THE EFFECTIVENESS OF TRADITIONAL AND ONLINE COURSE
DELIVERY TOWARDS STUDENTS’ PERFORMANCE

NORAMALINA BINTI MOHD SIRAJ

MASTER OF SCIENCE MANAGEMENT

UNIVERSITI UTARA MALAYSIA

JAN 2015
THE EFFECTIVENESS OF TRADITIONAL AND ONLINE COURSE DELIVERY TOWARDS STUDENTS’ PERFORMANCE

BY

NORAMALINA BINTI MOHD SIRAJ

Thesis Submitted to the Centre for Graduate Studies,
Universiti Utara Malaysia,
In fulfilment of the Requirement for the Master of Science Management
Abstrak

Teknologi-teknologi baru menawarkan kaedah alternatif untuk ‘konseptualisasi’ dan menyampaikan pendidikan dalam usaha menggalakkan pembelajaran. Pelbagai keputusan telah dicapai bagi kajian perbandingan pencapaian pelajar di dalam kelas dalam talian dan kelas tradisional. Satu tinjauan telah dilakukan di kalangan pelajar Ijazah Sarjana Muda Pentadbiran Perniagaan (kewangan) di UiTM Shah Alam untuk mengkaji kesan pencapaian pelajar terhadap hubungan antara penyampaian kursus tradisional dan dalam talian. Memberi panduan kepada kajian ini, tiga soalan ditany dan tiga hipotesis yang telah disediakan dan diuji 0.05. Reka bentuk korelasi dan persampelan rawak mudah telah digunakan untuk memilih saiz sampel 304 responden. Keputusan menunjukkan bahawa kedua-dua kursus memerlukan perhatian kerana faktor-faktor yang telah menyumbang kepentingan yang sama kepada pencapaian pelajar.

Kata Kunci:

Pendidikan dalam talian, pembelajaran dalam talian, e-pembelajaran, pembelajaran jarak jauh, Face to Face (F2F), pendidikan tradisional.
THE EFFECTIVENESS OF TRADITIONAL AND ONLINE COURSE DELIVERY TOWARDS STUDENTS’ PERFORMANCE

Abstract

Emerging technologies offer alternative ways to conceptualize and deliver education in pursuit of promoting learning. Numerous studies have compared students’ performance in online classes and traditional classes, but with mixed results. A survey was conducted among Bachelor of Business Administration (Finance) students at UiTM Shah Alam to investigate the effect of students’ performance on the relationship between traditional and online course delivery. To guide this study, three questions were asked and three hypotheses were formulated and tested at 0.05 level of significance. The design is correlation and simple random sampling was used to select sample size of 304 respondents. The results suggest that both courses need attention because those factors have contributed equal significance to students’ performance.

Keywords:

Online education, online learning, e-learning, distance learning, Face to Face (F2F), traditional education.
Acknowledgement

I wish to express my profound and sincere gratitude to my supervisor, Dr. Fais Bin Ahmad for supervising my project from the beginning to the end and imparting knowledge to me.

My warmest gratitude also goes to the research location and staff who worked diligently to provide the information I needed to conduct my research.

I will also like to express my sincere appreciation to my family for their support during my period of study and all persons who in diverse ways have contributed to the success of this project.
**List of Tables**

<table>
<thead>
<tr>
<th>Table</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>Table 3.1 Sources of Instruments</td>
<td>59</td>
</tr>
<tr>
<td>Table 3.2 Reverse-score items</td>
<td>60</td>
</tr>
<tr>
<td>Table 3.3 Data Collection Instruments Responses</td>
<td>63</td>
</tr>
<tr>
<td>Table 4.1 Cronbach’s Alpha for pilot study</td>
<td>68</td>
</tr>
<tr>
<td>Table 4.2 Demographic statistic</td>
<td>71</td>
</tr>
<tr>
<td>Table 4.3 Descriptive statistics</td>
<td>72</td>
</tr>
<tr>
<td>Table 4.4 Correlation analysis</td>
<td>73</td>
</tr>
<tr>
<td>Table 4.5 T-test analysis between Gender and Dependent Variable</td>
<td>74</td>
</tr>
<tr>
<td>Table 4.6 Multiple Regression Analysis Result</td>
<td>75</td>
</tr>
<tr>
<td>Table 4.7 Hypothesis Summary</td>
<td>77</td>
</tr>
</tbody>
</table>
# Table of Contents

<table>
<thead>
<tr>
<th>Chapters</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>1. INTRODUCTION</strong></td>
<td></td>
</tr>
<tr>
<td>1.0 Background of Study</td>
<td>5</td>
</tr>
<tr>
<td>1.1 Problem Statement</td>
<td>11</td>
</tr>
<tr>
<td>1.2 Objective Study</td>
<td>15</td>
</tr>
<tr>
<td>1.3 Research Question</td>
<td>15</td>
</tr>
<tr>
<td>1.4 Scope of Study</td>
<td>16</td>
</tr>
<tr>
<td>1.5 Significance of the Study</td>
<td>16</td>
</tr>
<tr>
<td>1.6 Limitations</td>
<td>19</td>
</tr>
<tr>
<td>1.7 Term Definitions</td>
<td>19</td>
</tr>
<tr>
<td>1.8 Organization of Remaining Chapters</td>
<td>21</td>
</tr>
<tr>
<td><strong>2. LITERATURE REVIEW</strong></td>
<td></td>
</tr>
<tr>
<td>2.0 Introduction</td>
<td>22</td>
</tr>
<tr>
<td>2.1 Review of Previous Research Studies</td>
<td>22</td>
</tr>
<tr>
<td>2.1.1 Students’ performance</td>
<td></td>
</tr>
<tr>
<td>2.1.2 Traditional Course Delivery</td>
<td></td>
</tr>
<tr>
<td>2.1.3 Online Course Delivery</td>
<td></td>
</tr>
<tr>
<td>2.1.4 Student demographics – Gender</td>
<td></td>
</tr>
<tr>
<td>2.2 Theories</td>
<td>40</td>
</tr>
<tr>
<td>2.2.1 Equivalency Theory</td>
<td></td>
</tr>
<tr>
<td>2.2.2 Theory of Experiential Learning Styles</td>
<td></td>
</tr>
<tr>
<td>2.2.3 Teacher-Centered vs. Student-Centered Model</td>
<td></td>
</tr>
<tr>
<td>2.2.4 Engagement Theory</td>
<td></td>
</tr>
<tr>
<td>2.2.5 Transactional Theory</td>
<td></td>
</tr>
</tbody>
</table>
2.3 Relationship between traditional course delivery and students’ performance

2.4 Relationship between online course delivery and students’ performance

3. METHODOLOGY

3.1 The Research Framework

3.2 Hypothesis

3.3 Research Design

3.3.1 Type of Study

3.3.2 The Quantitative Analytical Approach

3.3.3 Sources of Data

3.3.4 Unit of Analysis

3.3.5 Population and Sampling Frame

3.4 Measurement of Variables

3.4.1 Validation of Instruments

3.4.2 Pilot study

3.4.3 Reverse-scored Item

3.4.4 Back translation

3.5 Data Collection and Administration

3.6 Sampling Design

3.6.1 Probability Sampling: Simple Random Sampling

3.7 Data Analysis Techniques

3.7.1 The reliability of Instruments

3.7.2 Descriptive Statistic

3.7.3 Hypothesis Testing

3.7.4 Inferential Statistic: Pearson Correlation

3.8 Conclusion

4. RESULTS AND DISCUSSION

4.0 Introduction

4.1 Normality Test
5. CONCLUSIONS AND RECOMMENDATIONS

5.0 Introduction 78
5.1 Discussion 78
  5.1.1 Hypotheses Testing Result
    5.1.1.1 Results of Correlation
  5.2 Recommendation, Limitation and Suggestion for Future Research 81
5.3 Conclusion 86

REFERENCES 88
APPENDICES 97
CHAPTER 1

INTRODUCTION

Nowadays, information plays a meaningful and vital role in the economic development in the development of the community and the education process as well. The explosive development of information technology has brought to the birth of the information society and makes it essential for the society to follow and convenient to the development of recent technologies. The explosive growth of information and the total amount of students have brought some difficulties and this new technology has take part in the development of education process and quality applied in educational institutions has become necessary. This is supported by Keser, 1998.

Various forms of online education have been for approximately 100 years. Findings by Lemak, Shin, Reed and Montgomery, 2005; Madden, 2003 have noticed a range of correspondence course in the 1800 ‘s in universities such as Pennsylvania State University, University of Chicago and Illinois Wesleyan University. While there is increased demand for online courses, but it is still less gratifying even with the changes in technology that is becoming increasingly sophisticated. Approximately 3.2 million students take slightly one online course from U. S. Institutions by the fall of 2005, about twice the number from 3 years back (Allen and Seaman, 2006). This increment has been expanded this year recently, to a new number of 6.7 million (Allen and Seaman, 2013).
The contents of the thesis is for internal user only
References


