods

To properly frame how the student experience could be enhanced, examining the current conditions and problems with higher education online learning is essential. Several aspects of online learning can affect how instructors apply their curriculum and how well courses are going. According to Restauri et al. (2001), it is crucial to consider the logistical aspects of online learning since poorly performing technology might undermine learning and engagement if students and instructors must invest time and money to access primary content. According to Pollack and Wilson (2002), failing technological components of online courses can be highly frustrating for students and negatively affect their perception of the system. For this reason, user-friendly design and adequate technical support must be considered differently in online education.

2.3.2 Issues with traditional teaching methods

Many institutions continue to use the conventional educational system. In a traditional classroom, pupils are gathered at a set time and location. Formal education uses a teacher-driven teaching methodology. The following are conventional education's benefits and drawbacks:

The children have set times for each period and a break, just like the benefits. The scheduling is set out in advance; the pupils adhere to this schedule, which instils in them the values of punctuality and discipline. The pupils interact with their peers, who support them in developing strong character. They pick up the importance of respect and sharing. The pupils appreciate the benefits of an interactive lesson with their lecturers. They can enquire about specifics and request further explanations if they have any questions.

It is challenging for students to learn topics they are interested in, much like the drawbacks. Different students have a range of skills and passions. Students in

conventional schooling should pay attention to their teachers. However, students occasionally don't try to pay attention to what their teachers say.

2.3.4 Issues with hybrid teaching methods

The potential for greater spatial and time-based flexibility in comparison to the traditional setup is one of the main benefits of hybrid learning (Garbcia, Rpedel, & Martincy, 2021); a variety of educational teaching approaches is another way of finding the solution (Nagaeva, 2016); the student has the chance to master the essential knowledge and expertise in an appropriate format is another (Nagaeva, 2016); and the cost of learning is reduced without sacrificing the advantages of the traditional method (Alsalhi, Eltahi). Furthermore, by interacting with educational resources in an electronic setting without a teacher present, students can improve self-learning abilities that will advance the quality of their academic work.

The hybrid system has some drawbacks, such as teachers spending a lot of time creating high-quality electronic resources or online courses; the need for teachers to retrain in the area of information and computer technologies; the need to choose the best platform for synchronous communication between lecturers and students to meet the requirements of the educational process (Garcia et al., 2021); and challenges in managing time (Afuro, 2021)

8. Conclusion

This chapter reviewed the past literature comparing the teaching effectiveness of online and traditional teaching methods. Based on the outcomes from this literature review, a conceptual framework was formulated and presented in chapter three.

CHAPTER III

METHODOLOGY

3.1 Introduction

This chapter provides the plan of the investigations used in this study.

3.2 Research approach

The research approach refers to a research study's leading strategy and rationale. This study takes a deductive viewpoint, and it is qualitative. This type of approach can be replicated by other researchers for future verification (Kummar, 2011). It is a descriptive, correlative study where the variables and their relationships with each other are defined. Primary data was collected through a sample of participants. Secondary data was included in the Research of similar investigations in literature.

3.3 Research design

This is descriptive, correlating Research conducted in the field with minimum interference. The unit of measurement consisted of the individual participants that took part in the sample. The research data was obtained in May and June 2022 in one take; therefore, the time horizon was cross-sectional.

3.4 Goodness of data

The internal consistency of the data was evaluated by using Cronbach's alpha, which measures how closely connected a group of items are to one another. It is regarded as a scale dependability indicator.

The validity of data was assessed under face validity. During the pilot study of this Research, lecturers were approached to give their views on the measure's

validity. This type of validity is concerned with whether an effort seems relevant and appropriate for what it's assessing on the surface

3.5 Method

3.5.1 Participants

The participants were lecturers from the four faculties of the Near East University in Northern Cyprus, namely Economics and Administrative Sciences, Art and Sciences, Tourism and Communications. The particular faculties were selected since they are more engaged in online teaching, unlike the faculty of medicine, which uses face-to-face methods exclusively. The sample included 84 university lecturers from the four faculties using a non-probability, convenience sampling method. This sampling facilitates data collection and yields findings that approximate the opinions of the general community. Participants expressed their views on the variables influencing their assessments of the efficiency of traditional and online teaching techniques and their impact on students' education. Sekaran (2000) states that the sample size should be at least ten times more than the variables used in multivariate research and multiple regression analysis. Many scholars believe that a sample size of between 30 and fewer than 500 is sufficient (Roscoe, 1975).

3.5.2 Measures

A structured questionnaire was developed To learn more about the relationships among the variables that make up the conceptual model for the study.

Two sections make up the questionnaire. Section 1 of the questionnaire contained information about each participant's gender, age, academic titles, membership in the faculty, and length of service. Eighteen attitude statements from Section 2 were grouped into three ideas or factors that affect effective teaching, including online and conventional teaching techniques. On a 5-point Likert scale, the attitude statements were scored as follows: 1 strongly disagree, 2 disagree, 3 neither agree nor disagree, 4 agree, and 5 strongly agree. The Eighteen attitude statements

were adapted from the literature with the permission of (Shambour, M., & Abu-Hashem, M. (2021). "Table 1" below represents the attitude statements adapted:

"Table 1" Online teaching method

| | |
|--|---|
| "Higher education students perform better in online classes as compared with traditional teaching classes" | "Mohd Khaled Yousef Shambour ,Muhannad A. Abu Hashem, 2021" |
| "Online classes provide good teacher-student interaction" | |
| "I believe online teaching improves the quality of education" | |
| "Online education improves students quantitative skills" | |
| "Online education provides a platform for students to master the fundamental objectives of the courses" | |
| "Online education provides a platform to assess the educational effectiveness of the course" | |
| "Student interactivity is better developed in online education as opposed to traditional education" | |

"Table 2" Traditional teaching method

| | |
|--|------------------------------|
| "Higher education students perform better in traditional classes as compared with Online teaching classes" | "MohdKhaled Yousef Shambour, |
| "Traditional classes provide good teacher-student interaction" | |
| "I believe Traditional teaching improves the quality of education" | |
| "Traditional education improves students | |

| | |
|--|--------------------------------|
| quantitative skills” | muhan nad A. Abu Hashem, 2021” |
| “Traditional education provides a platform for students to master the fundamental objectives of the courses” | |
| “Traditional education provides a platform to assess the educational effectiveness of the course” | |
| “Student interactivity is better developed in Traditional education as opposed to online education” | |

"Table 3" Teaching effectiveness

| | |
|---|--|
| “When compared to traditional learning, online education provides students with a higher quality course material” | “Mohd Khaled Yousef Shambour , Muhannad A. Abu Hashem, 2021” |
| “Online education improves teachers' performance” | |
| “Online education improves the students' performance” | |
| “Compared to traditional classroom courses online learning courses are better” | |

Before the final design, a pilot survey with 20 participants tested the questionnaire. A pilot survey assists in improving the attitude statements measured to the participants' understanding (Kothartji, 2004).

3.5.3 Design

Given that it outlines its goals, variables, and predictions, this research is illustrative in character and correlational in nature (Kothari, 2004). Because this was a field study in a natural setting employing a survey mode, there was little meddling with the variables. To make the study cross-sectional, a sample of 100 participating university instructors from the faculties of the Near East University was approached independently at one point in time and given the previously mentioned questionnaire. The study's technique was quantitative and deductive since it can be easily replicated for more verification in the future (Kumar, 2011).

3.5.4 Statistical analysis/Data Analysis plan

The collection of data was analysed with the help of IBM Statistics 25. The study provided descriptive statistics, reliability assessments of the data's validity, mean answers, correlations between the variables, and regression analysis to evaluate the hypotheses.

The validity of the measurement tool, a questionnaire for the scores related to overcrowding and time, was examined using Cronbach's Alpha reliability test (Gall, Borg & Gall, 1996). To gauge the participants' opinions and, consequently, the construct of interest, the researchers used the content validity concept (Wong, Ong, and Kuek, 2012). Academicians with extensive experience in scientific research who specialise in marketing have attested to the measurement instrument's accuracy.

3.6 Conclusion

The investigational plan employed in this study was presented in this chapter.

CHAPTER IV

FINDINGS AND DISCUSSION

4.0 Introduction

This chapter depicts the findings of the data collected and analysed. It reports on the realisation rate, goodness of data, participants' demographics, average responses to the attitude statements presented in the questionnaire, correlations and regression analysis.

4.1 Realisation rate

There were 105 questionnaires distributed to participating university lecturers, where 84 were completed and returned. The realisation rate, therefore, was 83%. All of the attitude statements' Cronbach's Alpha tests were over 0.60, as shown in Table 5, which is considered satisfactory in the social sciences (Sekaran, 2013).

"Table 4" Realisation rate

| | N |
|----------------------------|----------|
| Questionnaires distributed | 105 |
| Questionnaires returned | 84 |
| Realisation rate | 80% |

4.2 Reliability and Consistency

The reliability tests on the three parts of the questionnaire where attitude statements were presented to the participants revealed the following on a Cronbach's Alpha test.

The outcomes demonstrated the measure's internal consistency. Cronbach's Alpha's ideal range should be 0.70 to 0.95 (De Vellis, 2003). All of the attitude statements' Cronbach's Alpha tests were over 0.60, as shown in Table 5, which is considered satisfactory in the social sciences (Sekaran, 2013).

"Table 5": Cronbach Alpha Tests

| Attitude Statement | No. Of items | Cronbach's Alpha |
|--------------------|--------------|------------------|
| Online | 7 | .961 |
| Traditional | 7 | .928 |
| Effectiveness | 4 | .775 |

4.3 Descriptive statistics

The gender frequencies of the participants showed that out of the 84 participants, there were 40 (47.6%) male and 44 female (52.4%). About 74% of the participants were between the ages of 23 to 40; the highest frequency was among the participants between the ages of 36-40 age group. Most participants were titled Assistant professors (N 35, 41.7%). A number of 36 participants (42.9%) were from the Faculty of Economics and Administrative Sciences, with the participants from the Faculty of Art and Sciences standing second in frequency (N21; 25%). Almost half of the respondents have been in service between 7 and 20 years.

4.4 Mean responses to attitude statements

As in the questionnaire, designed attitude statements were presented to the participants to evaluate each variable on a 5-point Likert scale. The findings are as follows:

4.4.1 Online teaching method

The following represents the results of the one-sample Statistics measuring the participant's 5-Likert scale responses on the Online Teaching method:

"Table 6" One-Sample Statistics on online teaching

| | N | Mean | Std. Deviation | Std. Error Mean |
|--|----|--------|----------------|-----------------|
| "Higher education students perform better in online classes as compared with traditional teaching classes" | 84 | 3,0000 | 1,36214 | ,14862 |
| "Online classes provide good teacher-student Interaction" | 84 | 2,9881 | 1,33979 | ,14618 |
| "I believe online teaching improves the quality of education" | 84 | 3,0238 | 1,27984 | ,13964 |
| "Online education improves students quantitative skills" | 84 | 3,0833 | 1,35512 | ,14786 |
| "Online education provides a platform for students to master the fundamental objectives of the courses" | 84 | 3,2262 | 1,32038 | ,14407 |
| "Online education provides a platform to assess the educational effectiveness of the course" | 84 | 3,2143 | 1,33598 | ,14577 |
| "Student interactivity is better developed in online education as opposed to traditional education" | 84 | 3,1190 | 1,41766 | ,15468 |

Almost all the responses depicted the indifference of the participants to the online teaching methods. This can be explained by their relative inexperience with this method. In time, one may expect different results:

Major finding: The majority of the participants stayed indifferent in their views on Online Teaching.

4.4.2 Traditional teaching method

The following represents the results of the one-sample Statistics measuring the participant's 5-Likert scale responses on the Traditional Teaching method:

"Table 7" One-Sample Statistics on traditional teaching

| | N | Mean | Std. Deviation | Std. Error Mean |
|--|----|--------|----------------|-----------------|
| "Higher education students perform better in traditional classes as compared with Online teaching classes" | 84 | 3,7381 | ,99540 | ,10861 |
| "Traditional classes provide good teacher-student interaction" | 84 | 3,7500 | 1,00451 | ,10960 |
| "I believe Traditional teaching improves the quality of education" | 84 | 3,7857 | 1,09843 | ,11985 |
| "Traditional education improves students quantitative skills" | 84 | 3,8095 | 1,09188 | ,11913 |
| "Traditional education provides a platform for students to master the fundamental objectives of the courses" | 84 | 3,9167 | 1,05520 | ,11513 |
| "Traditional education provides a platform to assess the educational effectiveness of the course" | 84 | 3,8690 | 1,14891 | ,12536 |
| "Student interactivity is better developed in Traditional education as opposed to online education" | 84 | 4,1310 | 1,03876 | ,11334 |

Almost all the responses depicted the participants' inclination to agree that the Traditional teaching methods are effective. This can be explained by their relative experience with this method.

Major finding: The majority of the participants agreed in their views that Traditional teaching was helpful.

4.4.3 Teaching Effectiveness

The following represents the results of the one-sample Statistics measuring the participant's 5-likert scale responses on the Online Teaching method:

"Table 8" One-Sample Statistics on teaching effectiveness

| | N | Mean | Std. Deviation | Std. Error Mean |
|---|----|--------|----------------|-----------------|
| “When compared to traditional learning, online education provides students with a higher quality course material” | 84 | 3,6905 | 1,28922 | ,14066 |
| “Online education improves teachers' performance” | 84 | 3,0952 | 1,28587 | ,14030 |
| “Online education improves the students' performance” | 84 | 2,8095 | 1,26564 | ,13809 |
| “Compared to traditional classroom courses online learning courses are better” | 84 | 2,8810 | 1,36571 | ,14901 |

Participants mostly remained indifferent in deciding which of the methods, online or traditional, was more effective. However, majority agreed that online teaching provided better course materials for students.

Major finding: There is not much difference in effectiveness between online and traditional teaching method expect that participants agree on online methods as providing better course materials for students.

4.5 Correlations

A Bivariate correlation analysis was carried out on the variables presented in the questionnaire as, Online Teaching (7 attitude statements), Traditional Teaching (7 attitude statements), and Teaching Effectiveness (4 attitude statements). The results collected from the 84 participants are presented in the following table:

The following table shows the Results of the Pearson correlation for both online and traditional teaching:

4.5.1"Table 9"Correlations analysis

| | | avg_onl | avg_TRA | avg_eff |
|---------|---------------------|---------|---------|---------|
| avg_onl | Pearson Correlation | 1 | -,367** | ,804** |
| | Sig. (2-tailed) | | ,001 | ,000 |
| | N | 84 | 84 | 84 |
| avg_TRA | Pearson Correlation | -,367** | 1 | -,428** |
| | Sig. (2-tailed) | ,001 | | ,000 |
| | N | 84 | 84 | 84 |
| avg_eff | Pearson Correlation | ,804** | -,428** | 1 |
| | Sig. (2-tailed) | ,000 | ,000 | |
| | N | 84 | 84 | 84 |

“**”. Correlation is significant at the 0.01 level (2-tailed).”

Results of the Pearson correlation indicated that there was a high positive correlation between online teaching and teaching effectiveness, ($r = .804$, $p > .000$).

There was a

Low negative correlation between Traditional methods in Teaching effectiveness ($r = -.428$, $p > .000$).

Although correlation is no causation, it appears that the negative correlation between traditional teaching and teaching effectiveness is a result of the participant's agreement on online teaching methods providing better course materials for students.

While the correlation between the Online teaching has shown a Pearson correlation of .804, Traditional Teaching on Teaching Effectiveness has shown a Pearson correlation of -.428

Major finding: There was a high positive correlation between Online Teaching and Teaching effectiveness. There was a low negative correlation between Traditional Teaching and Teaching effectiveness.

The advantage of online teaching appeared to have come from its effectiveness in providing better course materials for the students.

4.6 Regression Analysis

4.6.1 Regression (dependent effectiveness, independent online)

The following table shows the Variables entered or removed for online teaching:

"Table10"4.6.1.1Variables Entered/Removed

| Model | Variables Entered | Variables | | Method |
|-------|-------------------|-----------|--|--------|
| | | Removed | | |
| 1 | avg_onl | . | | Enter |

a. "Dependent Variable: avg_eff"

b. "All requested variables entered."

"Table 11"4.6.1.2 Model Summary

Following table shows the model summary of the regression analysis for online and effectiveness.

| Model | R | R Square | Adjusted Square | R | Std. Error of the Estimate |
|-------|-------------------|----------|-----------------|---|----------------------------|
| 1 | ,804 ^a | ,647 | ,642 | | ,34614 |

a. "Predictors: (Constant), avg_onl"

"Table 12"4.6.1.3 ANOVA

The following table shows the Anova results for online and effectiveness:

| Model | | Sum of Squares | df | Mean Square | F | Sig. |
|-------|------------|----------------|----|-------------|---------|-------------------|
| 1 | Regression | 17,972 | 1 | 17,972 | 150,002 | ,000 ^b |
| | Residual | 9,824 | 82 | ,120 | | |
| | Total | 27,796 | 83 | | | |

a." Dependent Variable: avg_eff"

b." Predictors: (Constant), avg_onl"

"Table 13"4.6.1.4 Coefficients

The following table shows the coefficients for Average effectiveness for Online method :

| Model | | Unstandardized Coefficients | | Standardised Coefficients | t | Sig. |
|-------|------------|-----------------------------|------------|---------------------------|--------|------|
| | | B | Std. Error | Beta | | |
| 1 | (Constant) | 2,244 | ,104 | | 21,526 | ,000 |
| | avg_onl | ,385 | ,031 | ,804 | 12,248 | ,000 |

a. Dependent Variable: avg_eff^a

A simple linear regression was calculated to predict Teaching effectiveness based on online teaching methods. A significant regression equation was found ($F(1,82) = 150.002, p < .000$), With an R^2 of .647.

This R^2 value indicates that 46.7% of the variance in effective teaching can be predicted from the variable online teaching. The remaining variance can be explained by other factors not tested by this study such as “teaching standards, learning achievement, student satisfaction, faculty satisfaction, institutional results, hybrid teaching, flipped classroom, digital education, faculty workload, and student readiness”

Major finding: Online teaching methods significantly affect teaching effectiveness.

4.6.2 Regression (dependent effectiveness, independent traditional)

"Table 14"4.6.2.1 Variables Entered/Removed

The following table shows the Variables entered or removed for Traditional teaching:

| Model | Variables Entered | Variables | Method |
|-------|----------------------|-----------|--------|
| | | Removed | |
| 1 | avg_TRA ^b | . | Enter |

- a. "Dependent Variable: avg_eff"
 b. "All requested variables entered."

"Table 15"4.6.2.2 Model Summary

Following table shows the model summary of the regression analysis for Traditional and effectiveness.

| Model | R | R Square | Adjusted Square | R | Std. Error of the Estimate |
|-------|-------------------|----------|-----------------|---|----------------------------|
| 1 | ,428 ^a | ,183 | ,173 | | ,52628 |

a. "Predictors: (Constant), avg_TRA"

"Table 16"4.6.2.3 ANOVA

The following table shows the Anova results for Traditional and effectiveness:

| Model | | Sum of Squares | df | Mean Square | F | Sig. |
|-------|------------|----------------|----|-------------|--------|-------------------|
| 1 | Regression | 5,085 | 1 | 5,085 | 18,358 | ,000 ^b |
| | Residual | 22,712 | 82 | ,277 | | |
| | Total | 27,796 | 83 | | | |

a. "Dependent Variable: avg_eff"

b. "Predictors: (Constant), avg_TRA"

"Table 17"4.6.2.4 Coefficients

The following table shows the coefficients for Average effectiveness for Traditional method

| Model | | Unstandardised Coefficients | | Standardised Coefficients | t | Sig. |
|-------|------------|-----------------------------|------------|---------------------------|--------|------|
| | | B | Std. Error | Beta | | |
| 1 | (Constant) | 4,508 | ,257 | | 17,537 | ,000 |
| | avg_TRA | -,278 | ,065 | -,428 | -4,285 | ,000 |

a. "Dependent Variable: avg_eff"

A simple linear regression was calculated to predict Teaching effectiveness based on traditional teaching methods. A significant regression equation was found ($F(1, 82) = 18.358, p < .000$), With an R^2 of .183.

This R^2 value indicates that 18.3% of the variance in effective teaching can be predicted from the variable Traditional teaching. The remaining variance can be explained by other factors not tested by this study such as "teaching standards, learning achievement, student satisfaction, faculty satisfaction, institutional results, hybrid teaching, flipped classroom, digital education, faculty workload, and student readiness".

Major finding: Traditional teaching methods significantly affect teaching effectiveness however, not as effective as online teaching.

4.7 Results on hypotheses

Both the hypotheses of the study were found significant and supported as in

"Table 18" shows the results on hypotheses

| | | |
|----|--|-----------|
| H1 | Online teaching methods significantly affect effective teaching | Supported |
| H2 | Traditional teaching methods significantly affect effective teaching | Supported |

The linear regression analysis revealed significant results ($p < .000$). It was indicated that the 46.7% of the variance in effective teaching can be predicted from the variable online teaching. It was also indicated that the 18.3% of the variance in effective teaching can be predicted from the variable Traditional teaching.

Major Finding: Online teaching is more effective on teaching effectiveness than the traditional teaching.

4.8 Conclusion

This chapter depicted the findings of the data collected and analysed. It reported on the realisation rate, goodness of data, participants' demographics, average responses to the attitude statements presented in the questionnaire, correlations and regression analysis

CHAPTER V

DISCUSSION

5.1 Introduction

This chapter includes a discussion in light of the primary goal and findings of the study, beginning with a summary of the theoretical and empirical findings and concluding with a detailed analysis of the findings. The supported theories are reviewed and discussed. The chapter also determines whether the goals were achieved or not, answering the research questions in the process. The study's limitations are outlined, followed by suggestions for future research and efficient instruction.

5.2 Main points reviewed from related literature

- 5.2.1 Several studies explained the advantages of effective teaching via traditional methods, some have praised the effectiveness of online methods, and others have preferred the use of a hybrid approach (Arias et al., 2018;), (Liu, 2010; Narayan & Singh, 2020; Trakru & Jha, 2019).
- 5.2.2 Many researches in literature have determined lecturers' liking and performances in online and traditional teaching methods, other studies discussed the advantages and disadvantages of using both methods. (Shachar and Neumann (2003), Bernard et al. (2004), Allen et al. (2002), Sitzmann et al. (2006),
- 5.2.3 Saleh and Mrayan (2016) stated that the lecturers are generally pleased with online teaching although they preferred traditional and hybrid teaching methods.

- 5.2.4 Yousef and Hashem (2021) suggested that higher education culture might benefit from some degree of remote education effectiveness.
- 5.2.5 Wingo et al. (2017) looked into how faculty members felt about online instruction. The inquiry uncovered problems with online instruction, including those related to student success, the need for technical support, workload, and others.

5.3 Main empirical findings

- 5.3.1 Majority of the participants stayed indifferent in their views on Online Teaching.
- 5.3.2 Majority of the participants agreed in their views on Traditional teaching to be effective.
- 5.3.3 There is not much difference in effectiveness between online and traditional teaching method except that participants agree on online methods as providing better course materials for students
- 5.3.4 Online teaching methods significantly affect teaching effectiveness.
- 5.3.5 Traditional teaching methods significantly affect teaching effectiveness however, not as effective as online teaching.
- 5.3.6 Online teaching is more effective on teaching effectiveness than the traditional teaching.
- 5.3.7 The advantage of online teaching appeared to have come from its effectiveness in providing better course materials for the students.
- 5.3.8 There was a high positive correlation between Online Teaching and Teaching effectiveness. There was a low negative correlation between Traditional Teaching and Teaching effectiveness.

5.4 Hypotheses test results

As also was revealed in the previous chapter, both the hypotheses of this study were supported as in "Table 6.1" below:

"Table 19" hypotheses testing results

| | | |
|----|--|-----------|
| H1 | Online teaching methods significantly affect effective teaching | Supported |
| H2 | Traditional teaching methods significantly affect effective teaching | Supported |

The linear regression analysis revealed significant results ($p < .000$). It was indicated that the 46.7% of the variance in effective teaching can be predicted from the variable online teaching. It was also indicated that the 18.3% of the variance in effective teaching can be predicted from the variable Traditional teaching.

5.5 Research questions

In the light of the findings of this study the research questions were answered as:

5.5.1 Is online teaching an effective method for effective teaching as seen by university lecturers?

Although the participants showed indifferent attitudes to Online Teaching, they found it to be effective as a teaching method.

5.5.2 Is traditional teaching an effective method for effective teaching as seen by university lecturers?

The participants were positive in their attitudes with Traditional Teaching, however they found its effect on teaching somewhat less effective.

5.5.3 Which of the methods, online or traditional is more effective on teaching as seen by university lecturers?

The participating lecturers were inclined to view the Online Teaching as a more effective method in teaching relative to the traditional method. This could be explained in that they found online teaching more productive in generating course materials.

5.6 Discussion

The main concern of this study was to understand how the university lecturers perceived the differences between Online and Traditional teaching methods and which of these methods was better in achieving teaching effectiveness. The motivation behind the study arose from the need by the universities to go online in most of the courses that they were offering because of the conditions of COVID 19 virus affecting almost all dimensions of life globally. People had to stay in their homes and no go to work because of a general lockdown, a state of isolation or restricted access instituted by states as a security measure. In parallel to other industries the higher education institutes were also affected and most had to switch to online teaching to continue with their education programmes. University lecturers faced with new online teaching programs such as Moodle, Google Classroom, 360-Learning for organising teaching materials and records and Google Meet, Zoom Microsoft Teams to communicate with students in virtual classrooms without much notice. Initially, this has caused much confusion for both the University lecturers and students.

Consequently, several studies were conducted to observe the effects of learning effectiveness in traditional and online classrooms. Some studies indicated the benefits of effective teaching through traditional methods, some preferred the effectiveness of online classrooms and others have recommended the use of a hybrid approach.

The findings of this study depicted that university lecturers, in general, preferred the traditional teaching methods over the online methods. However, they strongly agreed that the Online Teaching Methods were more effective in teaching through making available better course materials for the students. Similarly, Saleh and Mrayan (2016) reported that the faculty members are generally satisfied with online education although they favoured traditional and hybrid courses in teacher teaching. Wingo et al. (2017), on the other hand, revealed issues faced by the faculties in online teaching, such as student success, required technical support, work load, and others. Finally, one can say that most current studies agree with the

findings of this study that university lecturers find online teaching methods more effective due to the course materials facilitated.

The future appears to balance more on online teaching as its benefits exceed its current limitations. The most obvious benefit of online teaching is its cost relative to traditional methods. It can reach out to many students around the world without the need of travel. Another major benefit of online teaching is the provision of course materials to students who have unlimited access to these resources. For example, since all online lecturers are video recorded students missing a class can watch the class video at their convenience.

5.10 Conclusion

This concluding chapter provided a discussion in response to the main purpose of this study and the findings of this study in the light of the research questions answered and hypotheses supported. Limitations and recommendations for the future studies and effective teaching were also provided.

CHAPTER VI

CONCLUSION AND RECOMMENDATIONS

6.1 Conclusions

This study investigated the teaching effectiveness concerning online and teaching methods. The need arose from the restrictions of the COVID-19 pandemic in recent years, which drove most universities into using online and hybrid approaches. Although online ways were not new, many lecturers were caught unprepared and bewildered in understanding the use and the effectiveness of the online teaching approaches.

The general conclusion reached by this study is that teaching online and face-to-face requires different skills, but there is some overlap. As the findings showed, the stereotype that online teaching is less effective, or that students cannot be engaged in it with appropriate rigour is not valid. In both teaching contexts, it is vital to continuously cater to students' individual skills and needs.

6.2 Recommendations for future studies

In future studies larger sample and other variables such as the demographics of lecturers should be considered as monitoring variables. There might be differences in opinions such as depending on age and gender. Other variables that should be considered in future Research on online teaching versus traditional teaching could be teaching standards, learning achievement, student satisfaction, faculty satisfaction, institutional results, hybrid teaching, flipped classroom, digital education, faculty workload, and student readiness.

6.3 Recommendations for University Teaching Effectiveness

Online courses should maintain and improve course materials. Hybrid classes should be developed to benefit from the advantages of traditional teaching as well.

6.4 Limitations

This study has taken the Near East University lecturers as the target population with a sample size of 84 lecturers in four different faculties. However, the problem studied is a global concern and similar studies targeting larger population of lecturers in different universities must be undertaken. Clearly, other factors affecting the online and traditional teaching methods need to be examined. For example Shambour and Hashem,(2021) depicted that younger and less experience lecturers perceive distance education more positively and they tend to prefer transfer traditional teaching to online teaching than other lecturers.

6.5 Conclusion

This concluding chapter provided a discussion in response to the main purpose of this study and the findings of this study in the light of the research questions answered and hypotheses supported. Limitations and recommendations for the future studies and effective teaching were also provided.

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APPENDIX

APPENDIX 1

Near East University

Institute of Social Science

MBA

August, 2022.

**THE VIEW OF THE UNIVERSITY LECTURERS' ON THE
EFFECTIVENESS OF ONLINE VERSUS TRADITIONAL EDUCATION
(The Case of the Near East University)**

Dear participants,

Thank you for your motivation to participate in my Research. The questionnaire below is designed below is designed as part of my Masters in Business Administration (MBA) thesis study that focuses on the 'THE VIEW OF THE UNIVERSITY LECTURERS'S ON THE EFFECTIVENESS OF ONLINE VERSUS TRADITIONAL EDUCATION (A case study of Near East University). Your contribution will be treated with the utmost confidentiality and used for academic purposes only your kind assistance is greatly appriacted

Please read the questions carefully and give your honest opinion.

Yours faithfully

MINAM RASOOL

APPENDIX 2

SECTION 1

Personal details

Please tick (✓) as appropriate:

Your genderMale Female **Your age**23-27 28-36 36-40 41-50 51
+ **Your title**D Asst Prof Assoc Pro
r f **Which NEU Faculty are you from?**Economics and Arts and Tourism Communications
Administrative Sciences Sciences **How many years have you been working as a lecturer in this faculty?**1- 4- 7-10 11-20 21+
3 6

SECTION 2

Please tick (✓) to response from scale 1 to 5 as

Strongly Disagree = 1 Disagree = 2 Neutral = 3 Agree = 4 Strongly Agree = 5

Online education effectiveness

| | | | | | | |
|-----|--|---|---|---|---|---|
| ON1 | Higher education students perform better in online classes as compared with traditional teaching classes | 1 | 2 | 3 | 4 | 5 |
| ON2 | Online classes provide good teacher-student interaction | 1 | 2 | 3 | 4 | 5 |
| ON3 | I believe online teaching improves the quality of education | 1 | 2 | 3 | 4 | 5 |
| ON4 | Online education improves students quantitative skills | 1 | 2 | 3 | 4 | 5 |
| ON5 | Online education provides a platform for students to master the fundamental objectives of the courses | 1 | 2 | 3 | 4 | 5 |
| ON6 | Online education provides a platform to assess the educational effectiveness of the course | 1 | 2 | 3 | 4 | 5 |
| ON7 | Student interactivity is better developed in online education as opposed to traditional education | 1 | 2 | 3 | 4 | 5 |

Please tick (√) to response from scale 1 to 5 as

Strongly Disagree = 1 Disagree = 2 Neutral = 3 Agree = 4 Strongly Agree = 5

The effectiveness of traditional education

| | | | | | | |
|---------|--|---|---|---|---|---|
| TR 1 | Higher education students perform better in traditional classes as compared with Online teaching classes | 1 | 2 | 3 | 4 | 5 |
| TR 2 | Traditional classes provide good teacher-student interaction | 1 | 2 | 3 | 4 | 5 |
| TR 3 | I believe Traditional teaching improves the quality of education | 1 | 2 | 3 | 4 | 5 |
| TR 4 | Traditional education improves students quantitative skills | 1 | 2 | 3 | 4 | 5 |
| TR 5 | Traditional education provides a platform for students to master the fundamental objectives of the courses | 1 | 2 | 3 | 4 | 5 |
| TR 6 | Traditional education provides a platform to assess the educational effectiveness of the course | 1 | 2 | 3 | 4 | 5 |
| TR 7 | Student interactivity is better developed in Traditional education as opposed to online education | 1 | 2 | 3 | 4 | 5 |

Lecturer's preference of online/traditional education

| | | | | | | |
|------|---|---|---|---|---|---|
| ONL1 | When compared to traditional learning, online education provides students with a higher quality course material | 1 | 2 | 3 | 4 | 5 |
| ONL2 | Online education improves teachers' performance | 1 | 2 | 3 | 4 | 5 |

| | | | | | | |
|------|--|---|---|---|---|---|
| ONL3 | Online education improves the students' performance | 1 | 2 | 3 | 4 | 5 |
| ONL4 | Compared to traditional classroom courses online learning courses are better | 1 | 2 | 3 | 4 | 5 |

APPENDIX 3



YAKIN DOĞU ÜNİVERSİTESİ

BİLİMSEL ARAŞTIRMALAR ETİK KURULU

24.05.2022

Dear Minam Rasool

Your application titled **"The view of the University lecturer's on the effectiveness of online versus traditional teaching"** with the application number NEU/SS/2022/1288 has been evaluated by the Scientific Research Ethics Committee and granted approval. You can start your Research on the condition that you will abide by the information provided in your application form.

Assoc. Prof. Dr. Direnç Kanol

Rapporteur of the Scientific Research Ethics Committee

Note:If you need to provide an official letter to an institution with the signature of the Head of NEU Scientific Research Ethics Committee, please apply to the secretariat of the ethics committee by showing this document.

APPENDIX 4

NEAR EAST UNIVERSITY
PRESIDENT'S OFFICE



YAKIN DOĞU ÜNİVERSİTESİ
REKTÖRLÜK

RY-3/0353-2022

06-06-2022

SAYIN DOÇ. DR. AHMET ERTUGAN

PAZARLAMA BÖLÜM BAŞKANI

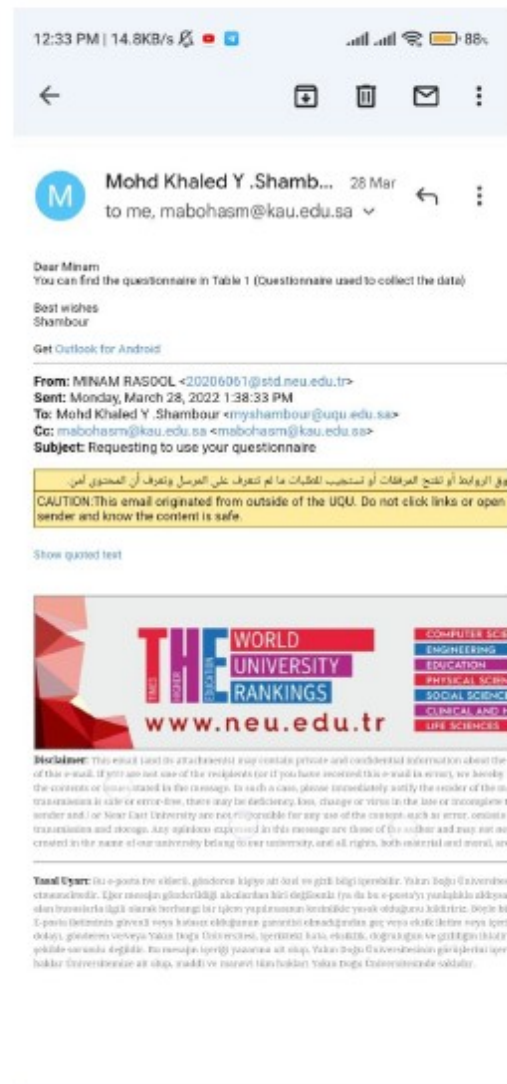
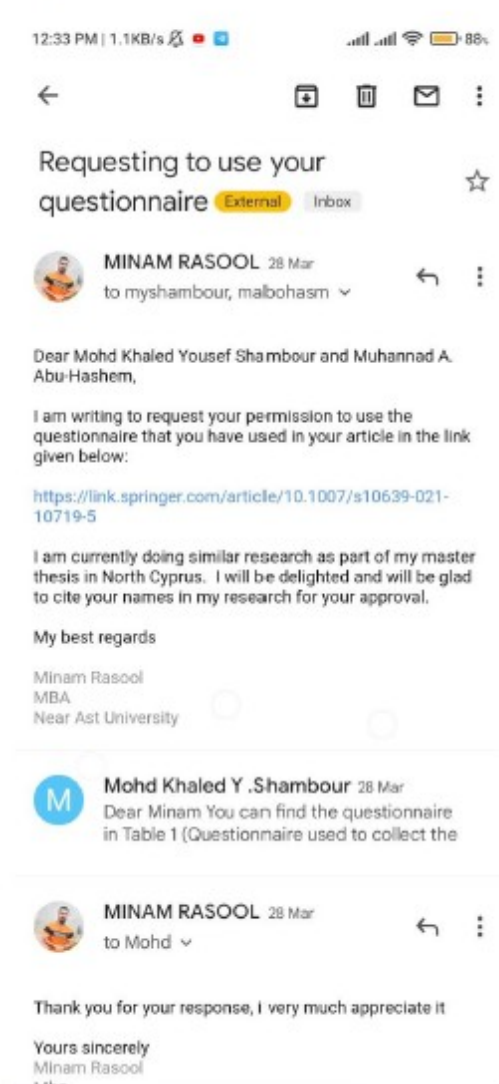
Üniversitemiz öğrencilerinden Minam Rasool'un proje çalışması 'The View of the University Lecturer's on the Effectiveness of Online Versus Traditional Teaching' kapsamında Rektörlüğümüzden taleptiğiniz araştırma izni uygun bulunmuştur.

Saygılarımla

Prof. Dr. Mustafa KURT
Rektör a.
Rektör Yardımcısı

APPENDIX 5

The following is the proof of permission about scales obtained from the copyright owners for the use of the questionnaire to be adapted in this research:



THE VIEW OF THE UNIVERSITY LECTURERS'S ON THE
EFFECTIVENESS OF ONLINE VERSUS TRADITIONAL EDUCATION
(The case of the Near East University)

ORIGINALITY REPORT

| | | | |
|------------------|------------------|--------------|----------------|
| 15% | 14% | 8% | % |
| SIMILARITY INDEX | INTERNET SOURCES | PUBLICATIONS | STUDENT PAPERS |

PRIMARY SOURCES

| | | |
|----------|--|---------------|
| 1 | ppbri.org Internet Source | 3% |
| 2 | www.ncbi.nlm.nih.gov Internet Source | 3% |
| 3 | link.springer.com Internet Source | 1% |
| 4 | Jiwon Kim, Jihong Hwang, Taezoon Park. "Chapter 33 Effect of Motion Cues on Simulator Sickness in a Flight Simulator", Springer Science and Business Media LLC, 2020 Publication | <1% |
| 5 | www.tandfonline.com Internet Source | <1% |
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