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**COMPETITIVENESS REALIZED IN THE REALMS OF FACE-TO-FACE TEACHING  
AND DIGITAL PLATFORM AS A RECENT TREND ANALYSIS: A MANAGEMENT  
PERSPECTIVE**

**A. Fatima Mary**, Research Scholar, Department of Management Studies, St. Joseph University,  
Dimapur, Nagaland, India

**Dr.K.Sethupathy**, Assistant Professor, Department of Management Studies, St. Joseph University,  
Dimapur, Nagaland, India.

**Abstract:**

This paper examines the effectiveness of face-to-face and digital platforms of teaching methodology in the context of enhancing accessibility to all students. The study is significant as it provides valuable information on how face-to-face and digital learning can be enhanced. The study was based on a descriptive research design and the sample size for the study was 100. The respondents were selected through Stratified and Simple Random Sampling based on their highest academic qualifications. A structured questionnaire was used to collect data and SPSS was used for the analysis. The results of the study show that there is an equal preference for online mode in adapting to knowledge sequences and that digital platform offers easy access and convenient learning. The study findings further reveal that the aspect of interaction as seen in both scenarios is more or less on the same level but the immediate reception is more in online links and connectivity rather than with direct interactions which may not be consistent. The results also show a significant shift in preference and demand for online learning due to its flexibility. Based on the research findings, there is a need to develop modalities for integrating both online and face-to-face learning in delivering lessons to learners by taking advantage of the complementary systems with more access to digital media.

**Key Words:** Digital Platform, Teaching Methodology, Strategies, Conceptualized, Macrocosm,

**Introduction**

The world scenario has been changing rapidly for the past few decades, with the advent of refined, reformed electronic systems, digital revival has become the priority of the world. As the use of digital platforms becomes more widespread, it is increasingly important to ensure that they are accessible to all students, regardless of their socioeconomic status or geographical location. This could involve providing students with devices and internet access, as well as ensuring that digital materials are available in multiple languages and formats. The use of digital platforms has the potential to transform the way we think about education, by enabling learners to access a wider range of learning opportunities and connect with teachers and peers from all over the world. This could lead to more personalized, student-centered learning experiences that benefit the needs of individual learners. While on contrast, Face-to-face teaching allows for direct, immediate interaction between students and teachers, creating a dynamic and responsive learning environment that can foster healthy competition. Studies have shown that students who participate in face-to-face classes tend to have higher levels of engagement and are more likely to actively participate in class discussions and group activities, which can contribute to a competitive learning atmosphere, yet the realm of digital enhancing has grown stronger in modernity.

The enigmatic expression of educational technology is analyzed in the defined words of W. Kenneth Richmond which cites: “Educational technology is concerned with providing appropriately designed learning situations which, holding in view the objectives of teaching or training, bring to bear the best means of instruction”. The continuous, dynamic, and progressive field of study happens to be the initiation of educational technology which is scientific and experiential. Traditional versus digital teaching learning skills and impacts are a wide unparalleled existence that does not compromise with the norms of practice. However, the relevance of educational technology has modernized the system of work and learning in modernity by enforcing newer processes. Of course, it has been a valuable

help rendered in the field of education and the complete process of teaching-learning has become sustainable through this innovative assemblage of educational technology

The framework of the concerned reasons will be a discourse on the advantages of both fields of relevant aspects of this paper as well as the theories that substantiate the essence of the teaching-learning process. Framework provides the structure and constructive analysis of the research writing of this paper and brings forth the basis of enlightened analysis for practical awareness. However, the study makes a paradigm shift to the earlier traditional practices and is taken to the discussion in terms of advantages at the foremost followed by the theories in relevance. The digital patterns have more agile concepts of flexibility and convenience in imparting knowledge with practical implications taken forward by the teachers. Further, there are interactive and engaging learning experiences on digital platforms. Most probably, from an antagonistic perspective, it can be stated that there is profound personalized learning in the digital version compared to face-to-face teaching-learning scenarios. The identity of the constructive framework becomes highly prospective in this aspect as there are enhanced opportunities for collaboration and access to a global community in digital media.

### **Theoretical framework**

A theoretical approach is an open-ended pertinence to the existing scenario of the present and brings forth the importance of the field of study. The logical connection is interrelated to the ingenuity of face-to-face and online teaching-learning. The approach makes a difference in synchronous learning of face-to-face platforms to asynchronous systems of traditional teaching methods. Parallel to the thought process is the concept of facilitating knowledge to that of delivering knowledge. Nevertheless, both ends can never be met as facilitating is rapidly approachable compared to delivering which is an essentiality to time and space.

The main theories for discussion fall into the pretext of 'RAT' and 'Connectivism' of online linkages while 'Behaviourism' and 'Constructivism' for face-to-face interactions. As a universal concept, RAT stands for Replacement, Amplification, and Transformation. The stipulated theories in relevance are appropriate for a discussion in this matter of fact of theoretical concern. RAT theory taken as a model deliberates the reasoning for teachers on the pretext of improved skill acquisition. It is a pattern work that provides initiatives for teachers to develop a better system of schedules for effective teaching and practice methods. The teachers are given ideas to reflect conducive lesson plans using digital tools that benefit a usage function. Each of these elements is a factor of practical reflection that is based on technology which takes a replacement to traditional methods of existence. It is in this concern the effectiveness, that 'RAT' is the priority of application in the essentials of the topic taken for discussion in this paper. Increased adaptive features are the maximized integration of ideals as relevant to the transformation of traditional scenarios to digital platforms.

Furthermore, the analytical facts when reflected as an essence of comprehension is the 'Connectivism' of the digital theoretical principles about the competitiveness of digital media over the existing traditional systems. It is the connective learning theory that has provided an extended thought to the concept of digital technology with avenues to online learning. It is a problem-solving conditioning that provides apt support to the platform of virtual learning and brings relevance to digital learning as against to face to face learning processes.

Even in the strategic interpretation of the traditional mode of face-to-face teaching methodology, it is a well-rehearsed fact that the basic ideologies of 'Behaviorism' and 'Constructivism' pave the way for the refined link to the digital uprising in the modern era of teaching-learning systems. Constructivism and behaviorism both are student-involved concepts yet this intervention has shaped digital media proportionately as in relevance in modernity in its reliable self-paced development. Nonetheless, both concepts are very referential to the existing teaching scenario with vivid objectives that determine the progression in delivering knowledge by the teachers. However, the systematic approach to these references is the basis of teaching and learning on stimulus-response. There is maximum involvement of students in teaching done with interactive outcomes of learning. This thought processing is evidentially very supportive in face-to-face teaching as adapted to practice but

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simultaneously this window of application has given a large pretext to digital enhancement through its approach and adaptability.

### **Literature Review:**

The major issues of literature review deliberate the compatible references to the topic taken for study and for the extended writing on the same. Foremost the thought of Allen and Seaman, 2013 have identified the essential need for a reformed educational system and they state, ‘The Babson Survey Research Group notes the continued proliferation of online education in higher education (Allen & Seaman, 2013). Academic administrators believe that learning outcomes through online education are the same or superior to those in traditional face-to-face classrooms.

There are a wide range of similarities between online and face-to-face learning as in both settings students are required to attend classes, prepare and submit assignments, study the course materials, and also complete assignments and examinations. However despite these similarities differences exist between the two teaching and learning modalities. Wladis et al., (2015) highlighted that in most cases face to face learning is mostly teacher-centered while online teaching is mostly student-centered as it requires the active participation of the learners. Furthermore, with technological advancement, learners now want quality programs they can access from anywhere and at any time. Because of these demands, online education has become a viable, alluring option for business professionals, stay-at-home-parents, and other similar populations. In addition to flexibility and access, multiple other face-value benefits, including program choice and time efficiency, have increased the attractiveness of distance teaching (Wladis et al., 2015).

The Covid-19 pandemic provided an opportunity for the advancement of online teaching and learning. As a response to the closure of schools, the various education pedagogies were modified to ensure that there is minimum interruption to the teaching and learning process. The approaches that were used included online, peer-to-peer learning and tutorials (Foo, Cc., Cheung, 2021). As a result, various technological tools such as laptops, and smartphones supported by the intent become part of the core education systems. Universities had to develop Teaching and learning management platforms to facilitate the teaching process. In this context, e-learning replaced the face to face learning. This adapted new learning environment resulted in a change in behaviors, practices, teaching methods, and assessment methods as well (Lolic et al., 2022).

Various scholars have reviewed the similarities and differences between online and face-to-face learning. Nathan.S(2020) stated that adopting modern teaching methods, such as teacher-student interactive and student-centered methods has an impact on students’ academic performance. Factors that may affect students’ performance and success- the technology used students’ collaboration/teamwork, time management, and communication skills are taken into consideration. As a matter of comparison, the classroom setting provides more motivation, encouragement, and direction. In addition, Face-to-face, teachers can adjust the structure and teaching style of the class to improve student retention (Kemp and Grieve, 2014). It is evident that within the online context, the teachers are limited to the utilization of electronic devices and may not take advantage of the verbal and nonverbal cues of the learners to assess the learning process. However, on a positive note, the introduction of online teaching has made it appropriate for learners with busy work schedules and those with limited flexible time to still access quality education which is not the case with face-to-face teaching and learning. In addition, teachers can offer classes to a global audience through the internet thus reaching out to a much more audience of learners. However limited physical interaction of learners, internet coactivity, and lack of access to the required electronic gadgets affects the effectiveness of online teaching. (Paul J et. al, 2019).

A study conducted by F, Cheung,( 2021) shows that face-to-face learning studentsdemonstrated lower scores in participation, communication, preparation, critical thinking, and group skills while on the other hand Allen and Seaman (2013) found thatwithin the context of learning outcomes, there were no significantdifferences on learning outcomes between online and face to face learning. Hendricks, G. P. (2019) argues that within the current context, there is increased demand for online classes as

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compared to face-to-face classes as students are opting for flexible and adaptive teaching and learning systems as compared to the traditional face-to-face modality that is rigid, restrictive and no flexible to the demands of students who have other roles to still study while working. Therefore, technological development is expanding the classroom setting to a virtual classroom setting and this shift is providing a challenge to institutions of higher learning to conduct a thorough rethink of their teaching and learning approaches

### Research Methodology

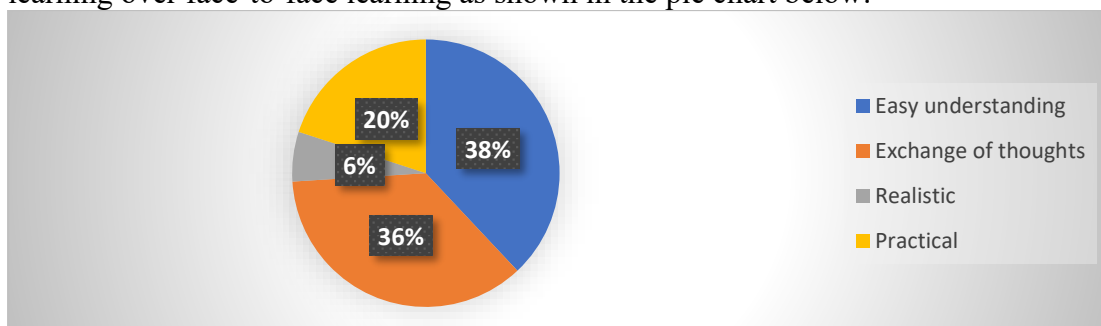
The study was based on a descriptive research design and this design was selected as it provided an opportunity to adequately describe the research phenomenon which relates to face-to-face and online learning. The sampling method and Survey methodology are taken to practice in this research. The sample size for the study was 100 respondents who were selected through Stratified and Simple Random Sampling based on their highest academic qualifications. The stratified and simple sampling ensured that the sample was selected based on random probability hence providing a more representative sample. A structured questionnaire as a methodology was used to collect data through semi-structured interviews and the data collected was analyzed by the use of the Statistical Package for Social Sciences (SPSS) computer package. Furthermore, descriptive statistics such as frequencies and chi-square analysis were used as methods for data analysis

### Research Findings

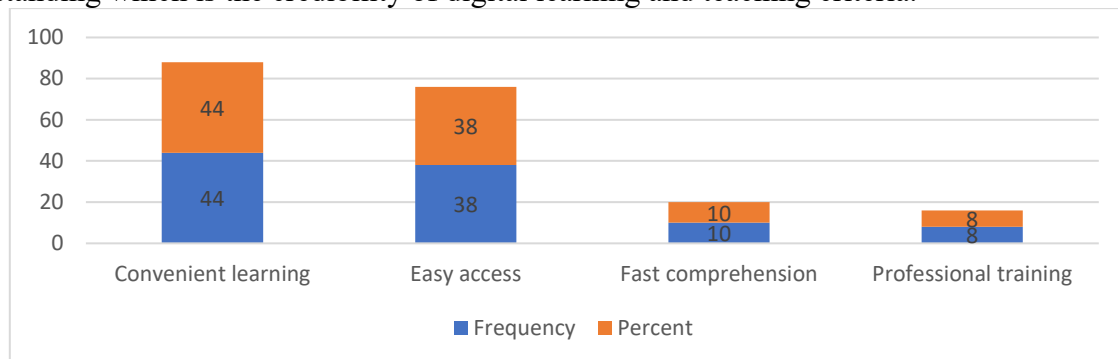
In terms of demographic characteristics, out of the 100 respondents, 64% were males and 36% were females with an age group of 25 years to 55 and above. However, the sample depicts a literate group comprising diploma students up to Doctors of Philosophy, Interestingly the maximum sample involved expression is from the master's degree programs which have brought effectiveness in thoughts as required. The stipulated details hold maximum connectivity to the preference of online learning possibilities as against the face-to-face perspectives. The manageable content value lies in support of the modern needs of the world with the technological approach taken to practice.

The study results showed that respondents highlighted several advantages of digital platforms over face-to-face learning. The majority of the respondents highlighted convenient learning as represented by 44 % of the respondents and 38% reported easy access. Furthermore, based on the gender cross-tabulation results both the majority of the females and males reported convenient learning and easy access with a Pearson Chi-Square P-value of .320. The Pearson Chi-square test p-value is more than 0.05 which denotes that there were no statistically significant differences on the perceived advantages of digital platforms over face-to-face learning amongst the two gender groups. In terms of the level of education of the respondents, the Pearson Chi-square P value was .29 showing the same effect on no statistical differences in the responses based on the highest level of qualifications.

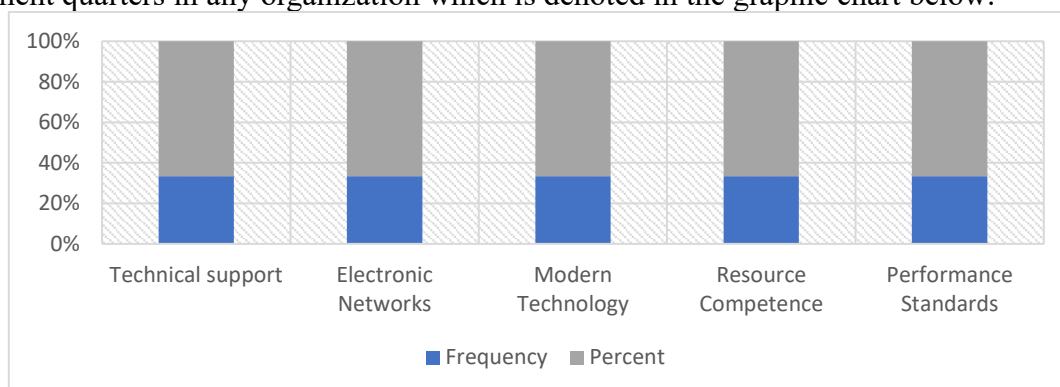
In this world of opportunities, the basic essential developmental pattern of teaching and learning originates from face-to-face interaction. Nevertheless, it is the way of life from the ancient pact, but the modern context of technological development elucidates the rapid changes that have taken place with the flexibility of the processes of knowledge acquisition. A related scenario of the easiness of learning with mutual concern for the exchange of thoughts is presented as the main benefits of online learning over face-to-face learning as shown in the pie chart below:



This is the normal tendency of the traditional approach and the influence it has created over the years. The pie chart reflects the significance of online platforms which is assessed in terms of the elements of easy understanding, realism, practicality, and accessibility to thoughts with the perception of concepts. These valued facts are taken in the percentage of the highest order of 38% for easy understanding which is the credibility of digital learning and teaching criteria.



Well understood from the above graphical bar chart that is an equal preference to online mode in adapting to knowledge sequences. Of course, there is easy access as well as convenient learning made possible in this mode. This is the preferential stance of the respondents in gathering knowledge for their credentials which is made possible through the convenient learning of the digital mode of application and for this estimation, a maximum of 44% is the highest value of predicament seen in this graphical presentation. More emphatic to the conceptualized idea is the support extended from the management quarters in any organization which is denoted in the graphic chart below:



The analysis further on the role of management shows that the majority of the conceptualized factors as referred depict equal distribution and deliverance of favorability from the management. There is preferential reliability from the management supporting digital platforms as taken to study from the above graphical presentation. Truly to the nature of applicability, the relevance is derived exactly in the above visual graphic. The excellence in an establishment is brought to concern as expected in the deliverance of online- technology as a major practical indication of modernity with increased performance standards.

The result of the Chi-square analysis between Gender and the role of management in promoting adaptive competitiveness in face-to-face teaching was .316 showing no statistically significant differences. The result on academic qualification and the role of management in promoting competitive adaptiveness in face-to-face teaching showed a Pearson Chi-Square of .002 which shows statistically significant differences amongst the gender groups. However, the result on age and the role of management in promoting adaptiveness in face-to-face teaching show a Pearson Chi-Square value of .527 which shows no statistically significant differences based on age. Henceforth, it can be concluded that there is a strong association between academic qualification and perception of the roles that management plays in promoting adaptive competition in face-to-face teaching

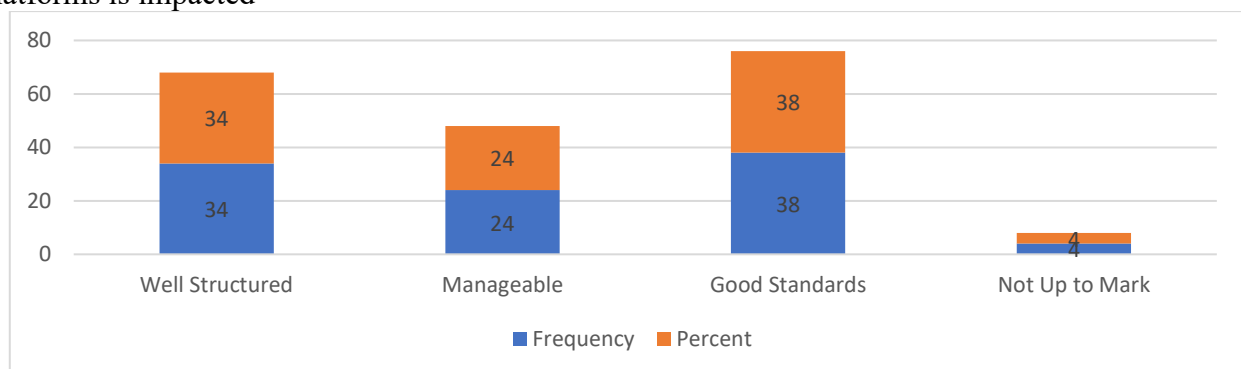
As regards the further analysis on Gender and the role of management in promoting adaptive competitiveness in digital platforms teaching, the Pearson Chi-Square value was .662 showing no statistically significant differences. The result on academic qualification and the role of management

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in promoting competitive adaptiveness in digital platforms teaching showed a Pearson Chi-Square value of .003 which shows statistically significant differences amongst the various academic groups. Furthermore, the result on age and the role of management in promoting adaptiveness in digital platforms teaching show a Pearson Chi-Square value of .000 which shows highly statistically significant differences based on age. This is also presented in the cross-tabulations below

Age	Role of the management in promoting adaptive competitiveness digital platforms					Total
	Technical support	Electronic networks	Modern Technology	Resource competence	Performance standards	
25-30 years	4	0	4	0	0	8
31-40 years	18	0	18	0	6	42
41-50 years	22	0	10	10	2	44
Above 50 years	2	4	0	0	0	6
<b>Total</b>	<b>46</b>	<b>4</b>	<b>32</b>	<b>10</b>	<b>8</b>	<b>100</b>

Henceforth, it can be concluded that there is a strong association between age, academic qualifications, and the perception of the roles that management plays in promoting adaptive competition in digital platforms teaching. This can further be attributed to the fact that various age groups have different exposures, perceptions, and technical competence to the various digital platforms, and also as people get exposed to higher education their perception of digital learning platforms is impacted

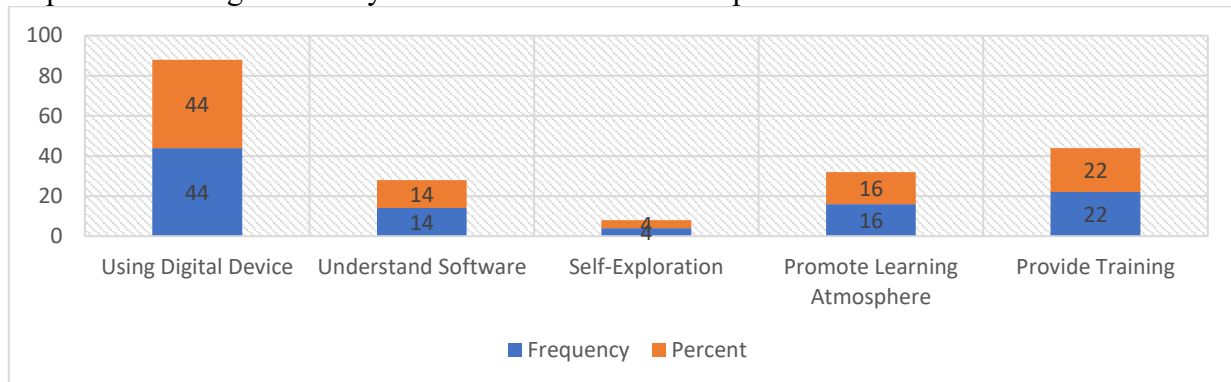


The above graphical presentation is interpreted in terms of the adaptability features taken in relevance to the application of digital accessibility. The foremost percentage elevation of 38% is reflected in good standards followed by 34% for well-structured establishments. The maximum adaption to new technology suffices to the digital platform that is creating good standards and establishing perfect competitiveness with the other modes of educative processes. The practical implications are vibrant with aspects that have helped in promoting positive acceptance of online platforms. The sensibility of this criteria has reformative turns to training and application with confidentiality as required to the prospective response to online media. In this context, the ethical face value of digital mode gains greater credentials. A noteworthy fact is that the aspect of interaction as seen in both the scenarios is more or less on the same level but here again, the immediate reception is more in online links and connectivity rather than with face-to-face interactions which may not be consistent.

Moving into the other aspects of the study, implications of competition between online and face-to-face runs wild in this modern technological advancement and is a major concern of this study. This is the efficiency impact in terms of acquisition of knowledge as well as seeking jobs for sustainability in the modern perspectives of life and living in the present scenario of world

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development. For sure, digital platforms are opening many avenues of developmental framework that can be accessed much more easily than face-to-face practice. The marketability will be enhanced with extended opportunity and subject specificity in order to develop employability skills. All this is much more possible through online systems than face-to-face adaptive features.



The reference of the above chart denotes the initiatives of digital online sessions which have imbibed a digital perspective among the students with effective learning strategies which is not possible in face-to-face features. The highest percentage of 44% is related to using digital devices followed by 22% specifies providing training to people involved in digital platforms which is a positive acceptability to online preference

### Conclusion and Recommendations

The comparison made in this paper writing and the survey reflects the maximum need for technology-based professionalism as preferred by learners in most parts of the world. Structuring the system for easy access, once done as infrastructure development is sure to benefit the ecosystem of education and the imparting of knowledge becomes an easy turn-over to existence, Further, the face-to-face identity cannot be denied of its need, yet the perfection to achievement targets towards completion of work accomplishments can be very easily through the online patterns of net-work identification. Success in the present scenario relies more on the essentiality of online platforms. Though certain factions of society believe in the organized system of human minds these are getting to work only with the online systems for better efficient application of the modalities as taken to practice.

The assessed fact on this feature of the study very clearly depicts the relevance to online existence as the near possibility of systems of work in comparison to the face-to-face systems. The essential fact is that the depreciating efficiency quotient of human values and the potential that the possibility of machines replacing human resources at the workplace would be the scope in the future. Every possible turn to reality is now based on maximizing machine-based systems encapsulating technological advancement in organizational systems and wherein, the use of computers at different perceptions is made use. These research findings have great implication for administrators and teachers as it informs the development of appropriate modalities for the integration of online and face-to-face teaching for enhanced teaching and learning outcomes.

Hence, the competitiveness of both the forms taken to study is more measurable in online platforms and this has given it a perfect ascendance in this modernity. In spite of the established notions of face-to-face methodology and framework, the long-lasting impact on the psychological appeal of human minds is seen in it, yet the adaptability features and applicability with renowned reliability are seen in online patterns of usage. The demerits of both concerns are taken to relevance in this work yet adaptability stands foremost with digital platforms. However, the success rate of the macrocosm now relies on digitalization which in the survey was a positive reflection of realism.

A further comparison of the two teaching approaches shows that both approaches have both positives and negatives and can be used together so that the strengths of one approach offset the weaknesses of the other. The holistic thought of balancing the need for face-to-face with online

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delegations has become the latest trend of living and an entity of observant application of necessity. It means to express the need for the modern tenets of accessibility to a more effective and efficient feature of realism than to break ourselves with the age-old traditions. This delimits the strengths of one against the other. In terms of access to easy workability online systems are more flexible and practical than going in search of human resources of efficiency which is the major limitation analyzed in modernity. Henceforth the applicability, viability, and reliability of online connectivity make efficient workability in the present age of technology. This is analyzed in the survey taken to study and to make this deliberation possible.

#### **Based on the research findings, the researcher makes the following recommendations**

- Digital platforms are becoming an essential component of tertiary education; therefore, education administrators need to ensure that the system is structured for easy access as this will benefit the ecosystem of education and the imparting of knowledge.
- There is a need to develop, modalities for integrating both online and face-to-face learning in delivering lessons to learners by taking advantage of the complementary systems with more access to digital media.

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