

Analysis of Challenges Encountered in Online Class and Face-to-Face Class

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Abstract: *The educational field has been significantly affected by the COVID-19 pandemic, leading many institutions to adopt online education as a solution to the problems caused by the virus. As a result, a learning modality that combines online and face-to-face instruction has emerged as a viable alternative to traditional classroom-based education. This study aims to investigate the challenges faced by Hospitality Management students in this learning modality. The researchers employed a descriptive-quantitative technique, utilizing a survey questionnaire to gather the necessary data. The findings revealed that most participants did not show a significant difference in their communication preferences between face-to-face and online modalities. However, several issues were raised regarding the quality of online education and the need for increased opportunities for collaboration and interaction. These findings may have implications for the design and implementation of blended learning programs in the hospitality field.*

Keywords: Online Class, Face-to-Face Class, Hospitality Management, Challenge Encountered, COVID-19 Pandemic

1. INTRODUCTION

Coronavirus disease 2019 or also known as Covid-19 is an infectious disease, it is known to be a deadly illness that caused by severe respiratory syndrome (Cennimo, 2023). It was discovered in December 2019 in Wuhan, China and later on become a well-known deadly disease throughout every country because it is contagious (Rath, 2022). Throughout 2020, there has been over 36 million infected and over 1 million have died because of COVID-19, in the Philippines alone the number of infected are 325,000 and 6,000 deaths (Worldometer,2020). Because of the health reason and concerns many educational institutions around the world have closed to contain and reduce the spread the infection of the deadly virus, and one of the countries is the Philippines which 28 million learners has been affected by this closure (UNESCO, 2020).

According to an article by Childhope Philippines (2021), DEPED address the situation by using a distance learning method while also implying a blended learning method. This learning includes online classes, printouts, lessons via TV and social Media Platforms. Even though many teachers and students are in favored in F2F classes, on that time of pandemic online education is an alternative learning. This online learning method is the government solution for more safer education. Fortunately, vaccines for COVID-19 were distributed around the Philippines in year 2021, the government advise and encourage the citizens to get vaccinated. Vaccines do offer a ray of hope for the people against the variants of COVID-19 viruses (Powell, 2021). Later in year 2022 by the President's approval, Education Secretary Leonor Magtolis Briones authorized all regional directors to commence the progressive expansion phase of face-to-face classes for both public and private educational

institutions. Limited F2F classes has becomes trial for educational progress expansion, this served as an assessment for 'new normal', if it is efficient and safe to reopen the schools around the country (Yang, 2022).

Top Hat defined online class as 'a course conducted over the Internet. They are generally conducted through a learning management system, in which students can view their course syllabus and academic progress, as well as communicate with fellow students and their course instructor'. The pandemic has been huge influence in the transformation of educational learning around the globe, because of it, information and communication technologies are adopted to change the traditional physical classroom (Ulum, 2021).

While face-to-face class is also defined by Top Hot as 'an instructional method where course content and learning material are taught in person to a group of students. This allows for a live interaction between a learner and an instructor. It is the most traditional type of learning instruction. Learners benefit from a greater level of interaction with their fellow students as well. In face-to-face learning, students are held accountable for their progress at the class's specific meeting date and time'.

The combination of 2 learning modalities is new experience where the educational approach to education is the combination of the two learning methods; online; and face-to-face (Quigley, 2021). Thus, the instructors especially students have encountered different challenges in both modalities. The researchers wanted to analyzed the different challenges encountered in both modality of learning, the given variable for identifying the challenges is the teaching method, the student skills, the peer relationship, and educational experience.

Based on an article by Digital Class World, (2021) about Teaching Strategies During the Pandemic, communication between the teachers and students is the key to effective classes for online courses, when it comes to teaching method techniques teacher's availability can make an impact. While an article from Iowa State University (2021) states that in F2F classes, instructors frequently encourage the conversation to use the class time since it is limited. Speaking in person in a classroom provides the advantage of visual signals from other students and the teacher. This is the traditional teaching method.

Khalifa et. al (2018) found that in online class technical issue can hindrance the learning of the students. Students also have more difficulty receiving feedback from their instructor on online class than in traditional learning (Zhange et. al, 2018). Even in F2F setting students have faced challenges such as communicating, scheduling, textbooks and expenses (Ayala, 2022). One of reasons that contributes onto student skills are the instructor teaching techniques that can engage or participate with the whole class as well as some contributing factors that students encountered.

One of the variables in this study is peer relationship. According to Sher (2019), peer relationship is an interaction between learners to learners and its instructors. Learner to learner promotes a collaborative relationship with one another by sharing knowledge and exchanging information. Peer relationship interaction can take a form in group projects, group discussion, etc. Sher (2019), also stated that interaction between the leaner and instructor in web-based environment is enhanced by using technology. In F2F setting, peer relationship can increase student motivation and engagement, improve academic achievement, and enhance social skills (Johnson et. al, 1999). Positive peer relationships had more opportunities for social support, which helped them to cope with academic and personal challenges. The study concluded that introducing and encouraging positive peer relationships in F2F classes could improve students' academic success and overall well-being (Goodboy et. al, 2018).

College is about collecting experiences. In both online and F2F modality, collaboration and interaction with other is needed to gain more experiences that books cannot give. According to Bączek et al. (2021) online experience in learning tends to be boring, students stop participating and interacting in class ever since Covid-19 pandemic happened hence resulted a lack of interactivity and collaborative experience of students in online class. In Yates et. al (2020) study showed that students preferred the f2f collaboration more than online collaboration because students value immediate support and the proximity to teachers and peers from in-class interaction.

According to Sigue-Bisnar (2022) to due to the pandemic's short instructional time, it is advised that schools begin this school year by making remedial learning one of their top priorities. In addition to the regular schoolwork, tutoring services should be taken into consideration. However, returning to school in a face-to-face environment increases kids' stress levels. Teachers have been anxious about providing in-person instruction amid the COVID-19 pandemic. The causes of the educational worry and infection-related anxiety that teachers encounter in face-to-face classes during a pandemic (Abe et. al, 2021)

This research provides an analysis regarding of the challenges encountered in online and face-to-face modality, hence the researchers analyzed the challenges in both modality of learning. The researchers discuss the significant difference of the challenges encountered of the Hospitality Management students in online class and face-to-face class in school year 2022 to 2023.

The purpose of this study aims to analyze the challenges encounter in online and face-to-face class of Hospitality Management students in Gordon College.

This study specifically aims to seek answer to the following questions:

1. What is the profile of the respondents in terms of:

- 1.1. age;
- 1.2. sex; and
- 1.3. year level?
2. How may the challenges encountered by the students during online class be described in terms of:
 - 2.1. teaching method;
 - 2.2. student skills;
 - 2.3. peer relationship; and
 - 2.4. educational experience?
3. How may the challenges encountered by the students during face-to-face class be described in terms of:
 - 3.1. teaching method;
 - 3.2. student skills;
 - 3.3. peer relationship; and
 - 3.4. educational experience?
4. Is there a significant difference on challenges encountered during online class when grouped according to the respondent profile?
5. Is there a significant difference on challenges encountered during face-to-face class when grouped according to the respondent profile?
6. What program may be proposed based on the findings of the study?

Conceptual Framework

The conceptual framework (Figure 1) presented below is the I.P.O. method that researchers use as guide for their research, this helps the researchers to identify the challenges of BSHM students encounter in online and face-to-face classes.

INPUT	PROCESS	OUTPUT
1. Profile of the Respondents according to: 1.1. age; 1.2. sex; and 1.3. year level. 2. Challenges encountered during online; and face-to-face class in terms of: 2.1. teaching method; 2.2. student skills; 2.3. peer relationship; and 2.4. educational experience.	1. Data Collection 1. Survey questionnaire 2. Data entry 2. Excel 2019 3. SPSS 26 3. Data analysis and interpretation I. Frequency & Percentage II. Shapiro – Wilk test III. Median IV. The Kruskal-Wallis H	<p style="text-align: center;">Proposed enhancement program for online and face-to-face modality learning.</p>

Figure 1. Conceptual Framework

2. METHODOLOGY

This study is quantitative research that focused on analyzing the challenges encountered in online class and face-to-face class of the Hospitality Management student at Gordon College. Quantitative research is a systematic empirical investigation that uses statistical, computational, or mathematical techniques to collect and analyze numerical data. It aims to uncover patterns, relationships, and trends, and make generalizations or predictions about a population based on a sample (Smith et. al.,2022).

The quantitative approach helped the researchers identify the elements for the study and collect the data from the respondents. This research design converts a phenomenon by the help of research instrument, by this means that researchers chose this design for their study because it helps on analyzing the variables and elements of the study in a statistical way.

This study was conducted in Gordon College, Olongapo City.

Figure 2. Locale of the Study



The population of the study is the number of enrolled Hospitality Management student in Gordon College, school year 2022-2023. The researchers had a sample size based on the population of the Bachelor of Science in Hospitality Management (BSHM) student at Gordon College, regardless of certain characteristics such as age, sex and year level. Stratified random sampling is a sampling technique that involves dividing a population into smaller subgroups or strata. These strata are formed based on common characteristics or attributes among the members, such as educational level or income. Stratification allows for a more representative sample to be drawn from the population being studied (Hayes, 2022). Proportionate stratified sampling involves dividing a population into distinct groups, or strata, based on specific characteristics. From each stratum, a proportional number of participants are chosen to ensure a representative sample (Johnson et. al., 2021). The researchers used a proportionate stratified sample for the research sampling method. In this sampling method the sample size is directly proportionate to the total population

of the stratum, that means the same sampling fraction applies to each strata sample.

Cohen (1988) provided criteria for interpreting these values, stating that Cohen's d values of 0.20, 0.50, and 0.80 are typically seen as being indicative of modest, medium, and large effects. These values were used to calculate the numerical amount of sample used in the study using an a priori approach; effect size (0.25), power (0.80) and sample size of 180.

Note: The sample size is 36.13% of the population per stratum.

Stratum	Population	Sample
1 st Year Level	169	61
2 nd Year Level	72	26
3 rd Year Level	113	41
4 th Year Level	147	53
Total	501	100

Table 1 Population and Sample Distribution of the Respondents

The researchers used their own made survey-questionnaires regarding of challenges that they encountered in online and F2F class in terms of: teaching method; student skills; peer relationship; and educational experience. The researchers came up with the list of statements and questions for the respondents answer to analyzed the challenges encountered. The data that gathered from the survey-questionnaire was analyzed by the researchers based on their interpretation.

The researchers'-made survey questionnaire is divided into two parts. The first part (Part I) is about the respondents' profile, it asked about the respondents' demographic profile such as: age; sex; and year level.

The second part of the survey questionnaire is divided into 2 sections: online class; and F2F class. For the first section of the second part of survey questionnaire, it composed of statements regarding the challenges encountered in online modality in terms of: teaching method; student skills; peer relationship; and educational experience. For the second section of the second part of survey questionnaire, it composed of statements regarding the challenges encountered in F2F modality in terms of: teaching method; student skills; peer relationship; and educational experience. Both sections are answerable with scale of: 4 – strongly agree; 3 – agree; 2 – disagree; and 1 – strongly disagree.

With every high score from the respondents' response towards each statement, it indicates that they most likely haven't experience the challenge in both modality of learning. And with every low score indicates that respondents most likely encountered the challenges in online and F2F classes.

3. RESULTS AND DISCUSSION

Demographic profile of the respondents

1. Profile of the Respondents

1.1 Age

Age	Frequency	Percent
18 - 19	61	31.1
20 - 21	78	39.8
22 - 23	52	26.5
24 - 25	5	2.6
Total	196	100.0

Table 2 Age of the Respondents

The table 2 show the total sample of respondents according to their age. Most of the respondents fall within the age bracket of twenty to twenty-one years old (20-21) with a total of thirty-nine-point eight percent (39.8%), eighteen to nineteen years old (18-19) with a total to of thirty-one-point one percent (31.3%), twenty-two to twenty-three years old (22-23) with a total of twenty-six-point five percent (26.5%), twenty-four to twenty-five (24-25) with a total of two-point six percent (2.6%). The result shows that age between twenty to twenty-one years old (20-21) have the most respondents. This imply that the most respondents are in late adolescence (Brittany et. al, 2019). According to Brown and Williams (2019) higher education has grown due to the changing job market and the increasing emphasis on attaining a degree for better career prospects, hence more individuals in the 20-21 age range are pursuing higher education to enhance their employability and gain specialized knowledge.

1.2. Sex

Sex	Frequency	Percent
Male	87	44.4
Female	109	55.6
Total	196	100.0

Table 3 Sex of the Respondents

The table 3 shows the total sample respondents according to their sex. The total male respondents are eighty-seven (87) with a percentage of forty-four point four (44.4%). While the female respondents are one hundred-nine (109) with a percentage of fifty-five point six (55.6%). The following literature supports the result distribution of the respondents' profile according to sex, this indicates on why female respondents are more compared to male respondents. According to UNESCO (2020) female enrollment in tertiary education has increased triple globally in all regions of the world between 1995 and 2018 and growing at a faster rate

than male enrollment over the same period. Smith (2018) highlighted the influence of the culture and societal factors in education, traditional gender norms and expectations may prioritize female education or limit educational opportunities for males in certain societies, resulting in higher enrollment numbers of females.

1.3. Year level

Shift	Frequency	Percent
First Year	61	31.1
Second Year	33	16.8
Third Year	49	25.0
Fourth Year	53	27.0
Total	196	100.0

Table 4 Year level

The table 4 shows the distribution of the respondents according to year level. Most of the respondents are first year with a total of thirty-one- point one percent (31.1%), followed by the fourth- year respondents with twenty-seven percent (27%), followed by third year respondents with a twenty- five percent (25%), and lastly the second-year respondents with a sixteen-point eight percent (16.8%). The result indicates that first-year students have the highest number of respondents while the least are second-year students. Based on the Arellano University website, students are classified as freshmen (level 1), Sophomores (level 2), Juniors (level 3), and Seniors (level 4). Alonzo (2023) reported that last semester, approximately 2.34million freshmen enrolled in college or university, which was a 4.3% increase from fall 2021 and a significant increase from the 2.24 million freshmen who enrolled in fall 2020, at the beginning of the COVID-19 pandemic. The enrollment of freshmen increased in all higher education sectors, particularly in community colleges, which saw a 6.1% increase in first-year students since the previous fall, or an additional 42,000 students. LeBlanc et al. (2020) discovered that students who were nearing graduation were more likely to complete their degree, while incoming freshmen were more likely to delay or postpone their enrollment, suggesting that students who had invested more time and resources additionally their education were more motivated to finish their degree despite the pandemic.

2. The challenges encountered by the students during online class in terms of:

2.1. Teaching Method

Indicators	Mean	Descriptive Interpretation
1. The lessons were well explained and easy to comprehend	3.03	Often encountered challenges in Online Class
2. The modules and other learning materials are very accessible and easy to get from instructors (ex. Instructors post the modules in Gdrive, GCLAMP et.).	3.01	Often encountered challenges in online class
3. The instructors are always on time in class and rarely absent	2.94	Often encountered challenges in online class
4. The instructor gave enough time limit for every assigned task.	3.16	Often encountered challenges in online class
5. The instructor gave situational examples that are relevant to the topic of discussion.	3.13	Often encountered challenges in online class
Average	3.05	Often encountered challenges in online class

Table 5 Challenges Encountered by the Students During Online Class in terms of Teaching Method.

The table 5 show the challenges encountered in online class in terms of teaching method. The indicator 3 statement (the instructors are always on time in class and rarely absent.) has the lowest mean among the five indicators for teaching method in online class. The mean result for this indicator (m=2.94) which interpreted as often encountered in online class. According to Vásquez et al. (2020) workload, insufficient support, and apprehension about student engagement were common obstacles to participation. Conversely, incentives such as training, technological assistance, and acknowledgment or compensation for online teaching were identified as motivators that could encourage faculty members to take part. The indicator 4 “the instructor gave enough time limit for every assigned task” has the highest mean among the five indicators for online class teaching method. The mean result (m=3.16) which interpreted as often encountered challenge in online class in terms of teaching method. According to Baturay et al. (2021) students increase academic performance and satisfaction to the course when they are provided an additional time to complete their online assignments. Similarly, Rueda et al. (2019) reported that students who given more time to complete their online assignment have achieve better learning outcomes and satisfaction to the course. The overall challenges encountered in online class in terms of teaching method (m=3.05), this shows that majority of the respondents often encountered a challenge during online class in terms of teaching method. Lim et al. (2017) and Al-Samarraie et al. (2020) study shows that there is a significant effect of incorporating effective techniques in teaching online, thus it boosts the learning engagement and shapes the perceptions of the students to have a positive impact and satisfaction towards the online course.

2.2. Student Skill

Indicators	Mean	Descriptive Interpretation
1. I have enough knowledge in technology while doing an online presentation	3.06	Often encountered challenges in Online Class
2. Online classes help me improve my knowledge (ex. I have knowledge about how to cook certain dish and online discussion help me to improve that knowledge).	2.95	Often encountered challenges in online class
3. Laboratory lessons are easily learned and done in online classes because instructors demonstrate their skills.	2.85	Often encountered challenges in online class
4. Professors instruct well in the online laboratory classes.	2.95	Often encountered challenges in online class
5. The instructors give an actual example on how to do things especially in laboratory class (ex. Perform how to properly deboned chicken etc.).	3.05	Often encountered challenges in online class
Average	2.97	Often encountered challenges in online class

Table 6 Challenges Encountered by the Students During Online Class in Terms of Students Skills

The table 6 show data from respondents regarding on challenges encountered in online class in terms of student skills. The indicator 3 statement (laboratory lessons are easily learned and done in online classes because instructors demonstrate their skills) has the lowest mean among the five indicators. The mean for this indicator (M=2.85), which interpreted as often encountered challenge. Gustavson et. al (2018) suggested that instructors can effectively demonstrate kitchen laboratory skills by providing detailed step-by-step instructions, using video demonstrations, and offering virtual office hours for student questions. The indicator 1 (I have enough knowledge in technology while doing an online presentation) has the highest mean among the five indicators for online class student skills. The mean result for this indicator (M=3.06), which interpreted as often encountered challenges in online student skills. According to Wang (2019) having adequate technological skills can enhance student engagement and increase the effectiveness of online presentations. The overall challenges encountered in online class in terms student skills is (M=2.97), this shows that majority of the respondents often encountered a challenge in online class in terms of student skills. According Anand et. al (2021) online classes had a positive impact on students' skills development, including critical thinking, problem-solving, and communication. However, they also noted that the quality of online instruction and the availability of resources can play a significant role in determining the outcomes.

2.3. Peer Relationship

Indicators	Mean	Descriptive Interpretation
1. My classmates are approachable and I can communicate with them easily in an online setting	3.08	Often encountered challenges in Online Class
2. It is not hard to contact instructors in an online setting	2.87	Often encountered challenges in online class
3. I am confident about my knowledge while using technology to form relationships with my peers	3.05	Often encountered challenges in online class
4. I like to do an individual project/presentation rather than perform with someone because I am more confident alone than with a group.	2.85	Often encountered challenges in online class
5. My peers help me improve my skills and knowledge (ex. They help me to prepare for online presentation and give advice on how to present well in an online setting.).	3.08	Often encountered challenges in online class
Average	2.99	Often encountered challenges in online class

Table 7 Challenges Encountered by the Students During Online Class in terms of Peers Relationship

The table 7 show data from respondents regarding on challenges encountered in online class in terms of peer relationship. The indicator 4 (I like to do an individual project/presentation rather than perform with someone because I am more confident alone than with a group) has the lowest mean among the five indicators from challenges encountered in online class in terms of peer relationship with a result of (M=2.85) in which interpreted as often encountered challenge. According to Meng et. al (2020) and Heilporn et. al (2017), students much prefer individual presentation because it demonstrate critical thinking compared to those who engage in collaborative work hence emphasizing their satisfaction and improvement on learning. The indicator 1 (My classmates are approachable and I can communicate with them easily in an online setting) and 5 (My peers help me improve my skills and knowledge [ex. They help me to prepare for online presentation and give advice on how to present well in an online setting]) have the same mean result of (M=3.08), which interpreted as often encountered challenges. Simpson et. al (2021) states that having an approachable peers helped to counter the challenges in online class and also promotes skills development. Furthermore, having access to supportive peers can enhance student motivation and self-efficacy, which can lead to improved academic performance (Wang & Huang, 2020). The overall challenges encountered in online class in terms peer relationship (M=2.99), this shows that majority of the respondents often encountered a challenge in online class in terms of peer relationship. According to Thompson et. al. (2020) in online classes informal communication significantly reduce, because it takes away informal interactions, such as small talk before and after class, which help in developing friendships. This resulted making it harder for students to establish connections and foster peer relationships in online settings.

2.4. Educational Experience

Indicators	Mean	Descriptive Interpretation
1. Internet connectivity is stable hence students experience a smooth discussion	2.87	Often encountered challenges in Online Class
2. I have my own personal study space at home for online classes.	2.86	Often encountered challenges in online class
3. I have not encountered distractions when I'm attending online classes	2.52	Often encountered challenges in online class
4. I enjoy online activities because it is not draining and not a hassle to do.	2.78	Often encountered challenges in online class
5. It is not hard for me to focus on doing school work for online classes	2.75	Often encountered challenges in online class
Average	2.76	Often encountered challenges in online class

Table 8 Challenges Encountered by the Students During Online Class in terms of Educational Experience

The table 8 show data from respondents regarding on challenges encountered in online class in terms of educational experience. The indicator 3 (I have not encountered distractions when I'm attending online classes)

has the lowest mean result of (M=2.52), which interpreted as often encountered challenge in online class in terms of educational experience. Zhu et. al (2020) states that students who are highly driven and have specific learning objectives are less likely to become distracted during online sessions. Another study from Wang et. al (2020) found that students who had access to high-quality online learning resources were less likely to be distracted during online classes. The indicator 1 (Internet connectivity is stable hence students experience a smooth discussion) has the highest mean among the five indicators with a mean result of (M=2.87), which interpreted as often encountered challenge in online class in terms of educational experience. Both Jones et. al (2019) and Huang et al. (2020), research implies that stable internet connectivity plays a significant role in determining students' involvement and satisfaction with e-learning. The overall challenges encountered in online class in terms of educational experience is (M=2.76), which interpreted as often encountered challenges. According to Smith and Johnson (2022) absence of face-to-face interaction in online classes can impact students' engagement and connection with the learning material. Limited opportunities for in-person discussions, immediate feedback, and interactions with instructors and peers can affects the overall educational experience.

3. The challenges encountered by the students during face-to-face (F2F) class be described in terms of:

3.1. Teaching Method

Indicators	Mean	Descriptive Interpretation
1. The lessons were easy to comprehend because it is explained well.	3.22	Often encountered challenges in Online Class
2. The modules and other learning materials are accessible for students (ex. other learning materials are accessible in library anytime).	3.16	Often encountered challenges in online class
3. The instructors are frequently on time for class and rarely absent.	3.16	Often encountered challenges in online class
4. The instructors discuss the topics in a way that students easily understand and give them enough time to do their assigned task.	3.18	Often encountered challenges in online class
5. Instructors use an interactive approach in teaching and encourage the students to participate in the class discussion.	3.30	Rarely encountered challenges in online class
Average	3.10	Often encountered challenges in online class

Table 9 Challenges Encountered by the Students During Face-to-Face Class in terms of Teaching Method

The table 9 show data from respondents regarding on challenges encountered in F2F class in terms of teaching method. Both indicator 2 (The modules and other learning materials are accessible for students [ex. other learning materials are accessible in library anytime]) and 3 (The instructors are frequently on time for class and rarely absent) has the lowest mean result of (M=3.16), which interpreted as often encountered challenge in F2F class in terms of teaching method. According to Fang et al. (2019), students in higher education who have access to educational materials and information are more likely to cultivate self-assurance, resulting in better academic performance. The indicator 5 (Instructors use an interactive approach in

teaching and encourage the students to participate in the class discussion) has the highest mean among the five indicators with a mean result of (M=3.30), which interpreted as rarely encountered challenge in F2F class in terms of teaching method. Ahmad (2017) stresses the significance of interactive teaching techniques that encourage classroom involvement in her article on the "Interactive Approach to Teaching." Additionally, she explores the advantages of an interactive approach to teaching, including increased student engagement, improved critical thinking abilities, and better retention of information. The overall challenges encountered in F2F class in terms of teaching method result (M=3.20), which interpreted as often encountered challenges. Sanetti et al. (2017) conducted a meta-analysis investigating the effects of Positive Behavior Interventions and Supports (PBIS) on student academic and behavioral outcomes. The study synthesized 51 studies involving 38,729 participants across different grade levels. The findings revealed that PBIS had a significant positive impact on both academic and behavioral outcomes. The analysis indicated that PBIS had a moderate to large effect on academic outcomes and a large effect on behavioral outcomes.

3.2. Students Skills

Indicators	Mean	Descriptive Interpretation
1. I learn a lot in face-to-face setting	3.47	Rarely encountered challenges in Online Class
2. F2F class helps me improve my skills. (ex.my cooking skills has improve in F2F discussion.)	3.42	Rarely encountered challenges in online class
3. Laboratory lessons are easily learned and done in F2F setting	3.45	Rarely encountered challenges in online class
4. Professors instruct well in the F2F setting especially in laboratory subjects.	3.38	Rarely encountered challenges in online class
5. The instructors perform an actual demonstration for their lessons (ex. Perform how to cook a certain dish.)	3.38	Rarely encountered challenges in online class
Average	3.42	Rarely encountered challenges in online class

Table 10 Challenges Encountered by the Students During Face-to-Face Class in terms of Student Skills

The table 10 show data from respondents regarding on challenges encountered in F2F class in terms of student skills. Both indicator 4 (Professors instruct well in the F2F setting especially in laboratory subjects) and 5 (The instructors perform an actual demonstration for their lessons [ex. Perform how to cook a certain dish]) has the lowest mean result of (M=3.38), which interpreted as rarely encountered challenge in F2F class in terms of student skills. Vasquez et al. (2018) conducted a study that indicated the efficacy of instructor demonstrations as a teaching method in laboratory courses. Students who participated in the study reported that the demonstrations enhanced their comprehension of the subject matter, while the instructor observed that they were a valuable tool for engaging students and facilitating learning. The indicator 1 (I learn a lot in face-to-face setting) has the highest mean among the five indicators with a mean result of (M=3.47), which interpreted as rarely encountered challenge in F2F class in terms of student skills. Arslan et. al. (2022) highlighted on their study that immediacy behaviors in

face-to-face have a positive influence on student engagement, satisfaction, and learning outcomes in face-to-face settings. The overall challenges encountered in F2F class in terms of student skills (M=3.42), which interpreted as rarely encountered challenges. According to Deslauriers et. al. (2017) students had better actual learning outcomes when actively engaged in the classroom. Additionally, Gijbels et. al. (2017) discussion, the epistemology and pedagogy of constructivism and provide practical guidance for educators on designing constructivist learning activities and assessments.

3.3. Peer Relationship

Indicators	Mean	Descriptive Interpretation
1. My classmates are approachable and I can communicate with them easily in F2F setting	3.33	Rarely encountered challenges in Online Class
2. It is not hard to communicate with instructors in a personal setting.	3.24	Often encountered challenges in online class
3. I am not pressured to communicate and interact with other people that I am not close with.	3.21	Often encountered challenges in online class
4. I have no trouble forming relationships with other people.	3.19	Often encountered challenges in online class
5. My peers help me in improving my skills and knowledge. (ex. they help me how to present myself in front of many people properly).	3.26	Rarely encountered challenges in online class
Average	3.25	Rarely encountered challenges in online class

Table 11 Challenges Encountered by the Students During Face-to-Face Class in terms of Peer Relationship

The table 11 show data from respondents regarding on challenges encountered in F2F class in terms of peer relationship. The indicator 4 (I have no trouble forming relationships with other people) has the lowest mean result of (M=3.19), which interpreted as often encountered challenge in F2F class in terms of peer relationship. Research has indicated that building relationships with peers in F2F classes can lead to several favorable outcomes for students, such as enhanced academic achievement, social support, and a feeling of belonging (Pekrun et al., 2017). Collaborative activities, like group projects or class discussions, provide a way for students to form relationships with their peers (Kirschner et al., 2018). Furthermore, studies suggest that informal interactions, such as socializing before or after class, can also encourage relationship-building among students (Jenkin et al., 2021). The indicator 1 (My classmates are approachable and I can communicate with them easily in F2F setting) has the highest mean among the five indicators with a mean result of (M=3.33), which interpreted as rarely encountered challenge in F2F class in terms of peer relationship. Research by Yoon et al. (2019) and Kao et al. (2018) has identified that having approachable peers can be crucial in supporting college students' academic success and social integration. The studies conducted by Yoon et al. and Kao et al. found that students who perceived their peers as approachable had better levels of academic and social integration, which was linked to improved academic performance. The overall challenges encountered in F2F

class in terms of peer relationship (M=3.25), which interpreted as rarely encountered challenges. Zhang et al. (2020) found that emotional intelligence was positively associated with positive peer relationships among college students in face-to-face classes. Furthermore, their study revealed that this relationship was mediated by empathy and social skills, highlighting the pivotal role of emotional intelligence in fostering favorable interpersonal connections among college students.

3.4. Educational Experience

Indicators	Mean	Descriptive Interpretation
1. F2F class is enjoyable for me	3.44	Rarely encountered challenges in Online Class
2. I am financially prepared to have/ experience F2F class.	3.18	Often encountered challenges in online class
3. It is not hard for me to manage my time for F2F class.	3.16	Often encountered challenges in online class
4. F2F activities are not draining and are not a hassle to do.	3.06	Often encountered challenges in online class
5. It is not hard for me to do F2F class because I have no other commitments outside school (ex. Work etc.).	3.15	Often encountered challenges in online class
Average	3.20	Often encountered challenges in online class

Table 12 Challenges Encountered by the Students During Face-to-Face Class in terms of Educational Experience

The table 12 show data from respondents regarding on challenges encountered in F2F class in terms of educational experience. The indicator 4 (F2F activities are not draining and are not a hassle to do) has the lowest mean result of (M=3.06), which interpreted as often encountered challenge in F2F class in terms of educational experience. In the study "The Energizing Nature of Face-to-Face Interactions: An Event-Sampling Study" (Ryan et al., 2017), the researchers utilized experience sampling methods to investigate the daily experiences of participants. They discovered that face-to-face social interactions were linked to higher levels of positive affect, energy, and engagement when compared to digital interactions. The indicator 1 (F2F class is enjoyable for me) has the highest mean among the five indicators with a mean result (M=3.44), which interpreted as rarely encountered challenge in F2F class in terms of educational experience. A study conducted by Chen and Wei (2020) examined the factors that influence college students' enjoyment of face-to-face (F2F) learning experiences. The study found that students who reported high levels of enjoyment in F2F classes had positive attitudes toward their instructors, felt connected to their classmates, and felt a sense of engagement with the material. Additionally, students who had opportunities for hands-on learning and interactive activities reported higher levels of enjoyment in their F2F classes. According to a study conducted by the Higher Education Research Institute (HERI) at UCLA, college students who enjoy their studies tend to have fewer commitments outside of school. The overall challenges encountered in F2F class in terms of educational experience (M=3.20), which interpreted as often encountered challenges. A study conducted by Kwauk et. al (2017)

found that students had favorable educational experiences in face-to-face classes when they perceived engagement with the instructor and course material, had the opportunity to engage in active learning, received timely feedback, and felt supported by their peers. They also identified factors such as an approachable and supportive instructor, a positive classroom environment, and a sense of community among students that contributed to student success.

4. Significant difference on challenges encountered during online class when grouped according to the respondent profile:

4.1. Age

Variables	Age	n	Median n	H	df	Asymp. Sig	Conclusion
Teaching Method	18-19	61	3.00	2.458	3	.483	Not Significant
	20-21	78	3.00				
	22-23	52	3.00				
	24-25	5	3.00				
Student Skills	18-19	61	2.80	9.386	3	.025	Significant
	20-21	78	3.00				
	22-23	52	3.00				
	24-25	5	3.00				
Peer Relationship	18-19	61	3.00	2.848	3	.416	Not Significant
	20-21	78	3.00				
	22-23	52	3.00				
	24-25	5	3.00				
Educational Experience	18-19	61	2.60	14.408	3	.002	Significant
	20-21	78	3.00				
	22-23	52	2.60				
	24-25	5	3.40				

Table 13 Difference on the Challenges Encountered During the Online Class by Age

The Kruskal-Wallis H test was used to assess the difference in challenges encountered during the online lesson between age groups in Table 13. The test indicated no significant difference across age groups for the teaching method [H(3) = 2.458, p = .483], with a median value of 3.00 for those aged 18–19, 3.00 for those aged 20–21, 3.00 for those aged 22–23, and 3.00 for those aged 24–25 years old. Since the p-value is greater than the 5% significance level, the test shows that there is no significant difference between the age groups in terms of peer relationship [H(3) = 2.848, p = .416], with the median value of 3.00 for the 18-19 age group, 3.00 for the 20-21 year old, 3.00 for the 22-23 year old, and 3.00 for the 24-25 year old. According to Dhawan et. al (2020) there was no significant difference in academic performance between younger and older students, and no significant difference between students who took courses that used different teaching methods (e.g., lecture-based, discussion-based, or project-based). According to Li et. al. (2019) there was no significant difference in overall peer relationship quality across different age groups on their study examining relationships between age, gender, and peer relationships in university. Additionally, Kim and Lee (2019) also found no significant difference on their study about Face-to-Face and Online Environments. The test found a statistically significant difference in student skills among age groups [H(3) = 9.386, p = .025], with a median value of 2.80 for those aged 18–19, 3.00 for those aged 20–21, 3.00 for those aged 22–23, and 3.00 for those aged 24–25. The post hoc analysis was conducted using Kruskal-

Wallis to compare distributions across groups. There is a significant difference in terms of student skills between the 18–19 and 20–21 age groups (p = .035), since the p-value of the pairwise comparison is less than the significance level of .05. Therefore, the result shows that the two groups are statistically different from each other (See Appendix G). For the educational experiences, the test revealed a significant difference between age groups [H(3) = 14.408; p = .002], with a median value of 2.60 for those aged 18–19, 3.00 for those aged 20–21, 2.60 for those aged 22–23, and 3.40 for those aged 24–25 years old, since the p-value was less than the 5% significance level. The post hoc analysis was conducted using Kruskal-Wallis to compare distribution across groups; there is a significant difference in terms of educational experience between the 18–19 and 20–21 age groups (p = .009), since the p-value of the pairwise comparison is less than the 5% significance level. Therefore, the result shows that the two groups are statistically different from each other (See Appendix N). According to Wang et al. (2018), younger students tend to have higher expectations for online courses and find the technology-based learning environment more engaging and interactive compared to their older students. This is further supported by Tschopp et al. (2019), who note that younger students exhibit higher levels of engagement in online courses, demonstrated by their greater participation. Ahn (2017) and Chen et al. (2017) conducted studies that both found older learners had more difficulty with online learning than younger learners. They discovered a correlation between higher levels of educational experience and better performance in online courses, implying that the learners' abilities to benefit from online education are dependent on their previous educational experiences.

4.2. Sex

Variable	Sex	n	Median	U	z	Asymp. Sig	Conclusion
Teaching Method	Male	87	3.00	4328.000	-1.059	.290	Not Significant
	Female	109	3.00				
Student Skills	Male	87	3.00	4328.000	-.640	.522	Not Significant
	Female	109	3.00				
Peer Relationship	Male	87	3.00	4649.500	-.236	.814	Not Significant
	Female	109	3.00				
Educational Experience	Male	87	2.80	3999.500	-1.893	.058	Not Significant
	Female	109	2.60				

Table 14 Difference on the Challenges Encountered During the Online Class by Sex

Table 14 shows the Mann-Whitney U-test, and it was found that there was no significant difference in challenges encountered during online classes in terms of teaching methods between males (Mdn = 3.00) and females (Mdn = 3.00), with U = 4328.000, z = -1.059, and p = .290 above the significance level of .05. For the student skills, the test revealed no significant difference in the challenges encountered during the online class between males (Mdn = 3.00) and females (Mdn = 3.00); U = 4328.000, z = -.640, and p = .522. The test results for the peer relationship showed no statistically significant differences between

male and females on the challenges encountered during the online class (Mdn = 3.00 and 3.00, respectively), $U = 4649.500$, $z = -.236$ and $p = .814$. Based on educational experience data, the test found no statistically significant difference between males (Mdn = 2.80) and females (Mdn = 2.60) in challenges encountered in online class: $U = 3999.500$, $z = -1.893$, and $p = .058$. According to Liu et. al (2019) there was no significant difference in academic performance between male and female students, regardless of the teaching method used. They concluded that online classes offer equal opportunities for both male and female students to achieve academic success, and that the choice of teaching method may not significantly affect this outcome. Similarly, Smadi et. al. (2017) discovered that there was no significant difference between male and female completion rates, final exam score or participation in online discussions. Likewise, Turel et al. (2020) conducted a study examining whether there were significant disparities in academic accomplishments between male and female students in online learning environments. The results indicated that no significant differences were observed between the academic achievements of male and female students in such settings. Another study found that there was no significant difference in academic performance between male and female students, nor between students with different levels of prior educational experience, in online classes Dhawan (2020).

4.3. Year Level

Variables	Year Level	n	Median n	H	df	Asymp. Sig	Conclusion
Teaching Method	First Year	61	3.00	1.291	3	.731	Not Significant
	Second Year	33	3.20				
	Third Year	49	3.00				
	Fourth Year	53	3.20				
Student Skills	First Year	61	2.80	11.814	3	.008	Significant
	Second Year	33	3.00				
	Third Year	49	3.00				
	Fourth Year	53	3.00				
Peer Relationship	First Year	61	3.00	1.339	3	.720	Not Significant
	Second Year	33	3.00				
	Third Year	49	3.00				
	Fourth Year	53	3.00				
Educational Experience	First Year	61	2.60	10.987	3	.012	Significant
	Second Year	33	3.00				
	Third Year	49	3.00				
	Fourth Year	53	2.60				

Table 15 Difference on the Challenges Encountered During the Online Class by Year Level

Table 15 shows the challenges encountered during the online class using the Kruskal-Wallis H test among four work schedule groups. The test indicated no statistically significant difference in teaching method across groups [$H(3) = 1.291$, $p = .731$], with a median value of 3.00 for the first year, 3.20 for the second year, 3.00 for the third year, and 3.20 for the fourth year level. The year-level groups for the peer relationship had no statistically significant difference [$H(3) = 1.092$, $p = .720$], with a median value of 2.60 for the first year, 3.00 for the second year, 3.00 for the third year, and 2.60 for the fourth year level. Johnson et al. (2020) found that when contrasting various year levels or

teaching styles in online classrooms, there were no significant differences in student performance. Similar findings from a meta-analysis by Zhu et al. (2021) showed that there was no significant difference in the efficacy of teaching strategies in online classes for different year levels. Additionally, Anderson et al. (2020) also found no significant difference in student engagement levels across different teaching methods or year levels in online classes. According to Kamaralli et. al. (2020) there was no significant difference between year levels in terms of peer relationships or self-esteem. Their study suggests that other factors, such as individual personality traits and classroom climate, may have a greater impact on peer relationships than year level. For the student skills, the test revealed a significant difference between year level groups [$H(3) = 11.814$, $p = .008$], with a median value of 2.80 for the first year, 3.00 for the second year, 3.00 for the third year, and 3.00 for the fourth year level. The post hoc analysis was conducted using Kruskal-Wallis to compare distributions across groups. There is a significant difference in terms of student skills between the first year and third year level groups ($p = .006$), since the p-value of the pairwise comparison is less than the significance level of .05. As a result, the first-year group differs statistically from third-year groups (See Appendix O). The educational experience test revealed a significant difference between year level groups [$H(3) = 10.987$, $p = .012$], with a median value of 3.00 for the first year, 3.00 for the second year, 3.00 for the third year, and 3.00 for the fourth year level because the p-value was less than the significance level of .05. The Kruskal-Wallis test was used to compare distributions across groups; there is a significant difference in educational experience between the first and third year level groups ($p = .030$), since the p-value of the pairwise comparison is less than the significance level of .05. Therefore, the results show that the two groups are statistically distinct from one another (see Appendix P). As per Angeles et. al (2020) there was a significant difference in online learning readiness among different year levels, with senior students (those in their final year) having higher levels of readiness compared to freshmen. The researchers also found that educational level (the highest educational attainment achieved) was a significant predictor of online learning readiness. Similarly, McCann et. al (2017) indicated on their study that there is a significant difference between the two populations in terms of their online learning experiences. Specifically, seniors demonstrated higher levels of satisfaction with online learning compared to first-year students. Additionally, the study found that educational experience significantly predicted online learning outcomes, with seniors performing better than first-year students. Ramirez et. al (2020) also found a significant difference in the performance of students across different year levels and educational experience levels. The study revealed that students in higher year levels, and with more educational experience tend to have better

performance in online classes compared to those in lower year levels and with less educational experience.

5. Significant difference on challenges encountered during face-to-face class when grouped according to respondent profile:

5.1. Age

Variables	Age	n	Median n	H	df	Asymp. Sig	Conclusion
Teaching Method	18 - 19	61	3.00	1.387	3	.709	Not Significant
	20 - 21	78	3.20				
	22 - 23	52	3.20				
	24 - 25	5	3.60				
Student Skills	18 - 19	61	3.60	1.792	3	.617	Not Significant
	20 - 21	78	3.40				
	22 - 23	52	3.40				
	24 - 25	5	3.60				
Peer Relationship	18 - 19	61	3.20	.938	3	.816	Not Significant
	20 - 21	78	3.20				
	22 - 23	52	3.20				
	24 - 25	5	3.60				
Educational Experience	18 - 19	61	3.00	9.285	3	.026	Significant
	20 - 21	78	3.20				
	22 - 23	52	3.40				
	24 - 25	5	3.60				

Table 16 Difference on the Challenges Encountered during the Face-to-Face Class by Age

The Kruskal-Wallis H test was employed to evaluate the challenges encountered during the face-to-face class, as indicated in Table 16's evaluation of the differences across four age groups. The test indicated no statistically significant difference between groups in terms of teaching method [$H(3) = 1.387$, $p = .709$], with a median value of 3.00 for those aged 18–19, 3.20 for those aged 20–21, 3.20 for those aged 22–23, and 3.60 for those aged 24–25. For the student skills, the test revealed no significant difference in the challenges encountered during the face-to-face class by age groups [$H(3) = 1.792$, $p = .617$], with a median value of 3.00 for those aged 18–19, 3.20 for those aged 20–21, 3.20 for those aged 22–23, and 3.60 for those aged 24–25, since $p > .05$. In terms of peer relationships, there was no statistically significant difference across age groups [$H(3) = .938$, $p = .816$], with a median value of 3.20 for those aged 18–19, 3.20 for those aged 20–21, 3.20 for those aged 22–23, and 3.60 for those aged 24–25, since $p > .05$. According to He et. al (2019) the effects of different teaching methods on academic performance and satisfaction among undergraduate students in a F2F class. The researchers found that age did not significantly affect the effectiveness of the teaching methods, suggesting that both older and younger students benefited similarly from the teaching approaches. Based on Saumya et. al (2021) examination of the relationship between age and student skills in a face-to-face classroom setting. The results showed that there was no significant difference between the age groups in terms of their skills and performance in the classroom. Furthermore, Mabena et. al (2020) also examines the relationship between peer relations and academic achievement among high school students in Soweto, South Africa. The study found no significant difference in peer relationships between students of different ages in face-to-face classes. Researchers suggested that the lack of

significant differences in peer relations across ages may be due to the nature of peer relationships in high school, where students interact with peers across different age groups in a variety of settings. The test found a statistically significant difference in the challenges encountered during the face-to-face class by age groups for educational experience [$H(3) = 9.285$, $p = .026$], with a median value of 3.00 for those aged 18–19, 3.20 for those aged 20–21, 3.40 for those aged 22–23, and 3.60 for those aged 24–25, since $p < .05$. The post hoc analysis was conducted using the Kruskal-Wallis of Homogeneous Subsets based on asymptotic significances and the sample average rank of age groups. There is a significant difference in terms of educational experience. The result shows that the "18–19" age group is statistically different from the age groups of "20–21", "22–23," and "24–25". According to Hu et. al. (2019), there is a significant difference in age in terms of educational experience, Hu et. al. (2019) found that students with more educational experience had higher levels of academic motivation and better academic performance in face-to-face college classes. This highlights the importance of prior knowledge and experience in facilitating student success in higher education.

5.2. Sex

Modality	Sex	n	Median	U	z	Asymp. Sig	Conclusion
Teaching Method	Male	87	3.20	4143.500	-1.541	.123	Not Significant
	Female	109	3.00				
Student Skills	Male	87	3.60	4436.000	-.787	.431	Not Significant
	Female	109	3.40				
Peer Relationship	Male	87	3.40	4061.500	-1.743	.081	Not Significant
	Female	109	3.20				
Educational Experience	Male	87	3.20	4085.000	-1.684	.092	Not Significant
	Female	109	3.00				

Table 17 Difference on the Challenges Encountered during the Face-to-Face Class by Sex

Table 17 depicts a Mann-Whitney U test that found no significant difference on the challenges encountered during the face-to-face class in terms of teaching method between male (Mdn = 3.20) and female (Mdn = 3.00), with $U = 4143.500$, $z = -1.541$, and $p = .123$, which is greater than the significance level of .05. For the student skills, the test revealed no significant difference in the challenges encountered during the face-to-face class between males (Mdn = 3.60) and females (Mdn = 3.40); $U = 4436.000$, $z = -.787$, and $p = .431$. The test results for the peer relationship showed no statistically significant differences between males and on the challenges encountered during the face-to-face class (Mdn = 3.40 and 3.20, respectively), $U = 4061.500$, $z = -1.743$, and $p = .081$. The test found no statistically significant differences in the challenges encountered during the face-to-face class between males (Mdn = 3.20) and females (Mdn = 3.00), based on the data for the educational experience: $U = 4085.000$, $z = -1.684$, and $p = .092$. According to El-

halwagy and Ibrahim (2018) there was no significant differences in teaching method in face-to-face setting, hence the academic achievement between male and female students in either learning format. Similarly, Abdullahi et. al. (2019) found no significant differences in the achievement scores of male and female students between the two teaching methods used. For student skills in F2F class in terms of sex, Wang et. al (2021) found that there was no significant difference in achievement between male and female students in the face-to-face class. This study provides evidence that there is no significant difference between male and female students' skills in a face-to-face classroom setting. Another study of Garcia et. al (2019) regarding significant differences between male and female students in terms of their peer relationships in F2F classes. The results showed that there were no significant differences between the sexes in terms of peer relationships, suggesting that both male and female students are equally likely to develop positive relationships with their peers in traditional classroom settings. Furthermore, Kartal et. al (2017) found no significant difference in academic performance between male and female students or between students with different levels of educational experience in face-to-face classes, based on their investigation about relationship between online course experience, preferred learning mode (face-to-face or online), and academic performance in a sample of undergraduate students. The result suggested that factors other than sex and educational experience may be more important in predicting academic performance in face-to-face classes

year, 3.60 for the second year, 3.60 for the third year, and 3.40 for the fourth year level. There was no statistically significant difference in the year level groups for the peer relationship [H(3) = 6.874, p =.076], with a median value of 3.20 for the first year, 3.60 for the second year, 3.20 for the third year, and 3.20 for the fourth year level. The educational experience test revealed no significant difference between year level groups [H(3) = 6.180, p =.103], with a median value of 3.00 for the first year, 3.20 for the second year, 3.20 for the third year, and 3.20 for the fourth year level because the p-value was greater than the significance level of .05. Based on study of Jane Smith (2020) that investigate the impact of year level and teaching method on student performance in face-to-face college classes, the result of the study shows no significant difference in student performance between the two teaching methods across different year levels. Both teaching methods were found to be equally effective in promoting student performance in the course. Shih et. al (2017) also found no significant difference between year level and student skills in F2F classes on his study about The Impact of Student Characteristics and Instructional Variables on Student Engagement and Academic Achievement in Face-to-Face and Online Classes". Furthermore, Smith et. al (2018) investigated the relationship between college year level and peer relationships among undergraduate students in face-to-face classes. The results shows that there is no significant difference in the quality of peer relationships among students in different college year levels. This suggests that regardless of a student's year in college, they are equally likely to form positive relationships with their peers in face-to-face classes. Additionally, Harrison et. al (2017) examine whether there is a significant difference between the educational experience of students at different college year levels in F2F classes. The results showed that there was no significant difference in educational experience between students in different year levels. Harrison et. al. suggested that this finding could be due to the fact that F2F classes provide a consistent learning environment regardless of the year level of the students.

5.3. Year Level

Variables	Year Level	n	Median n	H	df	Asymp. Sig.	Conclusion
Teaching Method	First Year	61	3.00	3.508	3	.320	Not Significant
	Second Year	33	3.40				
	Third Year	49	3.20				
	Fourth Year	53	3.00				
Student Skills	First Year	61	3.40	6.522	3	.089	Significant
	Second Year	33	3.60				
	Third Year	49	3.60				
	Fourth Year	53	3.40				
Peer Relationship	First Year	61	3.20	6.874	3	.076	Not Significant
	Second Year	33	3.60				
	Third Year	49	3.20				
	Fourth Year	53	3.20				
Educational Experience	First Year	61	3.00	6.180	3	.103	Not Significant
	Second Year	33	3.20				
	Third Year	49	3.20				
	Fourth Year	53	3.20				

Table 18 Difference on the Challenges Encountered During the Face-to-Face Class by Year Level

Table 18 shows the evaluation of the challenges encountered during the face-to-face class using the Kruskal-Wallis H test among four year-level groups. The test found a statistically non-significant difference in the teaching method among groups [H(3) = 3.508, p =.320], with a median value of 3.00 for the first year, 3.40 for the second year, 3.20 for the third year, and 3.00 for the fourth year level. For the student skills, the test revealed no significant difference between year level groups [H(3) = 6.522, p =.089], with a median value of 3.40 for the first

6. CONCLUSIONS

The purpose of this study is to analyzed the challenges encountered of the hospitality management student at Gordon College during their online and F2F class. After interpreting the gathered data, the researchers concluded that the teaching method, student skills, peer relationship and educational experience is no significance difference on Challenges encountered during online class in terms of sex. Meanwhile, there is a significance difference on the challenges encountered during the online class by year level in terms of student skills and educational experience, but somehow teaching method and peer relationship has no significance difference. In challenges encountered during the face- to face class is there is no significance difference in

terms of: Teaching Method, Student Skills, Peer Relationship and Educational Experience by Sex and Year level. Both online classes and face-to-face classes have their unique set of challenges that students and educators must navigate. The COVID-19 pandemic has accelerated the shift towards online learning, and this has highlighted the need for both students and educators to adapt to this new mode of learning. While online classes provide flexibility and convenience, face-to-face classes offer social interaction and a more structured learning environment. The key to success in either mode of learning is to recognize the challenges and find ways to overcome them. With the right mindset, preparation, and support, students and educators can thrive in both online and face-to-face learning environments. It is also a positive insight for the Hospitality Management at Gordon College because, this means that they were effective on educating the students in terms of teaching modality.

7. RECOMMENDATIONS:

For the recommendation, the researchers proposed having a symposium called “Academic Enhancement Program” that can be conducted both online and face-to-face.

- 1) The researchers recommend enhancement activities than can be both enjoy by students in different age and year level. This can help encouraging the participation of the students as well as improving the skills and knowledge.
- 2) The researchers recommend program tracks based on the student's year level. For example, a program for freshmen can be designed to help them adjust to college life, while a program for seniors can be designed to help them prepare for their careers.
- 3) The researchers program tracks for students based on their age. For instance, we can design a program for younger students that focuses on developing foundational skills, while a program for older students can have more advanced coursework.

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